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A STUDY ON AWARENESS ABOUT RIGHT TO EDUCATION (RTE) ACT 2009 AMONG SCHOOL TEACHERS OF EAST SINGHBUM DISTRICT, JHARKHAND

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Abstract: Education is seen as the oneway out of the darkness in modern world. Therefore, government of India provided universal elementary education for children of the age group 6-14 years. This was to be achieved through provisions of schools with appropriate infrastructure and within an approachable distance. Among the others, one of the important policies of the Government of Jharkhand is Right to Education (RTE) Act of 2010. East singbhum, one of the districts of Jharkhand,. Many years have been passed after the implementation of RTE-act 2009 and therefore it is necessary to know if the benefit of implementation of act has reached tothe needy children or not. The present study examined the Awareness of teachers about implementation of Right of Children to Free and Compulsory Education Act, 2009 in East singhbhum district of Jharkhand. This research study has been taken up by researcher to know the opinions of teachers of East singhbhum district regarding RTE Act. KEYWORDS: RTE Act 2009, Compulsory Education, Rights, Policy

INTRODUCTION

Education is considered as most powerful weapon in the world which is imparted by the best teachers in earth. The teachers have been playing very pivotal role in all round personality development of the students. Awareness in the society is being brought by the teachers and good students in the society. Recognizing the importance of education and teacher's role in imparting education, government of India enacted a law known as "Right to free and Compulsory Education Act-2009" and inserted it in article 21A of Indian constitution. It is duty of Central government and state government to facilitate these facilities to the children. Therefore the government of Jharkhand through department of education has been constantly making effort to spread the primary education in the state by establishing many primary schools and recruiting number of teachers against it. RTE Act is a fundamental right but the research studies showed that, there lays some attitudinal resistance to implement it properly on the part of various stakeholders which is creating conflicts and confusion. The stakeholders, particularly teachers play a very important role in implementation of the Act. Teacher's knowledge, views and perceptions towards this Act will definitely affect the implementation status of the RTE Act.

Main objective of national Policy of education is to eliminate discrimination in the field of educations, improve the attractiveness of teaching, and eliminate teacher shortages and to achieve Education for all (EFA) goals. The national policy on the education also envisages teacher education as a continuous process with pre- service and in- service training as its inseparable components. It prioritizes a need for decentralized system for the professional preparation of the teachers. Quality of teacher is an integral aspect of RTE Act. Therefore to ensure that qualified teachers are there in teaching profession DIET (District Institute of Education and Training) course and B.Ed (Bachelor of Education) degree has been made compulsory to become the teacher and moreover aspiring candidate for teacher has to pass Teacher Eligibility Tests (TETs) in order to be recruited as teacher.

REVIEW OF RELATED LITERATURE:

GOI, 2000, has emphasized that the average number of students per teacher in different categories of schools in India shows that highest number of student teacher ratio was in Bihar (1:54) followed by West Bengal (1: 47) and Mizoram has the minimum ratio (1:16). India's average student teacher ratio was 1:37 which was quite high compared to international standard.

Nithya, (2012) explains in her study “A study on the awareness of Right to Education Act (2009) among the B.Ed student teachers”, that male student teachers and urban area student teachers have better awareness in comparison to the Female student teachers and the rural are a student teachers. The study recommends that the institution should enhance student’s teacher’s knowledge in contemporary educational affairs.

Asha and Shivaswamy (2013) had conducted a study in ChamaraJanagar district of Karnataka to find out whether the elementary school teachers have an awareness of the provision of the RTE Act. The study found out that there is no significant difference in the awareness level of male and female teachers as well as Urban and rural teachers on RTE Act, but it found that Government school teachers are more aware on RTE Act than private school teachers.

Gadam, (2013) in his study entitled “Teacher Awareness of the responsibility under Right to free and Compulsory Education Act” showed that the teachers with more experienced and higher educational qualification have better awareness of the responsibility under RTE Act.

Mathew and Rathoure (2013) conducted a study to find the awareness on Right to **Education Act 2009** among Primary School Teachers of Morena District, Central India. The study revealed that the primary school teachers of the Morena district have significant awareness on Right to Education act. The result also emphasized of need to promote awareness of Right to education act.

Gandhi & Yadav (2013) undertook a study entitled “A study of awareness among Primary School Teacher’s towards Right to Education Act 2009”. The study revealed that there was a significant difference among the male and female teachers in regard to awareness of right to education Act in both Government and Private primary schools.

Kaur, (2013) in his findings stated that most of the teachers, educators and common man are unaware about the salient features of right to education act therefore many people missed opportunity of being educated. He also emphasized that the regular teacher are not sufficient to teach the children with disability therefore there is need for vocational teachers for special category of students.

RATIONALE OF THE STUDY:

Teachers are the backbone of education in any society. Right to free and compulsory education act 2009 aims at providing free and quality education to children 6-14 years age group. Kour (2020) reported that Perceptions of elementary school Heads and Teachers are neither Favorable nor Unfavorable i.e. Moderate towards the Right to Education Act, 2009. But on the other side, it is found that the elementary school teachers are possessed favorable perceptions towards implementation procedures of the Right to Education Act, 2009. Balmiki (2018) found that approximately 20 percent of the headmasters still believed that only minimum qualifications should be the essential criteria for the appointment of the teachers. Whereas 80 percent headmasters are of the view that only minimum qualification is not enough for the appointment of the teachers. Experience, attitude and performance also should be taken into account for appointment of the teachers. Subramonian & Suprabha (2015) found a significant difference among prospective teachers perception towards RTE Act (dimensions of Acceptability, Adaptability and Accessibility) with respect to gender, domicile, and medium of instruction. Barman (2014) found a significant difference between Headmasters and Teachers regarding their attitude towards the Right to Education Act, 2009. Secondary School Teachers have more favorable attitude than that of the Headmasters about the various aspects enshrined in the Right to Education Act, 2009, Government school teachers comprising of 39.37 per cent perceive that prohibiting physical punishment and mental harassment has increased cases of misbehavior and indiscipline among the students and teachers are no more in a position to curb and check undesirable behaviour practices such as smoking, drinking, consumption of pan, tobacco products and other intoxicants Zorinsangi (2018).

On that part teachers are required to know about their responsibilities and roles towards the society and it is the duty of teachers to see that students are provided the facilities covered in RTE act and properly implemented. So when there is higher level of awareness among teachers it will result in development of quality elementary education for all. This study was conducted to ascertain the awareness level of teachers of East singhbum district, of Jharkhand in regard to RTE Act.

STATEMENT OF THE PROBLEM

The present study is stated as “A Study on Awareness about Right to Education (RTE) Act 2009 among School Teachers in East Singhbum District, Jharkhand”.

OBJECTIVES OF THE STUDY:

1. To find out the awareness level of RTE Act among the school teachers of East singhbum district.
2. To compare the awareness level of urban and rural teachers of East singhbum district in regard to the RTE Act.

HYPOTHESIS OF THE STUDY

1. There would be poor level in the awareness of RTE act among school teacher of East singhbum district.
2. The urban school teachers would be more aware than rural school teachers in East singhbum district of Jharkhand.

DELIMITATIONS OF THE STUDY

- The study was delimited to 60 elementary school teachers among 30 schools of East singhbum district.
- Thirty teachers from rural schools and thirty teachers from urban schools of East singhbum district from ten circles.

METHODOLOGY

Method of study

The present study is based on description; therefore the researcher had adopted the survey method for investigation.

Population and sample

Population for the study was identified as working teachers in East singhbum district of Jharkhand. Among the population 60 upper and primary teachers handling different subjects were selected by using stratified random sampling method. Ten circles of East singhbum district were selected purposively.

TOOL

The following tool was used for this study

Questionnaire form

For collection of data regarding awareness of school teachers in relation to RTE act in East singhbum district of Jharkhand, researcher adopted self prepared questionnaire form. It contained information, familiarity, knowledge, consciousness, background, history and state of affairs and implementation of RTE act. In questionnaire there were total 40 questions which included of open ended and closed ended questions which carried one mark each. In order to calculate the awareness level related to RTE act, four categories were considered. Based upon scores of questionnaire categories considered were 1-10 poor, 11-20 average, 21-30 Good, 31-40 very good.

PROCEDURE OF DATA COLLECTION

After the preparation of questionnaire form researcher visited thirty different upper primary and primary schools, fifteen schools from urban and fifteen schools from rural in ten different circles of East singhbum district. Thirty teachers from urban school and thirty teachers from rural schools of East singhbum district were given questionnaire and researcher personally monitored it. In that approach all sixty teachers very actively and cordially participated in it.

STATISTICAL TECHNIQUES

Statistical techniques i.e. Frequencies, Percentage, Mean, standard Deviation and ‘t’ test were used for analyzing the collected data.

ANALYSIS AND INTERPRETATION:

The first objective was to find out the level of awareness among school teacher of East singhbum district in regard to RTE act. The result is shown as below in table.

Table-1 Level of awareness on RTE act of school teachers.

SL No	Awareness level on RTE	Frequency	Percentage (%)
1	Poor	6	10
2	Average	34	56.6
3	Good	12	20
4	Very Good	8	13.3
Total		60	100

Table 1 shows that 10 % of school teachers of East singhbum are poor, 56.6 % are average, 20 % of them are good and 13.3 are very good at regarding awareness of RTE act. This result shows that key percentage of teachers encompassing average level of awareness in regard to RTE act. This outcome indicates that the most of teacher in East singhbum district are in category of average in regard to the awareness level of RTE act.

The second objective was to compare the level of awareness among the urban and rural school teacher of East singhbum district. The result is shown in the following table.

Table-2 Level of awareness among urban and rural teachers

Urban School Teachers			Rural School Teachers			Degrees of freedom(df)	t-value
T	N	S.D	T	N	S.D	58	4.0068
50.28	30	24.22	46.731	30	22.77		

Table -2 indicates that the mean value of urban school teachers of East singhbum district in regard to RTE act is higher in comparison to rural school teachers of East singhbum district. The critical table value of ‘t’ with 58 degrees of freedom at five percent level of significance is 0.326 and 0.570 respectively. The computed value of ‘t’ is 4.0068. Hence, it is insignificant up to both 5% and 1% level of significance. Therefore the result depicts that there is significant difference between rural and urban school teachers of East singhbum district in regard to awareness level in RTE act. The result indicates that there is more provision and facilities to urban school teachers to get diverse kinds of knowledge in regard to RTE act and its provisions either formally or informally.

MAJOR FINDINGS:

1. The school teachers of East singhbum had 10% poor, 56.6% average, 20% good and 13.3 percent very good in regard to awareness level of RTE act. Overall the level of RTE act was average among the school teachers of East singhbum district.
2. There was significant difference among the urban school teachers and rural school teachers of East singhbum district in regard to awareness level of RTE act. The urban schools teachers are seem to be more aware in relation to RTE act in contrast to the rural school teachers of East singhbum district.

EDUCATIONAL IMPLICATIONS:

1. This study will be helpful to the concerned authorities of education to make better planning to create more awareness among the different stakeholders those who are responsible for implementing the RTE act.
2. Through this study school authority can better way organize different orientation programmes such as seminars and workshop to impart knowledge’s in regard to RTE act and its provisions?

CONCLUSION:

Education is the main source of success in life which determines the destination and designation of the person to live in this world. So no one in this world should be deprived from getting education. Elementary education plays base in earning knowledge of a person which has been neglected in our country knowingly or unknowingly. Later on realizing the importance of elementary education the Government of India introduced Right to Education act to improve the elementary education by bringing legislation. But the major challenging of RTE has been its implementation. Therefore the awareness of the teachers in regard to RTE act is the most prominent for proper implementation of RTE act in proper way. The teachers of primary school should be relief from stress and additional duties. It is found that most of the teaching faculties in primary schools are contractual in nature appointed through SSA (Sarva Shiksha Abhiyan). It is seen that this SSA teachers are not paid in due time which has resulted in engagement of SSA teachers in many other works in order to sustain their family livelihood. Moreover they are engaged in many other works other than teaching such as mid-daymeal in charge, storekeeper and supervising the school maintenance etc.

This all hampers the quality teaching of the teachers. The RTE act will be successful only when the teachers have the proper knowledge of RTE act and its provisions. Therefore teachers should be given more training through seminars and workshops’ in regard to RTE act and its provisions. It is certain that aware teacher will encourage the parents to send their wards in the school. The Right to

Education is an ongoing process which requires cooperation from every stake holders for successful implementation of RTE act and overcome the obstacles. The aware teachers are expected to fulfill the aspiration of people by properly implementing the RTE act and its provisions.

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