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Awareness assessment of government and non-government school teachers regarding RTE act

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Abstract

The Role of education is an important factor for the development of a nation. 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 government and non-government schools 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 240 respondents by using the questionnaire. The data collected were analyzed using mean, SD 't' test. Findings revealed that the government and non-government schools teachers of Udaipur district have not 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, government and non-government schools 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 children's status in 2011 in India, Rajasthan and study area Udaipur; 5 percent children in India were out of school,

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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 education for the students for whom this Act is meant.

Objectives of the study

1. To assess awareness level of government school teachers with reference to right to education
2. 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 government and non-government schools of Udaipur city, state of Rajasthan. The data will be collected from school teachers of government and 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. 240 teachers will be selected from government and 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 teachers 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 in table 1. 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.

1.1 Government teachers' awareness about the provisions related to students

The government teacher's awareness with the RTE provisions related to students. It can be observed that all the respondents

are aware with the provision that Under RTE, children of poor and weaker sections should be given free education (N=120, Percentage=100) while majority of respondents indicated correct awareness with the provisions related to distance of primary school from home (N=110, percentage=91.7) and the age group to whom free education is to be given (N=104, percentage=86.7).

More than 50% government teachers are aware the provision of distance of secondary school from home (Score=70) and the minimum working days for fifth to eight class (Score=61). Only one third of the respondents know that there should be 200 working days for first to fifth class (N=44, Percentage=36.7) and Up to 6 months a student is allowed to take admission in academic session after its commencement (N=45, Percentage=37.5).

The overall mean score is 80.14 which project the good awareness of government teachers with the provisions of RTE act related to students.

1.2 Government teachers' awareness about the provisions related to teachers

Table 1 is summarizing the awareness scores of respondents for teachers' related provisions of RTE act. Results show that approximately all the government teachers aware about the provisions that Teachers should not do partiality with students (Score=116), Minimum eligibility is fixed for the teachers teaching in schools (Score=113) and There should be one full time principal for 100 students (Score=111). More than 60% of teachers indicated their awareness with 4 provisions i.e. on total 30 students there should be one teacher (N=93, Percentage=77.5), there should be 4 teachers available to teach 90 to 120 students (N=74, Percentage=61.7), one Social studies teacher should be available to teach per class from sixth to eighth class (N=84, Percentage=70) and teachers should not give private tuitions (N=99, Percentage=82.5). 49.2% government teachers (N=59) are aware that on 60 students there should be two teachers and students should not be used for labor work. 38.3 percent (N=46) 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=27), 35:1 should be the teacher student ratio for class sixth to eight (Score=16), In an academic year there should be the minimum 1000 teaching hours for class first to eighth (Score=28) and In a week minimum teaching working hours for a teacher should be 45 (Score=22). The overall mean score (67.64) indicates the average awareness level of government respondents with the RTE act provisions related to teachers.

1.3 Government teachers' awareness about the provisions related to school

In a same line government teachers' awareness was evaluated for the provisions of RTE act related to school, All the respondents (N=120, Percentage=100) are aware that It is not fine to torture students mentally & physically, library and playground both should be available in schools, in a school there should be separate kitchen to cook mid-day meal, Transfer Certificate should be made available to student to take admission in another school, Parents teachers meeting should be organized on regular interval and there should be sufficient number of books & magazines in the school library. Approximately all the 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), It is not fine to bound handicapped student to pay fees (Score=115), accreditation certificate required to establish a school (Score=115), Birth certificate of student is necessary to take admission in school (Score=110) and Teaching medium should be in mother tongue (Score=118). Significant amount of awareness has been observed for the provisions including unrecognized classes cannot be conducted within or outside the school (N=94, Percentage=78.3), for all schools it is mandatory to follow RTE (N=91, Percentage=75.8), State Advisory Committee gives the suggestions & instructions to school related to RTE (N=89, Percentage=74.2), Under RTE, 25% seats are reserved for poor students in school (N=84, Percentage=70), Separate training should be given to teachers for drop out students (N=82, Percentage=68.3), In a school there should be store room or head kitchen room along with the office (N=77, Percentage=64.2), 50% females should be there in school management committee (N=57, Percentage=47.5) and After Completion of Session approval of school can be terminated in case of noncompliance of rules by school (N=58, Percentage=48.3). Almost all the respondents are not aware that for 1-5th classes there is a provision of Mid-Day Meal (N=8, Percentage=6.7). In a summary it can be seen that government teachers carry good awareness with the school related provisions of RTE act, the mean score (97.10) also conclude the same results.

2.1 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 three sub sections.

2.2 Non-government teachers' awareness about the provisions related to students

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.

2.3 Non-government teachers' awareness about the provisions related to teachers

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.

2.4 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, All the respondents (N=120, Percentage=100) are aware that It is not fine to torture students mentally & physically, library and playground 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 noncompliance 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.

3. Summary of awareness scores of government & non-government school Teachers

Table 1 is presenting the overall awareness of government & non-government teachers with RTE act. It can be seen that government teachers have good awareness with the student &

school related provisions of RTE act while they have average awareness with teachers' related provisions. On the counter side 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 1: Summary of awareness scores of government & non- government school teachers

Provisions of RTE Act	Government teachers		Non-government teachers	
	Mean Score	Awareness Level	Mean Score	Awareness Level
Students' related	80.14	Good	69.86	Average
Teachers' Related	67.64	Average	56.21	Average
School Related	97.1	Good	96.81	Good

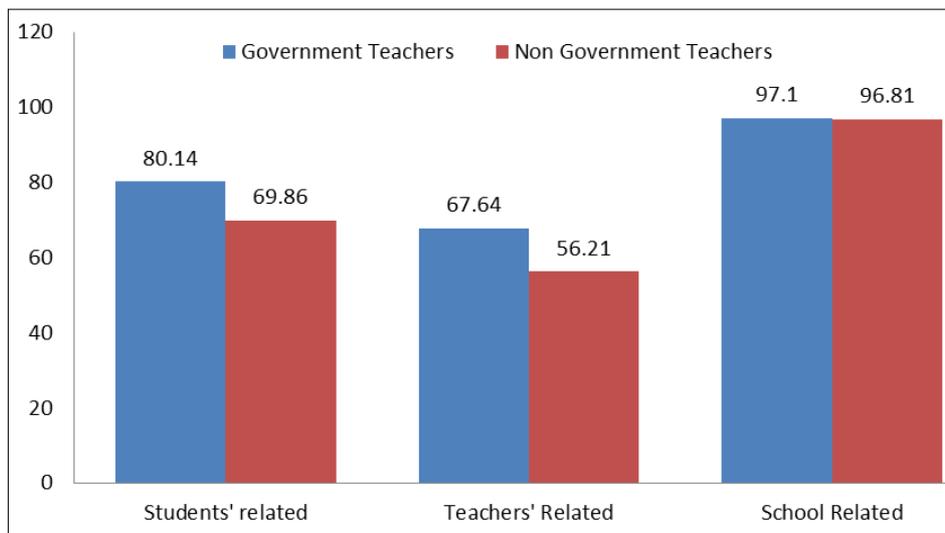


Chart 1: Summary of awareness scores of government & non-government school teachers

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