

Awareness among Primary School Teachers Regarding the Right to Education Act, 2009

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Abstract:

Education is an important tool for the fast and well balanced development of any nation in the 21th century. Every nation is trying collectively to achieve the full literacy for economic, social and cultural development. On international level, UNESCO, UNO, WB etc with other international organizations are helping the nations of the world to provide free and compulsory education to their citizens to achieve the desired goals of the development and value the human rights of their citizens.

In the country, the constitutional obligation and the pledge of the leaders of nation to achieve complete literacy rate is another reason to implement RTE, Act which ensures the full literacy rate in nation. To achieve desired goals, the better strategy is to universalize the elementary education of the nation which would give impetus to the higher education of the nation. The higher education of any country is important for the point of views of the human power, economic planning, health and economic development.

Keeping international and national obligations, India passed historic act "The Right of Children for Free and Compulsory Education Act, 2009" popularly known as Right to Education (TRE) Act, 2009. This Act has made education as a fundamental right to the children in the age group of 06-14 years. The other provisions for qualitative

education, pupil-teacher ratio, appointment of trained teachers, valuing child rights, admission on the basis of age without holding back children in the classes and physical punishment etc are important provisions of the Right to Education Act.

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 about the awareness level of the teachers working at Primary level. The researcher has pursued the study to find out the awareness level of the primary teachers on the basis of region, gender and management (Government and non-government). The researcher has used self made tool to collect the data from the population (primary teachers of Aligarh District) The samples were selected on random basis. The data were analysis by using various statistical techniques like Mean, SD, t-test etc.

Key words: primary school teachers, Right to Education Act, India.

Introduction:

“The Right of Children for Free and Compulsory Education Act, 2009” (1) popularly known as Right to Education (RTE) Act, 2009 was passed by the Government of India in compliance to constitutional and international obligation with the aim of the universalization of the elementary education. The constitution of India under Article 45 stated that “The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years. (2)” But this constitutional aim could not realize due to numerous problems faced by the government due scarcity of resources and will power.

By RTE Act, 2009 the Government has bounded herself to provide free and compulsory elementary education to the children in the age group of 06-14 years. As the RTE Act, 2009 states that “Every child of the age of six to fourteen years shall

have a right to free and compulsory education in neighbourhood school till completion of elementary education.”(3) The aims of introduction of this right to education Act were to modernize the nation and to build a strong human power to meet the required demand of the fast growing economy of the nation. These aims had been stated by NPE, 1986 that “education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance”. (4)

The question of equity and quality are the main concern for the government. Many commissions pointed out the short comings in the Primary education of India and recommended numerous suggestions. The Kothari commission stated back in 1966 in the following words “Each State, and even each district, should prepare a perspective plan for the development of primary education taking into account the stage of development already reached and the local conditions and problems. The objective of the plan should be to fulfill the Constitutional Directive as early as possible.”(5) The Acharya Ramamurti committee (1990) stated that “the right to education should be examined for inclusion amongst the fundamental rights guaranteed under the constitution of India. All the socio-economic measures, without which realization of this right will not be possible, should be taken”. (6)

In recent past the intervention of the judiciary to redefine the human rights of the people in term of modernity, national and international conventions (the Universal Declaration of Human Rights, 1948, the International Covenant on Economic, Social and Cultural Rights, 1966 and the UDHR’s Convention on the Rights of the Child (CRC), 1989) made the government to bring the drastic change in the elementary education. In report of UNESCO of 2001, entitled “Monitoring Report on Education for All” on progress of primary education, around 7.74 crore children around the world were out of schools.(7) In executive summary of the Report it states that

“The World Education Forum, meeting in Dakar, Senegal in April 2000, reaffirmed the vision of the World Conference on Education For All (Jomtien, Thailand, 1990) that all children, young people and adults have the ‘fundamental human right’ to a basic education that will develop their talents, improve their lives and transform their societies”.(8)

The judicial intervention brought immense pressure on the government. As in the case of Jain (1992) the court observed that “The right to life under Article 21 and the dignity of an individual cannot assure unless it is accompanied by the right to education. The state Government is under obligation to make endeavor to provide educational facilities at all levels to its citizen”. (9)

With liberalized economy and growing revenue, the financial burden was no more a constraint for the government in post 1991 era. The report of, Majumdar committee(1999) concluded that “the universalisation of elementary education for children aged six to fourteen years would require an additional expenditure of Rs 140,000,000,000 per year for period of ten years”.(10)

The passing of 86th amendment by the parliament made the elementary education on revolutionary path. The report of knowledge commission (2006) that “Legislation at the national level is required to affirm the Right to Education, which is a fundamental right mandated by Article 21A”. 11) and demand of NGOs made the government to pass the Right to Education Act, 2009 and implement it as soon as possible.

The RTE Act, 2009 which emphasized the quantitative, qualitative and equity in the education would not be successful if the governments have not effective delivery system. The Kothari Commission report (1966) considered teachers as an important agent of effective delivery system of education in India. The RTE Act, 2009 also emphasized the same point of view of Kothari commission.

The Act was implemented on 01 April, 2010.This was

necessary to know how much teachers were prepared to implement the act effectively. To know the preparedness of the teachers it was necessary to know that how much they were aware about the Right to Education Act, 2009 and about its various provisions. The present study purpose was to find out the awareness among the primary school teachers regarding Right to education Act 2009. Their awareness level would define the degree of problem and success in implementation of the Right to education Act, 2009.

Statement of the Problem:

The problem under study was as “Awareness among Primary School Teachers regarding the Right to Education Act, 2009”

Objectives of the Study:

The major objectives of the study were as follow:

- i) To study the awareness among Male and Female primary school teachers regarding Right to Education Act, 2009.
- ii) To study the awareness among the primary School teachers belong to rural and urban areas regarding Right to Education Act, 2009.
- iii) To study the awareness among the primary School teachers belong to Government and Non-Government regarding Right to Education Act, 2009.

Hypotheses:

The hypotheses of the study were as follows:

- i) There is no significant difference in awareness among Male and Female primary school teachers regarding Right to Education Act, 2009.

- ii) There is no significant difference in awareness among the primary school teachers belonging to Rural and Urban areas regarding Right to Education Act, 2009.
- iii) There is no significant difference in awareness among the primary School teachers belonging to Government and Non-government regarding Right to Education Act, 2009.

Methodology of the study:

According to Kothari (2004) research methodology is way to rationalize that “why a research study have been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique if analyzing data have been used and a host of similar other questions are usually answered”.(12).In the light this definition the present study adopted Descriptive Survey Research Methodology to pursue the investigation on awareness among the primary School teachers regarding the RTE Act, 2009.

Population of the study:

The population of present study was the Primary School teachers of District Aligarh, Uttar Pradesh. The whole of Aligarh had been divided into two areas namely the Rural and Urban areas. The rural areas comprises on twelve Blocks namely Akrabad, Atrauli, Bijauli, Chandaus, Dhanipur, Gangiri, Gonda, Iglas, Jawan, Khair, Lodha and Tappal and two urban areas namely Aligarh Municipal Corporation and Atrauli Municipal Board. There were Four Thousand Five Hundred and Six (4506) Primary teachers in rural areas while there were Two Hundred and Forty Eight (248) teachers in urban areas of the Government Schools(as per available data with concerned authority when study was pursued).While there

were no such data of the teachers of Non-Government schools available.

Sample of the study:

The samples of study were consisting of 60 male, 60 female, 60 urban, 60 rural, 60 governments and 60 Non-Government selected on the basis of random sampling from 12 Blocks of District Aligarh given in fig 1.1.in Sample Profile.

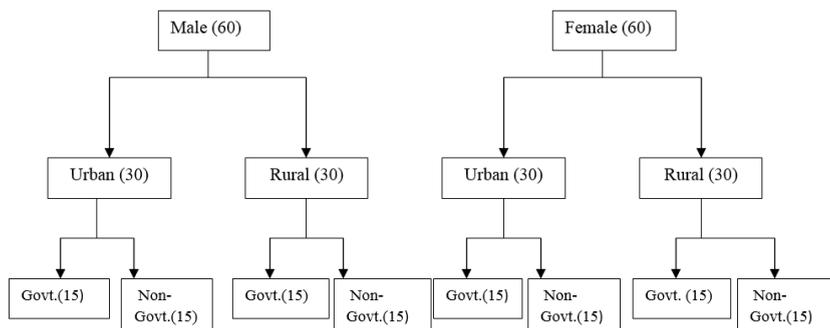


Figure 1.1: Sample Profile

Tool of the Study:

The tool was self made as there was no readymade tool available. The Validity and Reliability of the Questionnaire were checked before collecting of data for study. Kuder-Richardson 21 Formula was used to check the reliability of the tool.

Procedure of collection of Data:

The Data was collected while visiting the schools, URBC, RRC, home through self administered by the researcher. The researcher clarified the problems, if any, so during the administration of filling of the questionnaire.

Statistical Techniques Used:

The data were analysis with the help of statistical tools like Mean, Standard deviation, t-test, etc. The collected data were

tabulated and graphed with the help of various statistical techniques for the purpose of analysis.

Major Findings of the Study:

On the basis of the investigation carried out by the investigator with the help of collected data regarding awareness of Right to Education Act, 2009, the major findings of the investigations are as follow.

- a) There is no significant difference in awareness among the primary male and female school teachers regarding the Right to Education Act, 2009. Hence this study shows that the awareness regarding the Right to Education Act, 2009 among the teachers is not affected by their sex.
- b) There is no significant difference in awareness among the urban and rural Primary school teachers regarding the Right to Education Act, 2009. Hence, this study shows that the awareness regarding the Right to education Act, 2009 among the teachers is not affected by the region like Urban and rural.
- c) There is significant difference in awareness among the teachers regarding the Right to Education Act, 2009 of the Government and Non-government Schools. Hence, the awareness is affected by the ownership and management of the schools.

Analysis of the Result:

The Right to Education Act was passed by the Parliament in 2009 and implemented by the Government of India in April, 2010. More than three years have been passed, yet the level of awareness is just above the average. There is no significant difference of awareness among the female primary teachers and male primary teachers. The mean awareness of male primary

teachers is 24.7 while the mean awareness of female teachers is 25.66667. The mean difference of female teachers is 0.96667 higher than male primary teachers. This is good sign for the primary education of India as primary education is considered exclusive field for the female teachers. It could play an important role in implementation of the Right to Education Act at primary level.

In term of Urban and Rural teachers, the awareness is average. The mean of awareness of the urban teachers is 25.68333 while the mean of awareness of rural teachers is 24.85. The awareness among the teachers of urban areas is 0.83333 higher than the teachers of the rural areas. In study it has been found that more than 95 percent Government teachers are working in rural areas and 05 percent teachers of government are working in the urban areas. So, imbalance in awareness between Urban and Rural areas is important. On the other hand the average awareness is also the matter of concern for the authority.

The awareness between the primary teachers of the Government and Non-government Schools is significant. The mean awareness of teachers of the government schools is 28.4 while the mean awareness of the teachers of the Non-Government is 21.96667. The difference of awareness in term of mean is 6.43333. This is significant. The awareness among the Non-government schools is of main concern. It shows that the management of the Non-Government schools is not so much concerned about the Right to Education Act. While the success of the Right to Education needs the supporting and helping hands of the Non-Government Schools as many studies show that number of the Non-Government schools and the students have increased over the period of time.

Implication of the study:

The present study “Awareness among the Primary School

teachers regarding the Right to Education Act, 2009” is useful for the various stakeholders like Governments, Teachers, School Management, Parents, Researchers, Educational Planner, NGOs etc of the Right to Education Act.

The largest number of the schools in the district is in rural areas. Around 95 percent of the government teachers are teaching in the rural areas. While just 5 percent of the government teachers are teaching in the urban areas. The level of awareness regarding Right to Education is average. The government is spending a very huge amount on the implementation of the Act. The government is also trying to increase the enrolment ratio and impart quality education to the children in the age group of 06-14 years. This study will provide the input to the government to enhance the awareness among the teachers to implement the various provisions of the Act effectively. The Government should organize workshops and seminars to improve the awareness among the teachers.

The finding of the present study will serve as basic data for the investigators and research scholars, who want to pursue further research in this field, advance the research and causes of the Right to Education Act. The findings of the research will provide the basic data for the administrators and planners to chalk out the plan for further effective implementation of the Act.

The finding of the research will provide information to the teachers of urban, rural, government and Non-government schools to enhance their awareness about Right to Education Act. The awareness particularly in the Non-government Schools need special attention, as the government has given responsibility to educate 25 percent of the children of weaker Section to them. If the Non-Government Schools would not fulfill their responsibility then it would be difficult to achieve the set objectives of the RTE Act to universalize the Elementary education up to 100 percent Children of India.

The study will help planner to plan for the enhancement

of the awareness of RTE among the teachers of the Non-government schools. The planner should organize workshops, seminars, Training programmes for them in their respective schools regarding Right to education Act.

The study has shown that the awareness among teachers of the Non-Government schools is less than the government Schools .These Non-Government Schools are mostly located in urban areas, where the number of the schools and number of the government teachers are less. So, the burden of education in urban areas lies on the Non-Government Schools. And if Non-Government schools are not aware about the Right to Education Act then urban area would be failed to achieve the goal of universalisation of elementary education. The Weaker section would suffer due to not implementation of the RTE Act in the respective Non-Government Schools in Urban areas.

The level of awareness among the male and female teachers of the Government Schools shows that Government should intensify the level of training about the awareness of the Right to Education Act. If the training imparted to them then there is need to get feedback from the teachers. There is need of regular trainings, seminars and workshops for the teachers of the Government Schools and other schools.

Conclusion:

The Right to Education Act, 2009 is considered as milestone legislation of India for universalisation of elementary education. This Act has been passed and implemented in India to provide free and compulsory education to the children in the age group of 06-14 years. The various provisions aimed at enhancing the quantitative and qualitative aspects were considered as difficult to implement. There is need of awareness about the Act among the different stakeholders of the education for effective implementation of the Right to Education Act,.

Teachers being the effective agent for effective implementation deserve special attention. If they are well aware then there would be possibility of successful implementation of the Right to Education Act.

This study had been pursued to see awareness among the primary school teachers regarding the Right to Education Act, 2009. The study was pursued to find out the awareness on the basis of Gender, region and Government and Non-Government schools. The finding of the study revealed that there is no significant difference among the teachers on the basis of Gender and region. While there is significant difference among the teachers of the of the Government and Non-government primary Schools. The data which have been collected would be useful for effective implementation and planning of the Act.

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