

## AWARENESS OF TEACHERS TOWARDS RIGHT TO EDUCATION (RTE) ACT 2009

Simardeep Kaur

### Abstract

*In the present study an attempt has been made by the investigator to study the awareness among school teachers about Right to Education Act, 2009 in Patiala district. Normative survey method and stratified random sampling technique was used in order to collect data from the source. A self made questionnaire was made to check the awareness towards Right to Education Act, 2009. The study revealed that (1) school teachers of Patiala district have average level of awareness about RTE Act, (2) urban teachers have more aware about the Act.(3)there is significant difference with respect to teacher's age and educational qualification.*

**Keywords:** Awareness of Teachers, Right to Education Act 2009

Elementary Education has been accepted as a national goal in India since Independence. We believe that elementary school children are one of the most challenging occupations in the world. And all level of teaching offers unique challenges and opportunities. There are so many problems in India which are facing by elementary schools i.e., lack of trained teachers, language problem, school building, equipment, unsuitable curriculum etc. Elementary education also known as primary education and it plays a vital role in teaching students the basic of academic essentials. However, there are also problems with school systems that can hinder learning.

The British introduced modern education into the Indian-subcontinent. However, being largely confined to Brahmins and higher classes, this system of education also excluded the 'masses'. One hundred and sixty years ago, on 19<sup>th</sup> July 1854, the court of directors of East India Company through 'Wood's Education Despatch' declared that spread of education was "*one of the most sacred duty*".

The despatch also stressed that education should receive the utmost attention and it should not be for only a section of people rather for all classes of people. In year 1870, 1876, and 1880, Compulsory Education Acts were passed in Britain, after which

demand for such act was made in India also. Consequently in 1882 the resolution set up, the Indian Education (popularly known as Hunter commission) again stressed that the government attached great importance to the subject of primary Education. In the same year 1882, Lord Rippon introduced the system of local self-government to which the responsibility of primary education was entrusted as per the recommendations of the Indian Education commission

In 1906 ShriGopalKrishanGokhale introduced a resolution in the Imperial Legislative council for introduction of free and compulsory education in the country. The parliament of England accepted the hard fact that education in India could not be ignored, Education in India has to be paid more Attention. After this in 1917 ShriVithalbai Patel was successful in getting the bill passed.It was first law ever passed on compulsory education which is popularly known as Patel Act. By 1921 the various provinces passed their compulsory primary education act. However it was observed that recommendations for better by various commissions hindered the further spread and development of primary education, for some years, immediately before independence.

After independence, the national and international

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Research Scholar, Department of Education and Community Services, Punjabi University Patiala

policy in general and the Directive Principles of the Indian Constitution in Particular bound the state to provide free and compulsory elementary education to all children. A brief flashback to the framing of the constitution provides us an insight into the historical background with which our constitution fathers included Article 45 *"The state shall endeavour to provide with in a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years"*. Article 30 and 350 is another step in the way of universalization of elementary education. It states that all minorities, whether based on religion on language, shall have the right to establish and administer educational institution of their choice and article 350 pointed out that it shall be the endeavor of every state or of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic groups. Various commissions like Indian Education Commission (1964-66) very well recognized the role of Education in National development. Immediately thereafter, the National Policy on Education (NPE), 1968 was formed. National policy on Education 1986, re-affirmed the goal of universalization of school education and promised to take measure to achieve a common school system. The policy received a further impetus as a consequences of declaration of the 1990 Jomtien World Conference, which called upon the countries to take effective steps for achieving 'Education For All' by the year 2000 AD. It did not affirm education as a human right but spoke 'access to education' and 'meeting learning need'. Further, in the improved version of NPE (1992) the target of Universal Elementary Education was extended up to the turn of the century, but again the next century started before the target could be achieved. The government of India has started the scheme of OB (operation Blackboard) which was launched by 1986 was extended by 1992 by covering more area under the OB with minimum three rooms, three teachers in which 50% teachers to be Women. In 1992 Minimum Learning Level was also introduced. In response to recommendation by various Commission SarvaShikshaAbhiyan (SSA) scheme

was formulated as an umbrella scheme for central funding of Universalization of elementary education (UEE) through a time bound integrated approach, in partnership with state. By passing the 86<sup>th</sup> Amendment Act, 2002, Education becomes a fundamental right under Article 21-A of Indian constitution. This very act aimed to universalize improved quality of education for the children in India aged between 6-14 years. The Right to Education Act came to its present form after the concerted efforts of many groups and agencies in the country. Right to Education Act, 2009 puts the responsibility of ensuring enrolment, attendance and completion on the Government.

### **Salient Features of the Right to Education Act, 2009** **Chapter I (Preliminary)**

- It shall extend to the whole part of the India except Jammu and Kashmir (Section 1.2).
- In this chapter meanings of the appropriate government, capitation fee, child, child belonging to disadvantaged group and weaker section, elementary education, guardian, local authority, National Commission for protection of Child Rights, notification, parents, prescribed schedule, school, special category, State Commission for Protection of Child Rights are clearly mentioned (Section 2.a to 2.g).

### **Chapter II (Right to Free and Compulsory Education)**

- Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education (Section 3.1).
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education (Section 3.2).
- A child above six years of age has not been admitted in any school or through admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age (Section 4).
- Where in a school, there is no provision for completion of elementary education, a child shall have the right to seek transfer to any other school excluding the special schools (Section

5.1).

### **Chapter III (Duties of Appropriate Government, Local Authority and Parents)**

- Appropriate government and the local authority shall establish, within such area or limits of neighborhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act (Section 6).
- The Central government shall develop a frame work of national curriculum with the help of academic authority (Section 6.a); develop and enforce standards for training of teachers (Section 6.b); provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building (Section 6.c).
- The Central Government and the State governments shall have concurrent responsibility for providing funds for carrying out the provision of this Act (Section 7.i).
- The appropriate government shall provide free and compulsory elementary education to every child (Section 8.a); ensure compulsory admission, attendance and completion of elementary education by every child of the age six to fourteen years (Section 8.b); ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground (Section 8.c); provide infrastructure including school building; teaching staff and learning equipments (8.d); ensure and monitor admission, attendance, and completion of elementary education by every child.

### **Chapter IV (Responsibilities of Schools and Teachers)**

- No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure (Section 13.1).
- No child shall be denied admission in a school for lack of age proof (Section 14.2).
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education (Section

16).

- No child shall be subjected to physical punishment or mental harassment (Section 17.1).
- No school shall be established, or recognized, unless it fulfills the norms and standards specified in the schedule (Section 19.1).
- A school, other than a school specified in sub-clause (iv) of clause (n), of section 2, shall constitute a School Management Committee consisting of elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers (Section 21.1).
- The School Management Committee shall perform monitor on the working of the school (21.2.a.); prepare and recommend School Development Plan (21.2.b.); and monitor the utilization of the grants received from the appropriate government or local authority or any other source (21.2.c); perform such other functions as may be prescribed (21.2.d).
- Any person possessing minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as teacher (Section 23.1).
- A teacher appointed under sub-section (I) of the section 23 shall maintain regularity and punctuality in attending school (Section 24.1.b.); complete the entire curriculum within the specified time (24.1.c); assessing the learning ability of each child and accordingly supplement additional instructions (Section 24.1.d); hold regular meetings with the parents and guardians and appraise them about the regularity in attendance, ability to learn, progress made in learning etc. (Section 24.1.e.).
- No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to logical authority or the State Legislation or Parliament (Section 27).
- No teacher shall engage himself or herself in private tuition or private teaching activity.

### **Chapter V (Curriculum and Completion of**

**Elementary Education)**

- The curriculum and the evaluation procedure for elementary education shall be laid down by academic authority (Section 29.1).
- No child shall be required to pass any Board Examination till completion of elementary education (Section 30.1).
- Every child completing his elementary education shall be awarded a certificate (Section 30.2).

**Chapter VI (Protection of Right of Children)**

- The National Commission for Protection of Child Rights, Or the State Commission for the Protection of Child Rights Act 2005 shall have the power to examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation (Section 31.1.a); inquire into complaints relating to child's right to free and compulsory education.

**OBJECTIVES**

- (1) The awareness of RTE Act among school

teachers of Patiala district.

- (2) Whether there is any significant difference in the awareness of RTE Act among school teachers of Patiala with respect to certain variables like locality, Age, experience and type of management.

**METHOD**

**Sampling**

In the present study normative survey method was followed in the study for collecting data. Stratified random sampling techniques were employed in the study. The investigator randomly selected 100 school teachers from Patiala district of Punjab.

**MEASURES**

A self-made questionnaire for the teachers to find out the awareness regarding right to education act, 2009 were framed to collect the data. Personal Data sheet (PDS) was used to collect information regarding Locale, Age, and educational qualification and type of management.

**RESULTS**

**Table -1 Descriptive Statistics of Schoolteachers' Awareness about RTE Act**

Sample	N	Mean	S.D.
School teachers (scores)	100	14.77	3.42

As seen from Table 1, majority of the school teachers 'scores lie in the medium category , which indicates

that awareness of RTE Act among the schoolteachers of Patiala is Average.

**Table- 2 Comparison of mean scores of Schools teachers Awareness about RTE Act with respect to Locality and Types of Management**

Variable		N	Mean	S.D	t - value	Level of Significance at 0.05 level
Locale	Rural	41	13.98	3.174	2.04	S
	Urban	49	15.43	3.50		
Type of Management	Govt.	46	15.15	3.509	1.09	NS
	Aided	44	14.36	3.307		

Table 2 shows that the obtained 't' value for the variable locale is 2.04 greater than the table value and the obtained 't' value significant at 0.05 levels. Hence it is inferred that there is significant difference between rural and urban teachers and urban teachers have more awareness about RTE Act.

But the obtained 't' value of the variables type of management is 1.09 lesser than the table value and it is not significant at 0.05 level. So it is inferred that there is no significant difference between Govt. and aided schoolteachers awareness about RTE Act.

**Table -3 Comparison of mean scores of school teachers Awareness about RTE Act with respect to their Age and Educational Qualification**

Variable	Source of Variation	Sum of squares	Df	Mean Square	F Value	Level of significant at 0.05 level
Age	Between groups	1334.176	15	88.945	1.806	S
	Within groups	3644.313	74	49.247		
	Total	4978.489	89			
Educational Qualification	Between groups	15.912	15	1.061	1.776	S
	Within groups	44.188	74	.597		
	Total	60.100	89			

Table 3 shows that the obtained F value for the variables age, educational qualification were greater than the 'F' value is significant at 0.05 levels. So it is inferred that there is significant difference in the awareness of RTE Act with respect to age and educational qualification.

**FINDINGS**

- The school teachers of Patiala district have average level of awareness of RTE Act.
- There is significant difference in the Mean scores of teacher's awareness of RTE Act with respect to locale, age and educational qualification.
- Teacher's awareness of RTE Act with respect to type of management donot differ significantly.

**CONCLUSION**

Every society has the responsibility to protect the wellbeing of the child in the context of universal elementary education. The Right to Education (RTE) Act plays an important role in achieving universal elementary education in India. The Act was passed in 2009, but after three years, no tremendous changes occurred in the elementary education. More insight is needed for creating framework, action plan, and experiments as well as creating the structures for enabling environment both at the centre and the states; enabling the involvement of teachers, parents, elders, community leaders and society collectively for proper implementation of fundamental Right to Education Act throughout the country . A legal right is only the beginning of a long journey

towards its realization. There are a number of teachers to be crossed along the way. The first great divide is between the facts of having a right on the knowledge of this fact. How many are even aware that such a thing as the right to education exists? Of those who have heard of its existence, few are aware of the meaning of right, or what this right consists of?

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