Study the Awareness of Trained School Teachers in Relation to RTE Act at Elementary Level

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Abstract: This study was undertaken to Study the level of awareness on RTE act in relation to trained school teachers, to compare the level of awareness on RTE act of trained male and female school teachers and to compare the level of awareness among rural and urban trained teachers in relation to RTE act at Elementary level. Data was collected by self made questionnaire form from eighty different primary and upper primary schools, ten from urban and ten from rural as of four districts of West Bengal. All total two hundreds trained teachers participated to administer one mark bearing fifty questionnaire in which Twenty-five trained teachers were allowed from each ten schools. Based upon the scores of questionnaire, five categories were used like 1-10 very poor, 11-20 poor, 21-30 average, 31-40 good and 41-50 very good. To analyse the data Frequencies, Percentage, Mean, Standard Deviation (S.D.) and ‘t’ test were used. Result revealed that there was overall the level of awareness on RTE act was poor, there was no significant difference in the level of awareness in relation to RTE act among the male and female trained teachers and there was a significant difference between the urban and rural trained teachers.

Keywords: RTE act, Awareness, Elementary Education, Trained Teachers

I. INTRODUCTION

The future panorama of every country lies in the hands of children and illiteracy is one of the major impediments for them. Universal schooling accompanied by quality, equity and accessibility can be a single big move towards attaining future prosperity of every nation. Education should be provided in such a manner that enables children to benefit from it. “The right of children to free and compulsory education Act, 2009” which is popularly known as RIGHT TO EDUCATION (RTE) ACT, 2009 has been inserted by the 86th Amendment in December 2002 in the Constitution through which an Article 21 (A) was inserted (after Article 21) in the Constitution and passed by the parliament in July, 2009 and finally the provisions of Act came into force from 1st April, 2010. The Right to Education is recognized as a Human Right by United Nations and is understood to establish an entitlement to free and compulsory education for all children. The right to education is universal, absolute and enshrined in international law through several conventions. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (Article 26 of the 1948 Universal Declaration of Human Rights). Post-independence, Article 45 of the newly framed Constitution stated that “the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years”. But nothing much happened towards universalisation of elementary education. National Policy on Education, 1968 was the first official document which attested Indian Government’s commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986. In the review of the policy in 1990, it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National policy on Education 1992 was formulated. According to Juneja and Nalini (2008) the aim of compulsory education is to protect children’s right to education because children have no way of asserting that right for themselves when through neglect or ignorance, no attention is paid to this need.

The main features of Right to Education Act are
- Free and compulsory education to all children of India in 6 to 14 group.
- No child shall be held back, expelled or required to pass a board examination until completion of elementary education.
- A child who completes elementary education (up to form class VIII) shall be awarded a certificate.
- Calls for a fixed student—teacher ratio.
- Will apply to all of India except Jammu and Kashmir.
- Provides for 25% reservation for economically disadvantaged communities in admission to class I in all private schools.
- Mandates improvement in quality of education.
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure to be improved in three years, else recognition cancelled.
• Financial burden will be shared between state and central government.
• No child shall be subjected to physical punishment of mental harassment.
• Screening procedure shall be punishable with fine.
• To constitute a school management committee consisting of the elected representatives of the local authority, parents or guardians of children.
• No teacher shall be deployed for any non-educational purposes.
• No teacher shall engage himself or herself in private tuition.

II. REVIEW OF RELATED LITERATURE
The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. Four years have already passed but the implementation of the RTE Act in our country is lacking behind, so far there has been some progress only in terms of enrollment, basic infrastructure but towards the quality education in terms of student learning our country has not achieved much. Though the Sarva Shiksha Abhiyan has ensured universal enrolment for children under the age of 14, the quality of teaching remains extremely bad. The last Annual Survey of Education Report (ASER) shows that in 2010, 46.3% of all children in Standard V could not read a Standard II level text. This proportion increased to 51.8% in 2011 and further to 53.2% in 2012. In 2010, of all children enrolled in Standard V, 29.1% could not solve simple two-digit subtraction problems. This proportion increased to 39% in 2011 and further to 46.5% in 2012. Education is very important and none should be deprived of it. Plessis, Conley and Loock (2007), found in their study that in the right to education: we are facing the challenges. Uma (2013), revealed in her study that the primary education had been neglected by India since independence knowingly or unknowingly.

The teachers are considered to be the backbone of education, in their absence the act can not achieve the goals. The scarcity of good and qualified teachers for government schools is going to be one of the hardest tasks to be achieved in implementing the act. It is a fact that, about one fourth of the teachers of government school remains on leave in India at any given point of time and most of them are not able to do full justice to their professions due to numerous reasons. Even though there are a large number of schools in our country but the number of students admitted under the RTE Act is not accordingly. Aslam (2013), cited that the awareness on RTE among the public is low due to the pitiable awareness of teachers, result the lesser number of admissions of pupil in the schools. To know the importance of education for the upliftment of human life every Parents should be literate as well as their children. Because large amount of population is illiterate and not aware of the value of education for his life. Kaur (2013), found in his study that most of the teachers, educator and the common man were not aware of the salient features of right to education act therefore, many people missed the opportunity of right to education. He also revealed that for disable students, special facilities and special trained teachers are required. Regular teacher are not sufficient for children with disability because of the lack of aware of the concept of disability and education of special children.

Rajput and Aziz (2013), found in their study about the poor awareness of teachers regarding Right to Education Act, according to them it was very disheartening to observe that there were few teachers as well as people who had heard about the Act. Most of them were not aware of the basic provisions provided by the Government under the Right to Education Act. Uma (2013), revealed that the quality education to all was very difficult to bring out among the learners owing to the absence of good teachers and sound awareness.

Patra (2011), revealed in her study that there was a significant difference between female and male government school teachers in which female teachers had a high level of awareness rather than the male teachers with regard to the right s of the children in education whereas Gandhi and Yadav (2013), revealed that male teachers were more aware than female teachers towards RTE. Islam and Chakraborty (2013), found significantly poor awareness among the female teachers rather than male teachers in respect of RTE act.

Malik, Serohi and Tayal (2013), fond in their study that there was no significant difference between urban male and female prospective teachers in their awareness towards RTE. They also studied that there was also not significant difference between rural male and female prospective teachers in their awareness towards RTE.

III. RATIONALE OF THE STUDY
This act has been duly passed in the Parliament on 3rd September 2009 and India became135 countries of the world to approve children’s right to free and compulsory education; but it is not enough unless it is implemented in reality. The present experience of India with diversified classrooms is not encouraging. The concept of equity and equality of educational opportunities sometimes remain only in paper due to lack of awareness, competent teacher or indifference to these concepts. Until these issues are resolved, the chances of success of the Act are quite diminishing as these are hampering the proper implementation of the RTE, 2009. After the completion of four years, the implementation of the RTE Act in Bengal is lacking behind, so far there has been some progress only in terms of enrollment, basic infrastructure but towards the quality education in terms of student learning.
the state has very poor achievement. This study was an attempt to bring out the awareness related to RTE act among trained school teachers at Elementary level. Many studies on RTE act had been taken up and in West Bengal context an effort was made to find out the awareness of trained school teachers in relation to RTE act at Elementary level.

IV. STATEMENT OF THE PROBLEM

The present study was stated as
“Study the awareness of trained school teachers in relation to RTE act at Elementary level in West Bengal”.

V. CONCEPTUAL FRAMEWORK

Elementary Education
Elementary education is considered as primary and upper primary education. In West Bengal primary and upper primary education are structured as I to IV and V to VIII class respectively. Primary education or elementary education often in primary school or elementary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

Trained school teachers at Elementary level
Trained elementary teacher considered as who had Diploma in Early Childhood Education (D.E.C.Ed), this programme responsible to prepare teachers for Early Childhood Education ECE including Class I and II of the Primary Education, duration is two academic years. Diploma in elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed), it prepares teachers for elementary stage of education that is Classes I to VIII, duration is two academic years. Bachelor of Elementary Education (B.El.Ed.), duration is four academic years and Bachelor of Education (B.Ed), accountable to prepares teachers for upper primary, secondary as well as higher secondary education, duration is one academic year or two years.

Awareness on RTE act
It consists of familiarity and consciousness of trained teachers in admiration of history, background, current scenario and implementation of RTE act. Awareness is associated with trained teachers who belong to primary and upper primary schools.

VI. OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:
1. To study the level of awareness on RTE act in relation to trained school teachers at Elementary level.
2. To compare the level of awareness on RTE act of trained male and female school teachers at Elementary level.
3. To compare the level of awareness among rural and urban trained teachers in relation to RTE act at Elementary level.

VII. HYPOTHESES

- There would be poor level of awareness among the trained school teachers on RTE act at elementary level.
- The level of awareness of male trained teachers on RTE act would be significantly more than the female trained teachers at elementary level.
- The level of awareness of urban trained teachers on RTE act would be significantly more than the rural trained teachers at elementary level.

VIII. DELIMITATIONS OF THE STUDY

The study was delimited to 200 trained elementary school teachers among eighty schools, twenty-five teachers from ten urban and another twenty-five teachers from ten rural schools from each four district such as Malda, North Dinajpur, South Dinajpur and Mursidabad of West Bengal.

IX. METHODOLOGY

The present research was a descriptive survey type study.

Sampling
The present study, trained school teachers of West Bengal were the population and 200 trained elementary school teachers of Malda, North Dinajpur, South Dinajpur and Mursidabad district were selected purposively.

Table-1 Distribution of sample in four districts

<table>
<thead>
<tr>
<th>Name of the districts</th>
<th>Urban school Teachers</th>
<th>Rural school Teachers</th>
<th>Total Teachers</th>
<th>Number of Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malda</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>North Dinajpur</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>South Dinajpur</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mursidabad</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>All total</td>
<td>Urban and Rural Schools 200</td>
<td>Urban and Rural Schools 80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tool
The following tool was used for this study

Questionnaire form
For collection of data on awareness of trained elementary school teachers in relation to RTE act in West Bengal, researcher employed self made questionnaire form. It incorporated information, knowledge, familiarity,
consciousness, history, background, contemporary state of affairs and implementation of RTE act. In questionnaire all total fifty questions were pioneer and each question was carrying one mark. To calculate the level of awareness related to RTE act, five categories were used. Based upon the scores of questionnaire, categories were 1-10 very poor, 11-20 poor, 21-30 average, 31-40 good and 41-50 very good.

Procedure of Data Collection
After preparing the questionnaire form, the researcher visited eighty different primary and upper primary schools, ten from urban and ten from rural in each four districts such as Malda, North Dinaipur, South Dinaipur and Mursidabad in West Bengal. Twenty-five trained urban elementary school teachers from ten urban schools and another twenty-five trained rural elementary school teachers from ten rural schools were allowed to administer the questionnaire from eighty schools as of all four districts and the questionnaire was administered personally for each two hundreds teachers. In that approach all total two hundreds trained teachers took part to administer the questionnaire.

Statistical Techniques
The collected data were analysed through application of required statistical techniques i.e. Frequencies, Percentage, Mean, Standard Deviation (S.D.) and ‘t’ test.

X. ANALYSIS AND INTERPRETATION
The first objective was to study the level of awareness on RTE act in relation to trained school teachers at Elementary level. The result has been shown in the following table.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Level of Awareness on RTE act</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Poor</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>125</td>
<td>62.5</td>
</tr>
<tr>
<td>3</td>
<td>Average</td>
<td>45</td>
<td>22.5</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>5</td>
<td>Very Good</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 demonstrates that 7% trained teachers containing very poor, 62.5% containing poor, 22.5% comprising average, 5.5% containing good and 2.5% having very good level of awareness on RTE act. This outcome shows that the key percentage of teachers encompassing poor level of awareness on RTE act. Therefore, this outcome makes sure that largely the level of awareness on RTE act is poor among the trained elementary school teachers. The second objective was to compare the level of awareness on RTE act of trained male and female school teachers at Elementary level. The result has been shown in the following table.

<table>
<thead>
<tr>
<th>Male Trained Teachers</th>
<th>Female Trained Teachers</th>
<th>Degrees of freedom (df)</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 18.28</td>
<td>N1 122</td>
<td>S.D.1 7.94</td>
<td>198</td>
</tr>
</tbody>
</table>

Table-3 shows that the computed value of “t” i.e. 0.255 is smaller than the critical table value of ‘t’ with 198 degrees of freedom at five percent and one percent level of significance is 1.97 and 2.60 respectively. Hence, it is not significant up to 5% and 1% level of significance. Therefore, there is no significant difference in the level of awareness on RTE act of trained male and female school teachers at elementary level, although the mean value of male trained teachers was somewhat more rather than female trained teachers.

The third objective was to compare the level of awareness among rural and urban trained teachers in relation to RTE act at Elementary level.

<table>
<thead>
<tr>
<th>Urban Trained Teachers</th>
<th>Rural Trained Teachers</th>
<th>Degrees of freedom (df)</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 19.78</td>
<td>N1 100</td>
<td>S.D.1 6.79</td>
<td>198</td>
</tr>
</tbody>
</table>

Table-4 shows that the mean value of urban trained teachers in relation to awareness on RTE act is higher than rural trained teachers. The critical table value of ‘t’ with 198 degrees of freedom at five percent and one percent level of significance is 1.97 and 2.60 respectively. The computed value of “t” is 3.0245 which is greater than the critical table value. Hence, it is significant up to both 5% and 1% level of significance. Therefore, the result depict that there is a significant difference between the urban and rural trained teachers. This result leads to the conclusion that the urban trained teachers are little aware in contrast to rural trained teachers. The obtained outcome is quite logical as urban teachers get amenities about diverse kinds of source of knowledge either formally or no formally related to RTE.

XI. MAJOR FINDINGS

- The trained teachers had 7% very poor, 62.5% poor, 22.5% average, 5.5% good and 2.5% very good level of awareness on RTE act. Overall the level of awareness on RTE act was poor among the trained teachers at Elementary level.
- There was no significant difference in the level awareness on RTE act among the male and female trained teachers at Elementary level.
There was a significant difference in the level awareness on RTE act between the urban and rural trained teachers at Elementary level. The urban trained teachers were little aware in contrast to rural trained teachers.

XII. EDUCATIONAL IMPLICATIONS

- This study will helpful to afford training through mass awareness programmes on RTE act by means of organizing seminars, workshop, refresher courses, etc as well as ensure proper understanding by stakeholders responsible for its awareness and implementation.
- This study will facilitate to the School authorities to organize different orientation programmes, workshops and seminars for giving knowledge of provisions and features of RTE act to teachers.
- This study will very constructive for educational planners as the study will serve as basis for planning different programmes for generating awareness among teachers related to RTE act.

XIII. CONCLUSION

Education is the key which allows people to lift up in the world, hunt for better employment and ultimately succeed in their lives. So education is very significant and none should be deprived of it. No doubt the importance of primary education has been neglected in our country since independence either knowingly or unknowingly. However, Government of India introduced Right to Education act to improve primary and upper primary education by bringing legislation. But one of the major challenges about this act is lack of awareness among the teachers. The awareness of teachers towards right to education act needs significant teachers for proper implementation. The teachers of primary school should be free from additional duties. It is found that the teachers of primary schools are involved in many other duties other than teaching for instance the maintenance of building, to supervise the construction work and supply of the material, to check the preparation of mid day meal and to send the correspondences etc. Their main duty is to provide education to the children. But all these disturb hamper the main function of the teachers. This act will be successful only when teachers will have sound awareness in relation to RTE act by training through mass awareness programmes such as seminars, workshop, refresher courses, orientation programmes etc. Hence, the teachers should be given appropriate training for inculcating knowledge associated to the awareness on RTE act. It is also concluded that the aware teachers will make aware to the parents and parents will encourage to their children to send school. The fulfillment of the right to education is an ongoing process and that requires governments, communities and individuals to work together to recognize and overcome obstacles. It is expected that if the teachers are fully aware, they will be able to guide their learners for their bright future. Therefore, it is suggested that the teachers should be involved into their basic duties of imparting education.

REFERENCES