

Awareness of Right to Education Act among Secondary School Teachers

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Abstract

The present study was undertaken to find out the awareness of Right to Education act among secondary school teachers. Right to Education act is a burgeoning issue of the modern India for proper human resource development. The descriptive survey method was used and a self constructed questionnaire was employed on 200 secondary school teachers. The results revealed that the significant difference exists between the awareness of male -female, rural-urban, and science-arts stream secondary school teachers.

KEYWORDS: Right to Education Act, Secondary School Teachers, Awareness, Male Female, Rural-Urban, Science-Arts Stream.

INTRODUCTION

The real challenge of this century is how to tackle unemployment, illiteracy and poverty. It is important for a nation to ensure proper human resource development. It is only education that develops man's thinking, reasoning power and his problem solving ability. Few countries in the world have such a national provision that ensure both free and child friendly education to help all children to develop their fullest potential. The Indian government lays emphasis on primary education up to the age of 14 years referred to as elementary education in India. There have been several efforts made by the government to enhance quality of education. Kothari Commission (1964-66) NPE (1986 & 1992), 9th five year plan and Sarv Shiksha Abhiyan (2002) all emphasized upon spread of elementary education. But unfortunately after 65 years of implementation of constitution all these targets have not been fulfill successfully. The 86th constitutional amendment act 2002 has provided for free and compulsory education to all children in the age group 6 to 14 years as a fundamental right. Furthermore Right to Education act came into force from April 1, 2010 which provide for free and compulsory education for the age group of 6-14 years. The act makes it obligatory on the state to guarantee Right to Education and ensure compulsory admission, attendance and completion of elementary education by every child of 6 to 14 years. Some of the salient features of the act include (1) Providing of 1:30 pupil teacher ratio at primary level and 1:35 at upper primary level (2) One room for every teacher (3) All subject teachers (4) Toilets, playground & library in every school. Right to Education act has 3 basic goals (a) Bringing children of marginalized section into the ambit of the school education (b) Ensuring that all schools and their teachers meet some specific norms and (c) Ensuring that all children receive quality schooling free from any kind of discrimination.

Many obstacles like lack of finances, reliable data, infrastructure, supervision by government and local authorities, qualified staff etc hinder the proper implementation of the act. Despite of these hindrances Right to Education act is a productive step by Indian

government. It leads to quality education making the child an enlightened and useful citizen of the country. Kaur Parminder (2004), Reddy G.S. (2010), Parkash Som (2011) and Saha Minati (2014) all educationists laid emphasis on the proper implementation of Right to Education act. Other studies have also been conducted on each and every aspect of Right to Education act. So proper implementation of this act can enlighten the nation with the light of wisdom and knowledge.

STATEMENT OF THE PROBLEM

“Awareness of Right to Education Act among Secondary School Teachers.”

NEED AND IMPORTANCE

The disheartening fact is that today more than 8 Million children, who should be in schools, are still out of schools. They are doing labour in farms and factories despite of the enactment of much hyped Right to Education act. Every third illiterate person in the world is an Indian. There are problems relating to drop out rate, low levels of learning achievement and low participation of girls, tribal's and other disadvantageous groups. Right to Education act enumerates some terms and norms, under which the quality of elementary education is to be ensured. This can be achieved only when there is qualified and competent teaching staff that is always ready to accept challenges. The success of any act lies in its implementation. Although the Government of India has many provisions regarding universalization of elementary education but still this act is not implemented properly. Teacher is a basic human resource who should have knowledge regarding each and every aspect of Right to Education act. If our teachers will not be well informed on the basic provision of this act, it will remain a piece of paper. An attempt had been made through this research to find out awareness of Right to Education act among secondary school teachers.

OBJECTIVES OF THE STUDY

- To study the awareness of male and female secondary school teachers regarding Right to Education act.
- To study the awareness of secondary school teacher regarding Right to Education act in respect to their demographic region.
- To study the awareness of secondary school teachers regarding Right to Education act in respect to their educational stream Arts/Science.

HYPOTHESES OF THE STUDY

- There exists no significant difference between male and female secondary school teachers regarding awareness of Right to Education act.
- There exists no significant difference between rural and urban secondary school teachers regarding awareness of Right to Education act.

- There exists no significant difference between arts and science stream secondary school teachers regarding awareness of Right to Education act.

DELIMITATION OF THE STUDY

The present study was delimited to 200 secondary school teachers of Amritsar district.

METHODOLOGY OF THE STUDY

Sample

For the present study the sample of 200 teachers of various secondary schools of Amritsar district in Punjab was considered.

Method

Descriptive survey method was used to conduct the study.

Tools used

A self constructed questionnaire was used by the investigator to collect the relevant data.

Collection of Data

To study the awareness of secondary school teachers regarding Right to Education act the investigator devised a suitable and appropriate questionnaire to get information regarding the total awareness of act among secondary school teachers. For this purpose critical analysis of the entire available questionnaire was made. After a thorough study, the investigator constructed the questionnaire and collected data from randomly selected sample of 200 secondary school teachers of different schools in Amritsar district.

Statistical Treatment of Data

After collection the data the same was put into tabular form to make the process of analysis easier. For analysis and Interpretation Arithmetic Mean, Standard Deviation and T test was used.

ANALYSIS AND DISCUSSION

HYPOTHESIS – I There exist no significant difference between male and female secondary school teachers regarding awareness of Right to Education act.

TABLE 1 Showing mean, standard deviation, standard error of mean, difference between mean and ‘t’ value of awareness score (N = 200)

	N	M	SD	S _{ED}	D _{M1-M2}	df	‘t’ value	Inferences
Male	100	66.74	6.60	0.89	9.08	198	10.20	Significant
Female	100	57.66	6.04					

A careful glance at table -1 reveals that the ‘t’ value is significant at both levels i.e. 0.01 and 0.05 level. The mean score of male teachers is 66.74 and standard deviation is 6.60 and in case of female teachers mean and standard deviation is 57.66 & 6.04 respectively. The ‘t’ value for difference in mean score is 10.20 which is significant at both levels. Therefore differences exist between the scores of male and female secondary school teacher’s awareness regarding Right to Education act. So the hypothesis I stands rejected.

HYPOTHESIS-II There exist no significant difference between rural and urban secondary school teachers regarding awareness of Right to Education act.

TABLE -2 Showing Mean, Standard deviation, Standard error of mean, difference between mean and t-value of awareness score (N = 200)

	N	M	SD	SED	DM1-M2	df	t ratio	Inference
Urban	100	63.84	7.34	1.075	3.30	198	2.91	Significant
Rural	100	60.71	7.91					

A careful glance at table -2 reveals that the ‘t’ value is significant at both levels i.e. 0.01 and 0.05 level. The mean score of urban teachers is 63.84 and standard deviation is 7.34 and in case of rural teachers mean and standard deviation is 60.71 & 7.91 respectively. The ‘t’ value for difference in mean score is 2.91 which is significant at both levels. Therefore differences exist between the scores of urban and rural secondary school teacher’s awareness regarding Right to Education act. So the hypothesis II stands rejected

HYPOTHESIS- III There exists no significant difference between arts and science stream secondary school teachers regarding awareness of Right to Education act.

TABLE -3 Showing Mean, Standard deviation, Standard error of mean, difference between mean and t-value of awareness score (N = 200)

	N	M	SD	S _{ED}	D _{M1-M2}	Df	t ratio	Inference
Medical	100	62.45	8.28	1.12	3.15	198	2.81	Significant
Arts	100	59.3	7.62					

A careful glance at table 3 reveals that value of 't' value for difference in mean score of medical and arts secondary school teachers is significant at both level 0.01 and 0.05 level. The mean score of medical teachers is 62.45 and standard deviation is 8.28 and in case of arts stream mean is 59.3 and standard deviation is 7.62. The 't' value for difference in mean score is 2.81 which is significant at both level of significance. Therefore differences exist between the scores of medical and arts secondary school teacher's awareness regarding Right to Education act. So the hypotheses III stands rejected.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The awareness of Right to Education act among Secondary school teachers is of immense importance for the welfare of the society as well as nation at large. Different commissions, committees, govt. and non governmental agencies have supported the importance of Right to act. Educational implications are as follows:

- Knowledge of Right to education act to secondary school teachers can help them to strengthen the proper implementation of Right to Education act.
- As it is found that rural secondary teachers are not much aware of Right to Education act. So they can be engaged in service programs such as seminar, tea time courses, and refresher courses regarding Right to Education act.
- As it found in the present study that female secondary school teachers due to over burden of responsibilities are not much aware of Right to Education act. Knowledge can be imparted to them through in -service and pre-service training programmes.
- Right to Education act can be initiated as a part of teacher training programme.

SUGGESTIONS FOR FURTHER RESERACH

- The present study was limited to teacher belonging to Amritsar district Perhaps more valuable outcome can be achieved if teachers from other districts are also involved in the study.
- In the present study only questionnaire tool was used to collect the data. This may be supplemented by other techniques like interview.
- The sample of the study was limited to only 200 secondary school teachers. Therefore it is suggested that this research may be carried out on a large sample.
- The present study can also conducted by taking a large sample from different levels (College level, University level and so on).

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