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Meenal Tripathi
Research Scholar, Mohanlal
Sukhadia University, Udaipur,
Rajasthan, India

Dr. Monica Dungarwal
Associate Professor, MG
College, Mohanlal Sukhadia
University, Udaipur,
Rajasthan, India

Assessment of awareness level of non-government teachers regarding RTE

Meenal Tripathi and Dr. Monica Dungarwal

Abstract

Education is an important tool for the fast and well balanced development of any nation everyone has the right to education. RTE is the basic human right. Education should be free at least in the elementary and the fundamental stages. The right of children to free and compulsory education (RTE) Act 2009 passed by the Indian parliament in 2009 mandates free and compulsory education of all children of 6-14 years age until they complete elementary education RTE Act, 2009 needs the full hearted participation of the teachers for the successful implementation of the Act. To make teachers to participate fully, there is need of awareness of the teachers working at Primary levels. The present study is an attempt to find the awareness on Right to Education Act -2009 among non-government Primary School Teachers of Udaipur District, Rajasthan. The information was gathered through a questionnaire constructed for this purpose. The questionnaire consists of 80 questions related to awareness on Right to education act. A survey was conducted among 120 respondents by using the questionnaire. The data collected were analyzed using mean, SD, 't' test. Findings revealed that the non-government school teachers of the Udaipur district have significant awareness on Right to education act. The result of the survey showed that the Right to education act awareness must still be more promoted.

Keywords: Education, non-government school teachers, right to education act, India

Introduction

The development of a nation is not measured through the constructions it has built, but by the human resources, the nation has developed through a well-developed system of education. Therefore education is a necessary aspect of life. Without education it is impossible to lead a happy and satisfied life. A healthy and educated society needs educated people, which ultimately have the potential to form an educated, prosperous and powerful country. In India, it was only in 2002 that education was made a fundamental right in the 86th amendment to the Constitution. On 1st April 2010, our country joined a group of 137 countries in the world, with a historic law making education a fundamental right of every child coming into force. Making elementary education an entitlement for children in the 6-14 age groups, the Right of Children to Free and Compulsory Education Act, 2009 will directly benefit children who do not go to school at present. The very first and the primary challenge to implement any policy or law in our country is awareness. Even after the declaration of education as a fundamental right there are millions of Indian children who are deprived from their right. Right to education awareness means having the awareness about education as a right among the people of India.

According to the 2011 Census, Rajasthan has the 33rd worst literacy rate across India. Across all categories Rajasthan stands below the national averages. Overall the literacy rate for India is 74.04 per cent but for Rajasthan it is 66 per cent. The male literacy rate for Rajasthan is not far behind the national average, which is very good. However, the literacy rate for women in Rajasthan is much lower than the national average of 65.46 per cent at a very low 47.76 per cent. According to the Elementary Education in India State Report Card of 2011-2012, across the state of Rajasthan there are a total of 109, 189 schools. Of these 77, 833 are government schools and 29,766 are private schools. There are only 1,590 unrecognized schools. Of the government schools, a majority of 72, 954 are in rural locations and 19, 961 of the private schools are in rural areas as well. Of the five types of schools, primary schools create the largest groups at 49, 642. the enrolment and out of school

Correspondence
Meenal Tripathi
Research Scholar, Mohanlal
Sukhadia University, Udaipur,
Rajasthan, India

children's status in 2011 in India, Rajasthan and study area Udaipur; 5 percent children in India were out of school, whereas 67% children in the country were in public schools and 26% attending private schools; whereas in Udaipur only 19% children were attending private school and 6% children were not attending school.

This study is very important and significant as this provides an inside into the status of implementation of Right to Education Act. The issues and challenges raised in the study will help all stockholders to become aware of their rights, take an active role in the enforcement of this rights and implement this act more effectively and fruit fully to have a better quality educations for the students for whom this Act is meant.

Objectives of the Study

To assess awareness level of non-government school teachers with reference to Right to Education

Research Methodology

This study, which is designed to investigate, the status of implementation of the Right to Education Act. and its awareness among teachers. The study will be conducted in non-government schools of Udaipur city, state of Rajasthan. The data will be collected from school teachers of non-government schools situated in the municipal limits of Udaipur city. Schools will be selected purposively. Teachers, who are teaching 6-12 years old children will be selected for this study. 120 teachers will be selected from non-government schools.

Background information of the respondents

Equal proportion of both the genders was taken into the sample. Out of the total number of respondents 60 teachers (50%) were male and rest 60 teachers (50%) were female. teachers were asked to indicate their educational qualification are presented that maximum number of respondents have done post-graduation along with B.Ed. (70.42%). In rest of the respondents 10.42% teachers are STC holder while 8.33% respondents have done post-graduation. Remaining teaches have done UG with B.Ed. (7.08%), under graduation (2.50%) and PhD (1.25%). It has been observed that majority of teachers (27.92%) have working experience of 11 to 15 years followed by 6 to 10 years (24.58%) and 16 to 20 years (18.75%). respondents indicated the teaching experience of less than 5 years, and

12.92% teachers have working experience of more than 20 years. Respondents were asked to indicate the subjects which they teach in classes. As per the nature of subjects they were classified in four broad categories as specified. It can be seen from the results that 30.83% teachers are teaching general subjects, 19.58% teachers are teaching the subjects related to science stream, 27.08% teachers are teaching commerce subjects and 22.50% teachers are teaching the subjects of arts stream. Further the teachers indicated that in which classes they are teaching and according to results presented a sample maximum number of respondents (Percentage=39.17) are teaching to secondary classes followed by upper primary (Percentage=30) classes. Equal number of respondents (Percentage=15.42) are teaching to primary and senior secondary classes.

Non-Government school teachers' awareness for right to education act

This section of chapter discusses the awareness of Non-Government school teachers (N=120) with right to education act. The section is divided in following there sub sections.

Non-Government teachers' awareness about the provisions related to students

Table 1 is representing the Non-Government teachers awareness with the RTE provisions related to students. It can be observed that approximately all the respondents are aware with the provision that Under RTE, children of poor and weaker sections should be given free education (N=116, Percentage=96.7) while majority of respondents indicated correct awareness with the provisions related to distance of primary school from home (N=85, percentage=70.8), distance of secondary school from home (N=86, percentage=71.7) and the age group to whom free education is to be given (N=79, percentage=65.8). Approximately one third of the respondents know that there should be 200 working days for first to fifth class (N=33, Percentage=27.5), there should be 220 working days for fifth to eight class (N=41, Percentage=34.2) and Up to 6 months a student is allowed to take admission in academic session after its commencement (N=49, Percentage=40.8). The overall mean score is 69.86 which project the average awareness of Non-Government teachers with the provisions of RTE act related to students.

Table 1: Non-Government Teachers' Awareness about the provisions related to Students

S. No.	Statement	Answer	N	Percentage	Score
1	How far should the primary school be located from the residence of a student	1 KM	85	70.8	85
		2 KM	27	22.5	
		5 KM	8	6.7	
2	How far should the secondary school be located from the residence of a student	1 KM	28	23.3	86
		3 KM	86	71.7	
		5 KM	6	5.0	
3	Under RTE, how many years of free education is given to students	1-14 Years	12	10.0	79
		4-16 Years	29	24.2	
		6-14 Years	79	65.8	
4	How many working days are must for first to fifth class	200	33	27.5	33
		220	78	65.0	
		300	9	7.5	
5	How many working days are must for fifth to eight class	220	41	34.2	41
		200	4	3.3	
		240	75	62.5	
6	Under RTE, children of poor and weaker sections should be given free education.	Yes	116	96.7	116

		No	0	0.0	
		No Idea	4	3.3	
7	Up to what date a student is allowed to take admission in academic session after its commencement	6 Months	49	40.8	49
		2 Months	59	49.2	
		4 Months	12	10.0	
Mean Score					69.86

Non-Government teachers’ awareness about the provisions related to teachers

Table 2 is summarizing the awareness scores of respondents for teachers’ related provisions of RTE act. Results show that maximum number of Non-Government teachers are aware about the provisions that Teachers should not do partiality with students (Score=109), Minimum eligibility is fixed for the teachers teaching in schools (Score=109), teachers should not give private tuitions (Score=99) and There should be one full time principal for 100 students (Score=95). More than 50% of teachers indicated their awareness with 3 provisions i.e. on total 30 students there should be one teacher (N=69, Percentage=57.5), on total 60 students there should be two teacher (N=63, Percentage=52.5) and one Social studies teacher should be available to teach per class from sixth to eighth class (N=63, Percentage=52.5).

40% Non-Government teachers (N=48) are aware that there should be 4 teachers available to teach 90 to 120 students and students should not be used for labor work. 31.7 percent (N=38) teachers believe that RTE act is helpful in the betterment of society. It has been observed that awareness level for some of the provisions is very low which includes one Science & maths teachers should be available to teach per class from sixth to eighth class (Score=8), In an academic year there should be the minimum 1000 teaching hours for class first to eighth (Score=20) and In a week minimum teaching working hours for a teacher should be 45 (Score=18). None of the non-government teacher know that 35:1 should be the teacher student ratio for class sixth to eight (Score=0). The overall mean score (56.21) indicates the average awareness level of Non-Government respondents with the RTE act provisions related to teachers.

Table 2: Non-Government Teachers’ Awareness about the provisions related to Teachers

S. No.	Statement	Answer	N	Percentage	Score
1	On how many total students there should be one teacher	40	48	40.0	69
		30	69	57.5	
		50	3	2.5	
2	On how many total students there should be two teachers	60	63	52.5	63
		30	2	1.7	
		50	55	45.8	
3	How many teachers should be available to teach 90 to 120 students	Two	16	13.3	48
		Four	48	40.0	
		Six	56	46.7	
4	How many Science & maths teachers should be available to teach per class from sixth to eighth class	One	8	6.7	8
		Two	86	71.7	
		Three	26	21.7	
5	How many Social studies teachers should be available to teach per class from sixth to eighth class	One	63	52.5	63
		Two	30	25.0	
		Three	27	22.5	
6	What should be the teacher student ratio for class sixth to eight	35:1	0	0.0	0
		40:1	47	39.2	
		30:1	73	60.8	
7	There should be one full time principal for 100 students	Yes	95	79.2	95
		No	12	10.0	
		No idea	13	10.8	
8	In an academic year what should be the minimum teaching hours for class first to eighth	1000 Hrs	20	16.7	20
		1200 Hrs	98	81.7	
		1500 Hrs	2	1.7	
9	In a week what should be the minimum teaching working hours for a teacher	45 Hrs	18	15.0	18
		30 Hrs	36	30.0	
		35 Hrs	66	55.0	
10	Do teachers should give private tuitions	Yes	4	3.3	99
		No	99	82.5	
		No idea	17	14.2	
11	RTE act is helpful in the betterment of society	Yes	38	31.7	38
		No	37	30.8	
		No idea	45	37.5	
12	Teachers should do partiality with students	Yes	9	7.5	109
		No	109	90.8	
		No idea	2	1.7	
13	Minimum eligibility is fixed for the teachers teaching in schools	Yes	109	90.8	109
		No	6	5.0	
		No idea	5	4.2	

14	In school students can be used for labor work	Yes	11	9.2	48
		No	48	40.0	
		Little Much	62	51.7	
Mean Score					56.21

Non-Government teachers’ awareness about the provisions related to school

In a same line Non-Government teachers’ awareness was evaluated for the provisions of RTE act related to school, the results received are presented in table 4.3.3. All the respondents (N=120, Percentage=100) are aware that It is not fine to torture students mentally & physically, library and play ground both should be available in schools, in a school there should be separate kitchen to cook mid-day meal and Transfer Certificate should be made available to student to take admission in another school. Approximately all the Non-Government teachers know that State advisory council should have all the information related to school (Score=118), clean drinking water & electricity should be available in school (Score=118), Parents teachers meeting should be organized on regular interval (Score=118), there should be sufficient number of books & magazines in the school library(Score=118), accreditation certificate required to establish a school (Score=115), Birth certificate of student is necessary to take admission in school (Score=113) and Teaching medium should be in mother tongue (Score=118).

Significant amount of awareness has been observed for the provisions including for all schools it is mandatory to follow

RTE (N=109, Percentage=90.8), In a school there should be store room or head kitchen room along with the office (N=104, Percentage=86.7), It is not fine to bound handicapped student to pay fees (N=104, Percentage=84.2), State Advisory Committee gives the suggestions & instructions to school related to RTE (N=91, Percentage=75.8), and Separate training should be given to teachers for drop out students (N=85, Percentage=70.8). 50.8% respondents (N=61) know that unrecognized classes cannot be conducted within or outside the school and Under RTE, 25% seats are reserved for poor students in school. 48.3% respondents (N=58) are aware that 50% females should be there in school management committee and 35% respondents (N=42) are aware that for 1-5th classes there is a provision of Mid Day Meal. Very few respondents (N=23, Percentage=19.2) indicated there awareness with the provision that only after Completion of Session approval of school can be terminated in case of non-compliance of rules by school

In a summary it can be seen that Non-Government teachers carry good awareness with the school related provisions of RTE act, the mean score (96.81) also conclude the same results.

Table 3: Non-Government Teachers’ Awareness about the provisions related to School

S. No.	Statement	Answer	N	Percentage	Score
1	What is required to establish a school	Accreditation Certificate	115	95.8	115
		Appreciation Certificate	3	2.5	
		Nothing	2	1.7	
2	Under RTE, how many seats are reserved for poor students in school	25 Percent	61	50.8	61
		20 Percent	59	49.2	
		35 Percent	0	0.0	
4	Teaching medium should be in mother tongue	Yes	118	98.3	118
		No	2	1.7	
		No Idea	0	0.0	
5	Birth certificate of student is necessary to take admission in school	Yes	113	94.2	113
		No	7	5.8	
		No Idea	0	0.0	
6	How many females should be there in school management committee	60 Percent	21	17.5	58
		50 Percent	58	48.3	
		40 Percent	41	34.2	
7	Separate training should be given to teachers for drop out students	Yes	85	70.8	85
		No	29	24.2	
		No Idea	6	5.0	
8	Who gives the suggestions & instructions to school related to RTE	State Advisory Committee	91	75.8	91
		District Council	13	10.8	
		Court	16	13.3	
9	For what type of schools it is mandatory to follow RTE	Private Schools	9	7.5	109
		Government Schools	2	1.7	
		Both	109	90.8	
10	For which classes there is a provision of Mid Day Meal	1 - 5 Class	42	35.0	42
		1 - 8 Class	72	60.0	
		1 - 10 Class	6	5.0	
11	It is fine to torture students mentally & physically	Yes	0	0.0	120
		No	120	100.0	
		No Idea	2	1.7	
12	It is fine to bound handicapped student to pay fees	Yes	0	0.0	101
		No	101	84.2	
		No Idea	19	15.8	

13	What should be necessarily available in school	Library	0	0.0	120
		Play Ground	0	0.0	
		Both	120	100.0	
14	It should be in school	Clean Drinking Water	2	1.7	118
		Electricity Arrangement	0	0.0	
		Both	118	98.3	
15	In a school there should be store room or head kitchen room along with the office	Yes	104	86.7	104
		No	11	9.2	
		No Idea	5	4.2	
16	In a school there should be separate kitchen to cook mid day meal	Yes	120	100.0	120
		No	0	0.0	
		No Idea	0	0.0	
17	Transfer Certificate should be made available to student to take admission in another school	Yes	120	100.0	120
		No	0	0.0	
		No Idea	0	0.0	
18	Parents teachers meeting should be organized on regular interval	Yes	118	98.3	118
		No	0	0.0	
		No Idea	2	1.7	
19	There should be sufficient number of books & magazines in the school library	Yes	118	98.3	118
		No	0	0.0	
		No Idea	2	1.7	
20	State advisory council should have all the information related to school	Yes	118	98.3	118
		No	0	0.0	
		No Idea	2	1.7	
21	Unrecognized classes can be conducted within or outside the school	Yes	8	6.7	61
		No	61	50.8	
		No Idea	51	42.5	
22	When the approval of school can be terminated in case of non-compliance of rules by school	After Completion of Session	78	65.0	23
		Immediately	23	19.2	
		Cannot be done	19	15.8	
Mean Score					96.81

Summary of awareness scores of non-government school teachers

Table 4. is presenting the overall awareness of non-government teachers have good information of school related provision of RTE act but they carry average awareness for students' and teachers' related provision. However it can be observed that in all the cases the awareness scores of government teachers is high than the non-government teachers so it can be concluded that the

government teachers are more aware than non-government teachers about RTE act.

Table 4: Summary of awareness scores of non-government school teachers

Provisions of RTE Act	Non-Government Teachers	
	Mean Score	Awareness Level
Students' related	69.86	Average
Teachers' Related	56.21	Average
School Related	96.81	Good

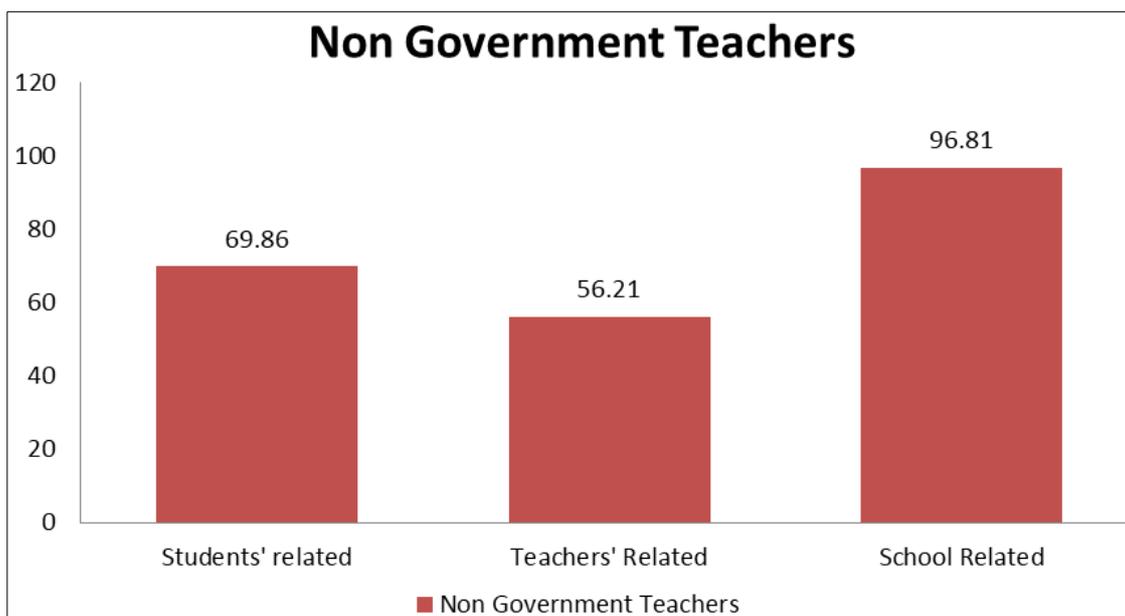


Chart 1: Summary of awareness scores of government & non-government school teachers

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