

**A Comparative Study of Awareness Between Primary and Middle School Level Teachers  
About RTE Act, 2009**

**A**

**Dissertation**

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**Dr. Dinesh Chahal**  
**Supervisor**  
Assistant Professor  
Department of Education

Submitted By  
**Satish Chand Saini**  
Roll.No. 5077

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**Central University of Haryana**  
**Mahendergarh**

**Department of Education**  
**Central University of Haryana,**  
**Jant-Pali, Mahendergarh**

Date.....

**Supervisor Certificate**

This is to certify that the work embodied in the thesis entitled, “*A Comparative Study of Awareness between Primary and Middle School Level Teachers About RTE Act, 2009*” is original and has been carried out in the Department of Education, Central University of Haryana, Mahendergarh by Satish Chand Saini for the degree of Master of Philosophy under our guidance and supervision and has not been submitted for the award of any other degree or diploma to this or any other university.

**(Dr. Dinesh Chahal)**  
**Supervisor**  
Assistant Professor  
Deptt. of Education  
Central University of Haryana  
Jant-Pali, Mahendergarh

## **CANDIDATE'S DECLARATION**

I, Satish Chand Saini (M.Phil Student) of Department of Education, Central University of Haryana, Mahendergarh hereby declare that the dissertation titled, “*A Comparative Study of Awareness between Primary and Middle School Level Teachers About RTE Act, 2009*” my original work.

Place: **Mahendergarh**

**(Satish Chand Saini)**

Date:

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## Chapter - 1

### INTRODUCTION

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#### 1. Introduction:

A very famous and old Chinese adverb says “Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime”.

As part of positive story, it heighted that large number of new positive story, it is heighted that large number of new institution have been established or are in the process of being established for enhancing the access , for example, a large number of central educational institution including university . Schools of architect and other have been sat up. For facilitating access to education to weaker section, minorities and marginalized, new incentives and affirmative measure such as loan, scholar ship and various other schemes have been put in place

To ensure provision for quality of education and to make the education , administration and governance system more accountability, effective and transparent, the proposal aimed at evaluating and revising of the existing regulatory mechanism have been undertaken

## **1.2 Status of elementary education in India :**

Elementary Education became a fundamental right in India after six decades of independence. The framers of Constitution of India, however, wanted the government to make the right to education a fundamental right free and compulsory education for all within ten years from the implementation of constitution in 1950. The Act mandated two categories of goals to be achieved goals related to the infrastructure of these schools and teachers who are the most important agents of change in the society. The targets related to the infrastructure of the schools are to be achieved within a period of three years from the implementation of RTE Act, 2009 by March 31, 2013 and targets related to the teachers within five years by March 31, 2015. However, it is very sad to say that not more than 10% of schools at the elementary level in India have been able to achieve these targets and Ministry of Human Resource Development, Government of India has been planning by which these targets are to be achieved. RTE has failed to positively impact learning outcomes of students across government schools in the country with more than half of the class V student unable to comprehend class II texts. This has been shown by Pratham in its Annual Status of Education Report-2012. A brief picture of the status of elementary education has been presented in the following paragraphs.

## **1.3 Literacy Rate :- primary & upper primary**

The basic indicator for the provision of educational standards in any country is the rate of literacy of a particular country. However literacy does not mean education. as Gandhi Ji said 'literacy in itself is no education' literacy rate is nothing but the number of person who are able to carry out three R's reading writing and arithmetic (pronunciation of these starts with alphabet 'r'). In other words, if a person can read simple sentences, write his name and signature and do basic arithmetic, 3R's we can say that he is literacy person then he/she is termed as literate.

Literacy is the first step of educational ladder and for long it has been considered a pre-requisite for development. Illiteracy causes serious problems in a society. The effects of illiteracy are very similar in developing and developed countries. Illiterate people are generally trapped in a cycle of poverty with limited opportunities for employment or income generation and higher chances of poor health and adverse circumstances. In terms of literacy, India has achieved a lot during last sixty years and so. In the year 1951, just after Constitution of independent India was framed, literacy rate was 16.7%, with 7.9% females and 25.0% males as literates. The target of 11<sup>th</sup> Five year Plan was to achieve 80% literacy rate. As per the census carried out in the year 2011, the literacy rate in the country is 74.04% (82.14% male and 65.46% female), almost ten point increase from the last census report of the year 2001. During last six decades, the country has achieved a lot in terms of literacy rate and gap between the male and female literacy rate has been narrowing down. However, we have not been able to reach the world literacy rate of 84% so far. With the illiteracy rate of 26%, India is the country with the largest number of illiterates in the world.. The Government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups. For example, Saakshar Bharat has been included as one of the Flagship Programmes of the government of India to achieve universal literacy in the country.

#### **1.4. Infrastructure of elementary education:**

It is not possible to provide quality of to elementary education unless and until there is enough availability of good quality infrastructure in the school. Therefore, making quality elementary education available to all has been one of the important concerns of the Government. The Right to Education Act, 2009 is certainly a major milestone in the direction of maintenance

of quality in terms of teachers and infrastructure. To realize the desired goals, there are many infrastructure related targets given under RTE.

These are as follows:

- Neighborhood Schools for the RTE
- School Building
- Toilets
- Playground
- Classrooms
- Drinking Water Facility

Out of 1300,0223 schools at the elementary level in the country, only less than 10 percent schools have met these targets. It is estimated that most of the states in the country may not be able to meet these targets by 2013. As per the data made available by District Information System on Elementary Education (DISE) , MHRD in the year 2009, 80.37% of total elementary level schools in the country were in the Government sector (including privately country were in the Government-aided school) which was further reduced to 78.15% in the year 2010-11. ASER-2012 also confirms this notion. As per this report, enrolment in private school continues to rise in almost all states of India. It further says that the enrolment of the students in the age group of 6 to 14 year in private school rose from 18.7% in 2006 to 25.6% in 2011.

Since 2009, private school enrolment in rural areas has been rising at an annual rate of about 10%. If this trend continues, by 2018 India will have 50% children in rural areas enrolled in private schools. This trend indicates that after the introduction of new economic policy emphasizing liberalization, privatization and globalization (LPG), number of private schools in the country is increasing rapidly. A recent survey by industry organization ASSOCHAM shows



that 65% of parents spend more than half of their take home pay on their children's education and co-curricular activities placing significant burden on their family budget.

### **1.5 Educational development index (EDI):**

There are various dimensions of educational development gain for quantifying it, the National University of Educational Planning and Administration has made an attempt to convert the multi-dimensional indicators related to educational development into a single dimension by constructing an index using principal component Analysis. Four factors such as access, infrastructure, teacher and outcome are utilized for computation of the educational Development (EDI) index. The index is compiled for primary, upper primary and elementary education for all the States/Uts state securing better score for educational Development index EDI is considered in the best position. The states enjoying the relatively greater access of private schools have better rankings. These include Delhi, Kerala and Tamil Nadu. The ranking of the states remains largely same for the upper primary schools and elementary schools. In terms of educational development index (EDI) at elementary level, the performance of all states except Kerala have shown decline in EDI for year 2009-10 compared to the previous year.

### **1.6. Historical back ground and implementation of RTE Act, 2009:**

There has been a paradigm shift in the field of education in India. Right from the compliance of international obligations to fulfilling the constitutional mandate for providing free and compulsory education, India has witnessed a long journey. The emergence of right to education as fundamental right may rightly be said as an icebreaker but still we have miles to travel in order to make it a ground reality

#### **1.6.1 International commitments**

The right to education has been recognized as a basic human right in various international instruments and conventions. Geneva declaration containing five principles stated that necessary means must be provided for physical and spiritual development of the child along with special provision that a child must be educated and protected against exploitation. Further the landmark Universal Declaration of human Rights, 1948 (UDHR) proclaimed that children a category are entitled to special care and assistance. Article 26 of UDHR Provides for the right to compulsory and free education at least in the elementary and fundamental stages. The US Supreme Court also sets an example before the world by rightly promulgating the importance of education where in it unanimously overturns the Plessy V. Ferguson's (1896) decision in Brown v. School Board of Topeka delivered by Chief Justice Earl Warren stressing upon the importance of education in the consciousness of American life by stating:

Education is perhaps the most important function of state and local governments. It is the very foundation of good citizenship. Today it (education) is a principal instrument in awakening the child to cultural values in preparing him for later professional training and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

The International Covenant on Economic, Social and Cultural Rights, 1966 also recognizes the right of everyone to education and maintains that primary education shall be compulsory and available free to all. The state Parties to the Covenant recognizes the right of everyone to education. They agree that education shall be directed to the full development of the human personality and sense of its dignity, and shall strengthen the respect for human rights and

fundamental freedom. The United nation Convention on the Rights of the Children, 1989 (CRC) has also been recognized as the complete Code of the children's rights with the force of international law as compared to the earlier instruments which proved to be a toothless exercise. India made an international commitment on 11<sup>th</sup> December, 1992 by ratifying the Convention. The Government of India has subject to resources undertaken to take positive measures to progressively implement the provisions of the CRC, which mainly focusing attention on certain priority issues affecting children, like child labor and compulsory education. Further in the year of 2000, the Millennium Summit devised some goals in the form of Millennium development goals (MDGs) for the signatory countries. One of the goals amongst these is providing universal primary education to all by 2015. Though achieving universal primary education is one of the MDGs, but, it is equally true that without a feasible and authentic education system the achievement of other MDGs seem to be a distant dream. So there was an adequate force at international level and it was obligatory for Government of India to endeavor to foster respect for international law and treaty obligations.

### **1.6.2 National comments:-**

The university Education Commission (1948) under the chairmanship of Dr. Radhakrishnan reconised that “in a democratic society the opportunity of learning must be open not only to but to all those who have to carry the privilege and responsibility of citizenship. Education is a universal right , not a class privilege .” the post-independence agenda of education, wether envisaged by J.L.N or the Kothari commission (1966), the national policy on education (1986 ) NPE and sarva shiksha Abhiyan (SSA) have initiated a discourse towards better education. The education came to be perceived as a right and not privilege. Realization regarding the importance of primary education amongst stakeholder, particularly the policy

makes , has opened the doors for a bright future of next policy makers, has opened the doors for a bright future of next generation. The state of Tamil Nadu was first break the ice by legislating compulsory primary education in 1984.

### 1.7. Constitutional provisions on education

- The constitution makes the following provision under article 45<sup>th</sup> of the Directive Principal of the state policy that the state shall endeavor to provide free and compulsory education for all with in a period of 10<sup>th</sup> years from the commencement of this constitution, for free and compulsory education for all children until they complete the
- Article 15,16,17 and Article 46 are safe guard the educational interest of the poor and weaker section of the India society that , socially and educationally back ward (BC) class of citizen and schedule cast (SC) and schedule (ST )
- Article 15 (1) provides that state shall not discrimination any citizenship on group any of sex
- Article 15(3) nothing in this article shall prevent the state from making any special provision for women and children
- Article 25 (1) the provision and guarantee all the citizen of the right to profess , practice

- Further Article 26 provides that every religious denomination or any section thereof have been authorized to establish and maintain institutions for religious and charitable purposes.
- Article 28(1) All states, no religious instruction shall be provided in any educational institutional if wholly maintained out of state fund
- Article 41 of the Indian Constitution provides that the State shall within the limits of its economic capacity and development, make effective provisions for securing the right to work, to education.

### **1.8. Supreme court of India on right to education:-**

- (1) The Supreme court of India held that though the right to education is not explicitly inserted in Part-III of the Constitution as a Fundamental Right but Article 21 read with Articles 39, 41 and 45, make it clear that framers of Constitution of India made it obligatory for the policy makers to provide education for its citizens. The Supreme Court of India held that-
- (2) Thus Article 21 cannot be read in isolation and right to live under Article 21 is not restricted to mere animal existence rather something including within its ambit the right to live with human dignity. An individual cannot be assured of human dignity unless his personality is developed and the only way to do that is to educate him.
- (3) The objectives flowing from the preamble cannot be achieved and shall remain on paper unless the people in this country are educated the three pronged justice promised by the preamble is only an illusion to the teeming million who are illiterate. It is only

education which equips a citizen to participate in achieving the objectives enshrined in the Preamble.

The Supreme Court has duly recognized the importance of education and opined that- If really Article 21, which is the heart of fundamental rights has received expanded from time to time there is no justification as to why it cannot be interpreted in the light of Article 45 wherein the State is obligated to provide education upto 14 years of age, within the time limit. The Directive Principles contained in Part-IV constitute the stairs to climb the High edifice of a socialistic State and the Fundamental Rights are the means through which one can reach the top of the edifice.

#### **1.7 Recommendations given by law commission of India**

The Law commission of India took up the matter suo motu concerning provision of free and compulsory education to all children up to the age of 14 years, a cherished goal set in the Constitution of India observed that education has an acculturating role whereby it refined sensitivities and perceptions that contribute to National cohesion, scientific temper and independence of mind and spirit thus furthering various goals set out in our constitution. The Commission emphasized the need for immediate Central legislation to give effect to the right to education without waiting for the constitutional amendment to go through in Parliament and accordingly it suggested a draft Bill in 165<sup>th</sup> report. The Right of Children to Free and Compulsory Education Act, 2009 is based largely on the recommendations made by the commission.

#### **1.8 Recommendation by the various commission**

##### **➤ 1.8.1 The Kothari commission (1966):**

The Kothari commission (1966) has envisaged “what is expected is that primary education should lay the foundation for a child to grow into a responsible and useful citizen of country”. The report of the Indian education commission constituted in 1964 was a landmark in Indian education and history. This commission examined the role and goals of education in the process of national development. While dealing with educational factors responsible for wastage in school education, it included the following:-

- The dull character of most of the schools and their poor capacity to attract Student and retain them.
- The absence of auxiliary services like school meals and school health.
- The failure of the average parents of child to see advantage of attendance at school.

The commission recommended organization of a nationwide programme of ‘school improvement while it commended the very good work done in this respect in the Madras state where school improvement conferences ‘have been organized for some years, large-scale assistance from the local community has been obtained for improving school facilities.

The commission further recommended that there should be a school committee to look after every government or local authority school in a given area. Half the members of these committees should be elected by the local authority in charge of the area. Gram panchayat or Municipality, and the remaining should be person interested in education, nominated by the District school board. This committee would operate the school fund and will be responsible for arranging various facilities inclusive of the supply of mid-day meal, besides performing functions relating to school management.

. The main features of the Commission's report were as follows:

- Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all level of education.
- Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- Strengthening of the centers of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- Special emphasis on the training and quality of teachers for schools
- Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advance study and research in agriculture science.
- Development of quality or pace-setting institutions at all stages and in all sectors.

The Commission observed that mother-tongue had a pre-eminent claim as the medium of education at the school and college stages. Moreover, the medium of education in school and higher education should generally be the same. The regional languages should, therefore, be adopted as the media of education in higher education.

The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future. It was, therefore, necessary to



adopt a policy of selective admissions to higher secondary and university education in order to bridge the gap between the public demand and available facilities.

The Commission was of the view that the social segregation in schools should be eliminated by the adoption of the neighborhood social concept at the lower primary stage under which all children in the neighborhood will be required to attend the school in the locality.

### **1.8.2 National policy on education (NPE ) 1968**

The resolution on National Policy on Education (NPE) 1968 declared, “Strenuous effort should be made for the early fulfillment of the Directive principles under Article 5 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programme should be developed to reduce the prevailing wastage and stagnation in school and to ensure that every child who is enrolled in school, successfully complete the prescribed course.

The NPE(1968) emphasized equalization of educational opportunity through several measure such as correcting regional imbalance in providing facilities to rural and background areas, girls, and children of background classes and tribal people, the physically and mentally challenged children .

The NPE (1968), suggested a nationwide programme of school improvement commending the good work of Rajasthan states in this regard. The provision of school health services, inclusive of school meals was very important. The policy endorsed the education commission (1964-66) recommendation in the matter of constituting the school committee for every area and entrusting various functions relating to school education exclusive of

management of school fund. Therefore the school committee would organize and manage the mid-day meal programme and enlist local support for its activities.

### **1.8.3. The action plan-1992**

The Action plan-1992 emphasized the significance of UEE and IPE. For encouraging participation, it said that adequate incentives would be made available for the children of SC, ST, and other backward section specially for girls in the form of scholarship , uniform , textbook and stationary and MDM.

### **1.8.4 Kasturba Gandhi balika Vidyalaya (KGBV)**

kasurba Gandhi balika vidyalaya was launched in july 2004, for setting up residential school at upper primary levels for girls belonging predominantly to the SC,ST ,OBC and minority comments. The scheme is being implemented in educationaly backward block of the country

### **1.8.5 Mid - Day Meal (MDM). :**

the scheme 'Ntional progremme of national support to primary education' commonly known as MDMScheme was lanced on 15<sup>th</sup> Agust , 1995 on national scale by our government , department of elementary education and literacy, Ministry of human Resources Development. The MDM scheme is the world largest centrally sponsored school – based feeding programme aiming at promoting universalization of elementary education and improving the nutritional status of studens.

MDM scheme have five parameter in providing elementary education like as

- Universal access
- Universal enrolment
- Universal retention

- Universal achievement
- Equity

#### **1.8.6. Sarva shiksha abhiyan**

Sarva Shiksha Abhiyan was launched in 2001, and implemented To providing education in level of elementary education seeks to operationalize the strategy for universal elementary education by opening new school in uncovered habitations and augmenting schools infrastructure through provision of additional classroom. It is a flagship Centrally Sponsored Scheme (CSS) for universal elementary education being implemented on a sharing arrangement basis between the center and address the educational needs of about 20 crore children in more than lakh habitations covering 9.53 lakh existing primary and middle School and a large number of non-formal education initiate including education guarantee schemes (EGS) and Alternative Education (AIE) centers. Sarva Shiksha Abhiyan has the main vehicle for implementation of RTE Act, 2009.

#### **1.8.7.Mahila Samakhya (MS):**

MS, an externally aided project for women's empowerment, and women development was started with Dutch assistance in 1989. Since 2005-06 it is being funded by Government of India (GOI). The programme endeavours to create an environment for women to learn at their own place, set their own priorities, and seek knowledge and information to make informed choice. It has strengthened women's abilities to effectively participation in village level education.

### **1.8.8 National Programme for Education of Girl at Elementary Level :**

National programme for education of Girl at elementary level (NPEGEL) launched in July 2013 is a focused intervention of the government of India, “hardest to reach” girls. Especially those not in school. The programme provides for the development of a “model school” this scheme has been launched in 24<sup>th</sup> states /UTs. Further around 40,187” Model cluster schools’ have been opened though the NPEGL vision of inclusion of marginal girls can be better realised.

### **1.9. Right to education act, 2009 (RTE Act, 2009)**

Under the RTE, free education has been denied and provided, and it states that no child, together with one who has been admitted by his parents to a school which is not government has not supported by the appropriate government, shall be liable to pay any kind of fees or charges or expenses which may prevent him or her from pursuing and completing elementary education. Therefore, education for all must be the slogan of the nation in order to create in 4<sup>th</sup> a happy, healthy, harmonious and homogeneous society across the country.

#### **1.9.1 Major provision of the right of children for free and compulsory**

##### **education act, 2009**

- Free and compulsory education to all children of the age group of six to fourteen years.  
(section 3)
- A child who is above six years of age and has not been admitted in any school or though 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; Provided that where a child is directly

admitted in a class appropriated to his or her age, then, he or she shall, in order to be at par with other, have a right to receive special training, in such manner, and within such time limits, as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years. (section 4)

- Financial burden for complying with the provisions of Act will be shared between States and Central Government. (section 7)
- As per the Act it shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighborhood school. (section 10)
- Act provides that appropriate Government to provide pre-school education also. (section 11)
- This Act, also provides for 25% reservation of students of disadvantaged groups and of economic weaker section of the society in admission to Class I in all private schools excluding the unaided minorities schools. It ensures reimbursement by the government to these unaided schools, based on per child expenditure incurred towards admitting these students. (section 12)
- 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. A provision of heavy penalty in case of charging capitation fee, to the tune of ten times the capitation fee charged and further a penalty which may extend up to twenty-five thousand rupees in case of conducting any screening first time and fifty thousand rupees for each subsequent contravention. (section 13)

- For the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof. (section 14)
- No child shall be declared fail in examination or expelled from the school until he or she complete elementary education. (section 16)
- No child shall be subjected to physical punishment or mental harassment. (section 17)
- School infrastructure (where there is problem) to be improved within three years after the implementation of this Act, else recognition cancelled. (section 19)
- Provision of a School Management Committee consisting of parents or guardian of children admitted in such school, elected representatives of the local authority and teachers. This committee shall have at least three fourth of its members from parents or guardians of children inclusive of proportionate representation from disadvantaged group or weaker section. Overall there shall be fifty percent women member in this committee. (section 21)
- School teachers will need adequate professional degree within five years from the implementation of this Act or else will lose job. (section 23)
- This Act calls for a fixed student-teacher ration and provides that no teacher shall be deployed for any non-educational purpose except as in section 27. (section 25)
- This Act prohibits private tuition by teachers. (section 28)
- This Act makes a provision for improvement in quality of education. (section 29)

- A child who completes elementary education shall be awarded with a certificate. (section 30)
- To examine, review the safeguards and recommend measures for implementation of rights provided by or under this RTE Act, the National Commission for Protection of Child Rights and State Commission for Protection of Child Rights have been empowered in addition to the functions already assigned. (section 31)
- RTE Act, also provide for the constitution of National Advisory Council and State Advisory Council for advising the respective Governments. (section 33,34)
- The Schedule attached to the RTE Act, 2009 prescribes certain norms and standards for a school to be comply with under this Act like: number of teachers, infrastructure, minimum working days/instructional hours in an academic year or per week, teaching learning equipment, library, play material, games and sports equipment.

### **1.9.2 Salient features of the RTE Act, 2009**

The compulsory free Elementary Education

- The stress on ending discrimination, and on inclusion.
- Minimum norms and standards are defined for the school.
- Focusses on addressable of emotional, stress and anxiety issues of children.
- Mandates education of children along their peer age group (“age-appropriate”); provides for “special training” to facilitate age appropriate education.
- Sets qualification and working norms for Teachers in all schools

### **1.10. Need of the study**

This study on RTE Act, 2009 among the primary and middle school teachers is probably most appropriate at this particular point. Teachers are supposed to know about RTE Act,2009. The provision made by the government may not be reach to the target group, if teacher himself or herself does not know about the RTE Act,2009. The schools need teachers who have positive awareness towards Right to Education Act, 2009 for its better implementation, practice and success. This study will help us to find out the primary and middle school teacher's awareness towards Right to Education Act,2009 This study will help to provide awareness among the primary and middle school teacher for the betterment of the education system in district of Rajasthan. This study will help the primary and middle school teachers to understand the rules and regulations of RTE Act,2009 and it will help them to practice. The study may help them to think that the problems which prevent the practice and implementation of RTE Act,2009 at the schools in all Districts of Rajasthan. Further this study will help us to understand the significant difference of awareness of RTE Act,2009 among the male and female, rural, urban, Private& government primary and middle school teachers. Similarly it will make us to understand the significant difference of awareness of RTEAct,2009 among the rural and urban primary school teachers, and how the private primary teacher differ from government primary teachers in their awareness towards Right to Education Act, 2009. Being aware of RTE Act,2009. teachers can deal with the students in a proper way. It will help to increase the standard of education in all districts of Rajasthan.

- How much teachers are aware about RTE Act, 2009 its provisions, management and how much knowledge they have and their thought about RTE Act, 2009.
- What are their responsibilities and accountability under RTE Act, 2009.



Hence the researcher decided to conduct a comparative study of awareness between primary and middle school teachers in the light of RTE Act, 2009.

### **1.11. Statement of the problem**

**A Comparative Study of Awareness between Primary and Middle School Level Teachers about RTE Act, 2009.**

### **1.12. Operation definition**

**Awareness of RTE :** In this study a teacher's awareness of RTE mean to understand how informed and conscious a teacher is about RTE Act, 2009. The teacher is expected to know or realize all the norms and rules under RTE for its successful implementation, practiced awareness here is also meant to motivate the teacher for future action.

### **1.13. Objectives**

1. To study the RTE Act, 2009.
- 1 To compare the awareness of rural primary and middle school teachers regarding RTE Act, 2009.
- 2 To compare the awareness of Urban Primary and middle School teachers regarding RTE Act,2009.

- 3 To compare the awareness of rural and urban primary school teachers regarding RTE Act,2009.
- 4 To compare the awareness of rural and urban middle School teachers regarding RTE Act,2009.
- 5 To compare the awareness of male and female primary school teachers regarding RTE Act,2009.
- 6 To compare the awareness of male and female middle school teachers regarding RTE Act,2009.
- 7 To compare the awareness of male teachers of primary school and middle School teachers regarding RTE Act, 2009.
- 8 To compare the awareness of female primary school teachers and middle School teachers regarding RTE Act, 2009.
- 9 To compare the awareness of government and private primary school teachers regarding RTE Act, 2009.
- 10 To compare the awareness of government and private middle school teachers regarding RTE Act, 2009.
- 11 To compare the awareness of government primary and middle School teachers regarding RTE Act, 2009.
- 12 To compare the awareness of private primary and middle School teachers regarding RTE Act, 2009.

#### **1.14 Hypothesis**

1. There is no significance difference between the awareness of rural primary and middle School teachers regarding RTE Act,2009.

2. There is no significance difference between the awareness of urban primary and middle School teachers regarding RTE Act,2009.
3. There is no significance difference between the awareness of rural and urban primary school teachers regarding RTE Act,2009.
4. There is no significance difference between the awareness of rural and urban middle School teachers regarding RTE Act,2009.
5. There is no significance difference between the awareness of male and female primary school teachers regarding RTE Act,2009.
6. There is no significance difference between the awareness of male and female middle School teachers regarding RTE Act,2009.
7. There is no significance difference between the awareness of male primary school teachers and middle School teachers regarding RTE Act,2009.
8. There is no significance difference between the awareness of female primary school teachers and middle School teachers regarding RTE Act,2009.
9. There is no significance difference between the awareness of government and private primary school teachers regarding RTE Act, 2009.
10. There is no significance difference between the awareness of government and private Middle School teachers regarding RTE Act,2009.
11. There is no significance difference between the awareness of government primary and middle School teachers regarding RTE Act,2009.
12. There is no significance difference between the awareness of private primary and Middle School teachers regarding RTE Act, 2009.

### **1.15 Delimitations**

The study was delimited to:

- Bharatpur (Rajasthan) district only.
- 240 teachers of primary and middle schools.

## REVIEW OF RELATED LITERATURE

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### 2.0 INTRODUCTION

Once the researcher has decided on a general research question, he needs to equip herself/himself with sound knowledge in the topic-related area. A literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. The researcher will find out exactly what others have learned in relation to his/her chosen area. This process will also help frame and focus the research questions and move closer to the hypothesis or focused question.

A Review of Literature means the literature that is related to research study. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

## **2.1 IMPORTANCE OF REVIEW OF LITERATURE**

The review of literature is important because:- A review of the related literature gives the scholars an understanding of the previous work that has been done.

1. It enables one to know the means of getting to the frontiers of the problem; until the researcher has learnt what has been done and what still remains to be done in the area; he cannot develop a research project that will contribute to furthering the knowledge in the field.
2. A review of literature would develop the insight of the investigator. The information thus gained will save the researcher much time.
3. It delimits the problem and defines it better.
4. It will give the student the insight needed to convert his tentative research problem into a specific and concise one.
5. It can alert the researcher about research possibilities that have been overlooked.
6. The review of literature provides an opportunity to gain insight into the methods, measures, subjects, and approaches employed by other research workers.

7. This will lead to significant improvement of the research design.

A Survey of related studies was undertaken by the investigator to get an insight into the work that has already been in the field of this investigation and also to get suggestion regarding the ways and means for the collection of relevant data and interpretation of results.

The studies reviewed are mainly on educational problems of the Secondary pupils. The available literature related to the present research work has been reviewed and presented under three heads viz.

## **2.2 PREVIOUS RESEARCHES**

**Yadav Ompal (2015)** conducted a study on “A comparative study of awareness towards RTE 2009-10 in between teachers & parents.” Objectives of this study were : To study of changing attitude towards RTE, 2009; To study of effectiveness of RTE,2009 for boy and girls at primary and upper primary level; To study of changing his attitude towards RTE, 2009 in male & female parents. Findings of this study were found that all the parents who were concerned with primary and upper primary level children has been more aware for implication, practiced and knowledge in urban areas than rural areas and effective knowledge for practiced in education field because knowledge resources are better in urban areas.

**Kumar, Meghana (2012)** Studied the problems of implementation of the Right of Children to Free and Compulsory Education Act 2009 with a particular focus on the grievance redressed process or mechanisms set out in the Act designed to get children that are out of school, into education. To do this, the study focuses on one specific area in Delhi, namely a slum pocket called Zakhira in Karolbagh zone, one of the 12 zones into which Delhi has been divided by the Municipal Corporation of Delhi (the “MCD”) for the purposes of administering the city. The case study is divided into five parts.

**Dixon, Pauline (2012)** studied the new Right to Education Act (RTE) comes an exciting opportunity to change the way private unaided schools are regulated and gain recognition in India. The role of the private unaided sector in India is crucial for achieving “Education for All”. The RTE Act provides an opportunity for state governments to explore ways in which to assure even better quality from private unaided schools. This paper outlines an alternative strategy for the regulation of private unaided schools, allowing them to continue to make a significant contribution to “Education for All”. The paper is set out as



follows. First, the research findings concerning private unaided unrecognized schools in India are reviewed. Secondly, the recognition norms as set out in the RTE and the ‘Model Rules under the Right of Children to Free and Compulsory Education Act’ 2009 are specified. And finally alternative systems of regulation from both developing and developed countries are considered in order to provide examples of forms of regulation that could now be adopted and adapted for the private school’s market in India.

**Ashak And Kamath (2011)** conducted a study on RTE Act 2009.

**Objectives of the study was:** To find the difference in level of awareness on RTE Act 2009 among male and female elementary school teachers; To compare the awareness RTE Act 2009 among the elementary school teachers belonging to urban and rural areas; To compare the awareness on RTE Act 2009 among the elementary school teachers belonging to government and private schools.

**Methodology:** The study was undertaken with a view of finding out the awareness of Elementary school teachers on RTE Act with respect to Gender, Locale, and Type of school. **Tool :** A Questionnaire was developed by the investigators which covered five aspects of the Act. They were Responsibilities of schools and teachers, Norms and standard for a school, School management Committee, Appropriate Government and Protection of Right of Children. There

were a total of 30 multiple choice questions and each right answer was awarded one mark. In conclusion no significance difference found in level of awareness on RTE Act 2009 among male and female elementary school teachers.

**Guptha R. & Sankar D. (2002)** conducted a study on the constraints that contribute to a particular child ever getting enrolled, not enrolled or dropping out? Supply side factors like the quality of schooling, especially in the government sector, is definitely one reason for slow update of education. About 13 percent were not correctly enrolled in schools, about 3 percent were not attending schools regularly. Why do teenagers drop out from school or attend school irregularly? The analysis finds that economic status of households, education of parents, social class and gender are the most significant variables that determine

**Budhpriya (1995)** While dealing with the causes of dropouts- states “reasons given by parents for not enrolling a child in the school or withdrawing him/her from the school range from the expense of schooling need of child help financially or regard to house work and looking after younger children”.

**Pandey (1993)** forwarded that of every 100 S.C females students taking admission in class1;majorityof them(77%)did not complete their 8 years of schooling and dropped out before completing the primary education. The constraints in their education and also given.

**National policy on Education (1986)** was formulated and was further updated in 1992. The NPE 1986 provides a comprehensive policy frame work for the development of education up to the end of the century and a Plan Of Action (POA) 1992, assigning, specific responsibilities for organizing, implementing and financing its proposals. From 1968 onwards, goal has been 71 to set apart 6% of National income on education, Inspire of resource constraints as well as competing priorities, the budgetary expenditure on education. by Centre and States as percentage of Gross National Product has steadily increased from 0.8% in 1951-52 to 3.3% in 1994-95

**Sethu Raman. A. S. (1980)** It was a study of the utilization of educational facilities in Banglore city vis-à-vis their social and economic background. The study revealed the fact that the mothers in unskilled occupations contributed highest percentage of drop-outs while housewives contributed highest percentage of regular children. It was observed that the size of the family was an intervening factor. The tendency for when the number of children in the family was more than two.regularity in attendance was higher when the number of children in the family was less than two and it was lower

**Raj, N. K. (1979)** in his study pointed out that the percentage of drop-outs differed among different categories of parental occupation. The number of drop-outs was high among children whose parents were manual labourers. For the drop-

out the constraints like socio- economic aspects, the family situation factor, the economic factor, and the perception of schooling factor were identified.

**Aikara (1979)** conducted a study on education of out of school children. The study intended to get a preliminary idea about the magnitude of the problem of out of school, children of the school going age and to find out the causes of the problems and to explore the possibilities of introducing a programme of open learning that would take care of the educational needs of the out of school children. The findings of the study are that the out of school children are from a relatively poorer educational occupational and economic background. Poverty and poor educational and economic background stood as constraints to enter school

**Dewasthalee (1978)** conducted a study on the “Present Secondary Education Curriculum of Standard V to X in Maharashtra with the following objectives: To investigate the degree and extent of vocationalisation achieved through present secondary education curricula; To locate different areas in which vocationalisation can be achieved; To frame syllabus of different vocationalised courses in different areas that can be introduced at all levels of secondary education. Data was collected through interview, observation of teaching and visit to vocational and industrial institutes. The study revealed that the academic atmosphere was in favor of vocationalisation. The researcher had pointed out that vocational courses should be introduced for the drop outs and in the vocational courses emphasis should be made on practical aspects.

**Sharma (1977)** investigated type of school building, type of school, educational equipment's, the role of teachers in shaping the attitudes of students and other allied factors. He considered education as one of the significant elements in harnessing the process of change to the advantage of the local community.

**Rajagopalan (1974)** conducted a study on “Educational progress and problems of students in Karnataka.” The study revealed that 30% of the students lived in hostels while their parents lived in villages, economic dimensions of the students were uncomfortable and domestic work seemed to come in their way. The amount given as scholarship was inadequate.

**DESIGN OF THE STUDY**

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The research work has a systematic methodology. It gives to researcher a scientific sight and workable plan to proceed in a right direction towards solving the problem. Current chapter is confined with the selection and development of the techniques and tools to be used in this study and thus current design of the study, sample, population, development of tools and description, statistical techniques which are to be used for data analysis and the framing structure of thesis.

Research design is the plan, structure and strategy of investigation. The plan is the overall scheme or program of the research. After Identifying and defining the problem and accomplish the related researchers investigator must arrange his/her ideas in order. It includes an outline of what the investigator will do from writing the hypothesis and their operational implication to the final analysis of data.

The most complicated and crucial operation in the research work is the collection of data. If the methodology & procedure adopted by the investigator is not good, he will certainly lost in hopelessness and helplessness universe. The selection of adequate methods, tools and techniques is very difficult and must be handled with care and profound consideration in respect of time, cost, ability, experience and need. In this chapter above mentioned dimensions of the research are discussed in details under the following heads:

- Research Method
- Variables of the study
- Population and Sample
- Selection and Description of the Tool
- Scoring Procedure of the Tool
- Administration of the Tool
- Statistical Techniques Used

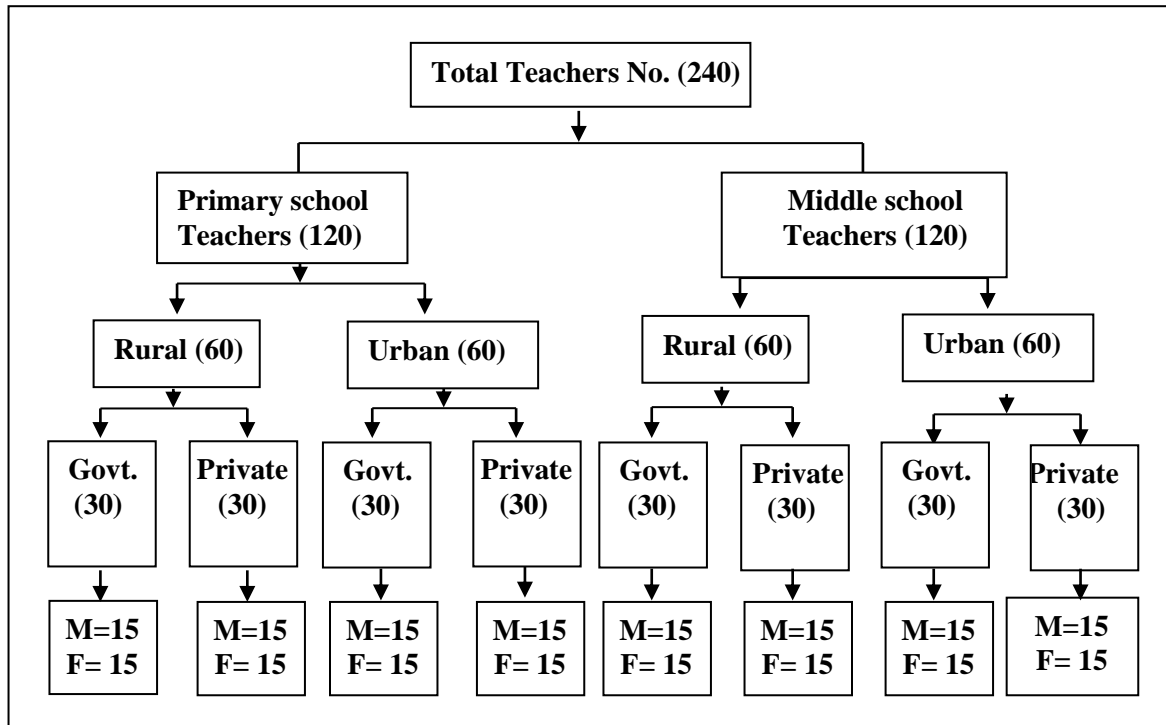
### **3.1 RESEARCH METHOD**

The significance and nature of Descriptive survey method has been explained by George J. Moulyas, “No category of Educational research is more widely used than the type used known variously as the ‘Survey’, the normative survey, status and descriptive researches. This broad classification comprises a variety of specific techniques and procedures, all similar from the stand point of its purpose that is to establish the status of the phenomenon under investigation.” Thus a Descriptive survey study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The researcher employed the “Descriptive Survey method”.

### **3.3 POPULATION AND SAMPLE OF THE STUDY**

The population of the present study was primary and middle school teachers situated in Bharatpur district of Rajasthan state. In the present study 240 primary and middle school teachers working in government and private schools of Bharatpur districts of Rajasthan was taken as sample unit. Sample was selected by using random sampling technique. To make equal representation of primary and middle schools researcher selected 120 primary schools teachers and 120 middle schools teachers. Thus further 120 government and 120 private schools teachers.

Summary of selected sample from primary and middle schools teachers is presented in the following flow chart 3.1.



### 3.4 SELECTION AND DISCRIPTION OF THE TOOL

Keeping in view the nature of the problem, measures of awareness about RTE-Act 2009 required for the investigation of the problem. Hence researcher has decided to construct a self-developed questionnaire for this purpose.

#### 3.4.1 Preparation of Test

The researcher first consulted various references such as RTE-Act 2009, articles, news paper, previous research conducted in the field of RTE-2009. Many questions were noted through the process of brain storming which covered the dimensions for available facilities. For this purpose researcher has decided to make close ended questionnaire of multiple choice items to collect relevant information from source.



### **3.4.2 Selection of Items**

Researcher examined the list of items and categorized them in different dimensions. Categorized items were deeply observed to remove repetitions, spelling mistakes and ambiguity. After observation of items were rearranged to observe sequence and continuity.

After the selection of items first draft was prepared which consists six dimensions with 57 items i.e. Awareness, Role of teacher, Role of schools, Role of parents, Role of administration and role of school management committee.

### **3.4.4 Expert opinion**

After preparing of first draft, the questionnaire was sent to the experts and teachers for checking and taking their valuable suggestions that helped in making the questionnaire more adequate. They pointed out some questions as ambiguous and irrelevant and suggested to remove these items. Their responses and suggestions were considered and giving a final shape to the questionnaire.

### **3.4.5 Editing / modification**

The items were reframed keeping the instruction and basic rules of questionnaire construction in the mind. The expert suggestions were incorporated in the questionnaire. Some statements were reframed, added or deleted and language of some items was revised as per the recommendations given by the experts.

### **3.4.6 Final draft**

On the basis of suggestions of experts the final draft of the questionnaire was prepared. There were 42 items in the final draft of the questionnaire after modification distributed in given dimensions regarding awareness of RTE Act 2009.

| <b>S.N.</b> | <b>Dimensions</b> | <b>Item No.</b> | <b>No. of Items</b> |
|-------------|-------------------|-----------------|---------------------|
|-------------|-------------------|-----------------|---------------------|

|   |                                     |       |           |
|---|-------------------------------------|-------|-----------|
| 1 | Awareness                           | 1-8   | 08        |
| 2 | Role of Childs                      | 9-15  | 07        |
| 3 | Role of teacher                     | 16-19 | 04        |
| 4 | Role of parents                     | 20-22 | 03        |
| 5 | Role of schools                     | 23-34 | 12        |
| 6 | Role of administration              | 35-39 | 05        |
| 7 | Role of school management committee | 40-42 | 03        |
|   | <b>Total</b>                        |       | <b>42</b> |

### 3.5 SCORING PROCEDURE OF THE TOOL

There are four response alternatives in each item of the questionnaire. The subject has been chosen only one alternative. The marks have been allotted as follows:

| Response Alternative | Scores |
|----------------------|--------|
| True answer          | 01     |
| No negative marking  |        |

### 3.6 ADMINISTRATION OF THE TOOL

The researcher visited every school personally and after permission to collect the data the scale was administrated on sample. The scale filled by the teachers in his views and enough time was given to the teachers for filling the scale. Researcher assured to teachers that the information provided by them would be kept strictly confidential and that will be used only for research purpose.

### **3.7 STATISTICAL TECHNIQUES USED**

The role of statistics in research is to function as a tool in designing research, analyzing its data and drawing conclusions. The researcher adopted various statistical measures in order to arrange and draw out the essence from the collected data i. e. Mean, S.D. and t-test.

## ANALYSIS AND INTERPRETATION OF DATA

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Introduction:-

After collecting and analyzing of the data, the researcher has to accomplish of drawing inference followed by report writing. This has to be done very carefully, otherwise misleading conclusion may be drawn and the whole purpose of doing research may get vitiated. It is only through interpretations that the researcher can expose relations and processes that underline his finding.

All his analytical information and consequential inference(s) may well be communicated, preferably through research report to the readers

**Table No. 4.1:** Comparison of rural primary and middle school teachers regarding awareness of RTE Act, 2009.

| Level of schools | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|------------------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| Primary          | 60              | 38.03 | 1.84                    | 5.16    | Significant           | Rejected          |
| Middle           | 60              | 37.20 | 1.91                    |         |                       |                   |

Table no 4.1 shows that mean scores of rural primary and middle school teachers regarding awareness of RTE Act, 2009 are 38.033 and 37.20 respectively with the respective standard deviations (S.D.) of 1.84 and 1.91. The t-value is 5.16 which is significant at 0.05 levels.

Therefore the research hypothesis i.e. ‘there is no significance difference between the awareness of rural primary and middle school teachers regarding RTE Act, 2009’ is rejected.

It may be concluded that there is significance difference between the awareness of rural primary and middle school teachers regarding RTE Act, 2009 ,As the primary teachers are more concerned with the provisions and implementation of RTE Act, 2009.

**Table 4.2:** Comparison of urban primary and middle school teachers regarding awareness of RTE Act,2009.

| Level of schools | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|------------------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| Primary          | 60              | 37.93 | 1.66                    | .00     | Not Significant       | Accepted          |
| Middle           | 60              | 37.93 | 1.89                    |         |                       |                   |

**Table No.4.2** shows that mean score of awareness of urban primary and middle school teachers regarding RTE Act, 2009 are 37.93 and 37.93 respectively with the respective standard deviations (S.D.) of 1.66 and 1.89 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of urban primary and middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of urban primary and middle school teachers regarding RTE Act, 2009 as urban middle school teachers are more aware about the provisions and implementation of RTE Act,2009.

**Table no 4.3:** Comparison of rural and urban primary school teachers regarding awareness of RTE Act,2009

| <b>Locality</b> | <b>No. of Teachers</b> | <b>Mean</b>  | <b>Standard Deviation (SD)</b> | <b>t-value</b> | <b>level of Significance</b> | <b>Hypothesis Result</b> |
|-----------------|------------------------|--------------|--------------------------------|----------------|------------------------------|--------------------------|
| <b>Rural</b>    | <b>60</b>              | <b>38.03</b> | <b>1.84</b>                    | <b>.60</b>     | <b>Not Significant</b>       | <b>Accepted</b>          |
| <b>Urban</b>    | <b>60</b>              | <b>37.93</b> | <b>1.66</b>                    |                |                              |                          |

Table no.4.3 shows that mean score of awareness of rural and urban primary school teachers regarding RTE Act, 2009 are 38.03 and 37.20 respectively with the respective standard deviations (S.D.) of 1.84 and 1.66 respectively. The t-value is 0.60 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of rural and urban primary teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of rural and urban primary school teachers regarding RTE Act, 2009. As the rural primary teachers are more concerned with the provisions and implementation of RTE Act,2009.

**Table no 4.4** Comparison of rural and urban middle school teachers regarding awareness RTE Act, 2009

| Locality | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|----------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| Rural    | 60              | 37.20 | 1.91                    | 2.95    | Significance          | Rejected          |
| Urban    | 60              | 37.93 | 1.89                    |         |                       |                   |

Table no 4.4

shows that mean score of awareness of rural and urban middle school teachers regarding RTE Act,2009 are 37.20 and 37.93 respectively with the respective standard deviations (S.D.) of 1.911 and 1.89 respectively. The t-value is 2.95 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of rural and urban middle school teachers regarding RTE Act, 2009 is rejected.

It may be concluded that there is significance difference between the awareness of rural and urban middle school teachers regarding RTE Act, 2009. As the urban middle school teachers are more concerned with the provisions and implementation of RTE Act,2009.

**Table No. 4.5:** Comparison of male and female primary school teachers regarding awareness of RTE Act,2009.

| <b>Gender</b> | <b>No. of Teachers</b> | <b>Mean</b>  | <b>Standard Deviation (SD)</b> | <b>t-value</b> | <b>level of Significance</b> | <b>Hypothesis Result</b> |
|---------------|------------------------|--------------|--------------------------------|----------------|------------------------------|--------------------------|
| <b>Male</b>   | <b>60</b>              | <b>37.86</b> | <b>1.68</b>                    | <b>1.35</b>    | <b>Not Significance</b>      | <b>Accepted</b>          |
| <b>Female</b> | <b>60</b>              | <b>38.10</b> | <b>1.81</b>                    |                |                              |                          |

Table no.4.5 shows that mean score of awareness of male and female primary school teachers regarding RTE Act,2009 are 37.86 and 38.10 respectively with the respective standard deviations (S.D.) of 1.68 and 1.81 respectively. The t-value is 1.35 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male and female primary school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male and female primary school teachers regarding RTE Act, 2009. As the female primary teachers are more concerned with the provisions and implementation of RTE Act,2009.



**Table No. 4.6:** Comparison of male and female middle school teachers regarding awareness of RTE Act, 2009.

| <b>Gender</b> | <b>No. of Teachers</b> | <b>Mean</b>  | <b>Standard Deviation (SD)</b> | <b>t-value</b> | <b>level of Significance</b> | <b>Hypothesis Result</b> |
|---------------|------------------------|--------------|--------------------------------|----------------|------------------------------|--------------------------|
| <b>Male</b>   | <b>60</b>              | <b>37.56</b> | <b>1.86</b>                    | <b>0.000</b>   | <b>Not Significance</b>      | <b>Accepted</b>          |
| <b>Female</b> | <b>60</b>              | <b>37.56</b> | <b>2.01</b>                    |                |                              |                          |

**Table No.4.6** shows that mean score of awareness of male and female middle school teachers regarding RTE Act,2009 are 37.56 and 37.56 respectively with the respective standard deviations (S.D.) of 1.86 and 2.01 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male and female middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male and female middle school teachers regarding RTE Act, 2009. As the male and female middle school teachers both are equally concerned with the provisions and implementation of RTE Act,2009.

**Table No. 4.7:** Comparison of male teachers of primary school and middle school teachers regarding awareness of RTE Act, 2009.

| Level of school | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|-----------------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| Male primary    | 60              | 37.86 | 1.68                    | 1.63    | Not Significance      | Accepted          |
| Male Middle     | 60              | 37.56 | 1.86                    |         |                       |                   |

Table no.4.7 shows that mean score of awareness of male teachers of primary school and middle school teachers regarding awareness of RTE Act, 2009 are 37.866 and 37.566 respectively with the respective standard deviations (S.D.) of 1.68 and 1.862 respectively. The t-value is 1.63 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of male primary and male middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of male primary and male middle school teachers regarding RTE Act, 2009. As the male primary school teachers are more concerned with the provisions and implementation of RTE Act, 2009.

**Table No. 4.8** Comparison of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009.

| Level of school | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|-----------------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| female primary  | 60              | 38.10 | 1.81                    | 2.28    | Significance          | Rejected          |
| female middle   | 60              | 37.56 | 2.01                    |         |                       |                   |

Table no.4.8 shows that mean score of awareness of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. are 38.10 and 37.56 respectively with the respective standard deviations (S.D.) of 1.81 and 2.01 respectively. The t-value is 2.28 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. is rejected.

It may be concluded that there is significance difference between the awareness of female primary and female middle school teachers regarding RTE Act, 2009. As the female primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.

**Table No. 4.9:** Comparison of government and private primary school teachers regarding awareness of RTE Act, 2009.

| Types of schools  | No. of Teachers | Mean         | Standard Deviation (SD) | t-value     | Level of Significance   | Hypothesis Result |
|-------------------|-----------------|--------------|-------------------------|-------------|-------------------------|-------------------|
| <b>Government</b> | <b>60</b>       | <b>37.95</b> | <b>1.81</b>             | <b>0.38</b> | <b>Not Significance</b> | <b>Accepted</b>   |
| <b>Private</b>    | <b>60</b>       | <b>38.01</b> | <b>1.69</b>             |             |                         |                   |

Table no.4.9 shows that mean score of awareness of government and private primary school teachers regarding RTE Act,2009 are 37.95 and 38.01 respectively with the respective standard deviations (S.D.) of 1.81 and 1.69 respectively. The t-value is .38 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness government and private primary school teachers regarding awareness of RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government and private primary school teachers regarding RTE Act, 2009. As the private primary teachers are more concerned with the provisions and implementation of RTE Act,2009

**Table No. 4.10:** Comparison of government and private middle school teachers regarding awareness of RTE Act, 2009.

| Types of schools  | No. of Teachers | Mean         | Standard Deviation (SD) | t-value      | Level of Significance   | Hypothesis Result |
|-------------------|-----------------|--------------|-------------------------|--------------|-------------------------|-------------------|
| <b>Government</b> | <b>60</b>       | <b>37.56</b> | <b>1.93</b>             | <b>0.000</b> | <b>Not Significance</b> | <b>Accepted</b>   |
| <b>Private</b>    | <b>60</b>       | <b>37.56</b> | <b>1.94</b>             |              |                         |                   |

Table no.4.10 shows that mean score of awareness of government and private middle school teachers regarding RTE Act,2009 are 37.56 and 37.56 respectively with the respective standard deviations (S.D.) of 1.93 and 1.94 respectively. The t-value is 0.00 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of government and private middle school teachers regarding RTE Act,2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government and private middle school teachers regarding RTE Act, 2009. As the government and private middle teachers have the same knowledge of the provisions and implementation of RTE Act,2009

**Table No. 4.11:** Comparison of government primary and middle school teachers regarding awareness of RTE Act, 2009.

| <b>Level of school</b>    | <b>No. of Teachers</b> | <b>Mean</b>  | <b>Standard Deviation (SD)</b> | <b>t-value</b> | <b>level of Significance</b> | <b>Hypothesis Result</b> |
|---------------------------|------------------------|--------------|--------------------------------|----------------|------------------------------|--------------------------|
| <b>Government primary</b> | <b>60</b>              | <b>37.95</b> | <b>1.81</b>                    | <b>1.50</b>    | <b>Not Significance</b>      | <b>Accepted</b>          |
| <b>Government middle</b>  | <b>60</b>              | <b>37.56</b> | <b>1.93</b>                    |                |                              |                          |

Table no.4.11 shows that mean score of awareness of government primary and middle school teachers regarding RTE Act,2009 are 37.95 and 37.56 respectively with the respective standard deviations (S.D.) of 1.81 and 1.93 respectively. The t-value is 1.50 which is not significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of government primary and middle school teachers regarding RTE Act, 2009 is accepted.

It may be concluded that there is no significance difference between the awareness of government primary and government middle school teachers regarding RTE Act, 2009. As the government primary school teachers are more concerned with the provisions and implementation of RTE Act,2009

**Table No. 4.12:** Comparison of private primary and middle school teachers regarding awareness of RTE Act, 2009.

| Level of school | No. of Teachers | Mean  | Standard Deviation (SD) | t-value | level of Significance | Hypothesis Result |
|-----------------|-----------------|-------|-------------------------|---------|-----------------------|-------------------|
| Private primary | 60              | 38.01 | 1.69                    | 3.09    | Significance          | Rejected          |
| Private middle  | 60              | 37.56 | 1.94                    |         |                       |                   |

Table no.4.12 shows that mean score of awareness of private primary and middle school teachers regarding awareness of RTE Act, 2009 are 38.01 and 37.56 respectively with the respective standard deviations (S.D.) of 1.69 and 1.94 respectively. The t-value is 3.09 which is significant at 0.05 levels. Therefore the research hypothesis i.e. there is no significance difference between the awareness of private primary and middle school teachers regarding awareness of RTE Act, 2009 is rejected.

It may be concluded that there is significance difference between the awareness of private primary and private middle school teachers regarding RTE Act, 2009. As the private primary school teachers are more concerned with the provisions and implementation of RTE Act, 2009

## FINDING, CONCLUSION AND SUGGESTION

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Every research project entails a lot of hard work and the whole hearted dedication to explore and due to its underlying intricacies. Finally each and every investigation appears with one's own finding and conclusion exploring novel vistas to be available by following generations.

On the basis of analysis and interpretation of the data discussed in the forgone chapter certain conclusion about the level of stress and teaching effectiveness of secondary teachers were drawn and a few suggestions that mind to the mind of the investigator has been noted down. The present chapter includes the description of the findings, the limitations, education implication, a few suggestion for further investigation are also deal with the present chapter.

### 5.1 Findings:

- It was found that mean scores of rural primary and middle school teachers regarding awareness of RTE Act,2009 were 38.03 and 37.20 rural primary school teachers. The calculated t-value was found 5.16, which is significant at 0.05 level. Hence significance difference was found between rural primary and middle



school teacher regarding awareness of RTE Act, 2009. As the primary teachers are more concerned with the provisions and implementation of RTE Act, 2009.

➤ It was found that mean scores of urban primary and middle school teachers regarding awareness of RTE Act 2009 were 37.93 and 37.93 urban primary school teachers and middle school were showing same awareness The calculated t value was found 0.00, which is not significant at 0.05 level. Hence no significance difference was found between urban primary and middle school teachers regarding awareness of RTE-Act, 2009. As urban middle school teachers are more aware about the provisions and implementation of RTE Act,2009.

➤ It was found that mean scores of rural and urban primary school teachers regarding awareness of RTE Act 2009 were 38.03 and 37.93 Rural primary school teachers were showing high awareness in comparison to urban primary school teachers. The calculated t value was found.609, which is no significant at 0.05 level. Hence no significance difference was found between rural and urban primary school teachers regarding awareness of RTE Act, 2009. As the rural primary teachers are more concerned with the provisions and implementation of RTE Act,2009.

➤ It was found that mean scores of rural and urban middle school teachers regarding awareness of RTE Act 2009 were 37.20 and 37.93 urban middle school teachers were showing high awareness in comparison to rural middle school teachers. The calculated t value was found 2.95, which is significant at 0.05 level. Hence significance difference was found between rural and urban

middle school teachers regarding awareness of RTE Act, 2009. As the urban middle school teachers are more concerned with the provisions and implementation of RTE Act,2009.

- It was found that mean scores of male and female primary school teachers regarding awareness of RTE Act 2009 were 37.86 and 38.10 primary female school teachers were showing high awareness in comparison to primary male school teachers. The calculated t value was found 1.35, which is no significant at 0.05 level. Hence no significance difference was found between male and female primary school teachers regarding awareness of RTE Act, 2009. As the female primary teachers are more concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of male and female middle school teachers regarding awareness of RTE-Act 2009 were 37.56 and 37.56 middle female school teachers were showing same awareness in comparison to middle male school teachers. The calculated t value was found 0.00, which is not significant at 0.05 level. Hence no significance difference was found between male and female middle school teachers regarding awareness of RTE Act, 2009. As the male and female middle school teachers both are equally concerned with the provisions and implementation of RTE Act,2009.
- It was found that mean scores of male teachers of primary school and middle school teachers regarding awareness of RTE Act 2009 were 37.86 and 37.56 primary male school teachers were showing high awareness in comparison to middle male school teachers. The calculated t value was found 1.63, which is

not significant at 0.05 levels. Hence no significance difference was found between of male teachers of primary school and middle school teachers regarding awareness of RTE Act 2009 As the male primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.

➤ It was found that mean scores of female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. were 38.10 and 37.56 primary female school teachers were showing high awareness in comparison to middle male school teachers. The calculated t value was found 2.28, which is significant at 0.05 levels. Hence significance difference was found between female primary school teachers and middle school teachers regarding awareness of RTE Act, 2009. As the female primary school teachers are more concerned with the provisions and implementation of RTE Act,2009.

➤ It was found that mean scores of government and private primary school teachers regarding awareness of RTE Act, 2009. were 37.95 and 38.01 government primary school teachers were showing high awareness in comparison to private primary school teachers. The calculated t value was found 0.379, which is significant at 0.05 levels. Hence no significance difference was found government and private primary school teachers regarding awareness of RTE Act, 2009 As the private primary teachers are more concerned with the provisions and implementation of RTE Act,2009

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middle private school teachers. The calculated t value was found 0.00, which is not significant at 0.05 levels. Hence no significance difference was found between government and private middle school teachers regarding awareness of RTE Act, 2009. As the government and private middle teachers have the same knowledge of the provisions and implementation of RTE Act,2009

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- It was found that mean scores of private primary and middle school teachers regarding awareness of RTE Act, 2009. were 38.05 and 37.56, private primary school teachers were showing high awareness in comparison to private middle school teachers. The calculated t value was found 3.09, which is significant at 0.05 levels. Hence significance difference was found between private primary and middle school teachers regarding awareness of RTE Act, 2009. As the private primary school teachers are more concerned with the provisions and implementation of RTE Act,2009

## **5.2 Educational Implications:**

Research is of no value until its findings are applied for anything, which may have, some practical importance can also be derived from the findings of the present investigation. They are as under:

### **5.2.1 For Teachers:**

This study is of great importance for teachers as it provides feedback to them and it would also help in awareness about RTE-Act-2009, so that they can be at their level best and utilize their potential.

### **5.2.2 For Administrators:**

Administrators can be aware of the effects of RTE-Act 2009 and status of the teachers on his teaching. They can try to make provisions for giving healthy atmosphere and facilities specially in in schools of rural areas. The elementary education can be made simpler and freely available to all.

### **5.2.3 For Students:**

Students will able to get enrolment in nearest government or private schools if his /her parents are belongs from BPL category then they can also get enrolment of his child in nearest private school for better education.

## **5.4 Suggestions for further studies:**

1. The similar study can be carried out to get better and more authentic results on a larger group.

2. This similar study can be carried out on other dependent variable such as academic achievement for enhancing learning etc.
3. This similar study can be conducted on government and private schools of other districts of the states.
4. This similar study can be conducted on government and private schools of different states.
5. This similar study can be conducted on perspective male and female teachers.
6. This similar study can be conducted on parents.
7. This similar study can be conducted on SMC members.
8. This similar study can be conducted on NGO's workers
9. This similar study can be conducted on teachers regarding their awareness related to constitutional; responsibilities.
10. This similar study can be conducted on heads of schools
11. This similar study can be conducted on private school owners.

## **INTRODUCTION**

In our national perception, education is necessary for all. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, Secularism and democracy enshrined in our Constitution. The positive role of Universal Elementary Education (UEE) in strengthening the socio-economic base of a nation cannot be over-emphasized. Recognizing the importance of it, the original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to endeavor to provide free and compulsory education to all children up to age 14 within a period of 10 years. The National Policy on Education (NPE), 1986/92, states via the 86th Constitutional Amendment, a new Article 21A was added in Part I of the Constitution of India to make free and compulsory elementary education a fundamental right for children. The Right of Children to Free and Compulsory Education (or RTE) came into force in India with effect from 1 April 2010 (GOI 2009). As a follow up to the NPE, a number of programmes were initiated in India with a view to achieving UEE. These efforts were intensified in the 1980s and 1990s through several interventions such as Operation Blackboard (OBB), the ShikshaKarmi Project (SKP), the Andhra Pradesh Primary Education Project (APPEP), the Bihar Education Project (BEP), the UP Basic Education Project (UPBEP), MahilaSamakhya (MS), the LokJumbish Project (LJP), and Teacher

Education, which put in place a decentralized system of teacher support through District Institutes of Education and Training (DIETs) and the District Primary Education Programme (DPEP). The latest is the SSA, a centrally-sponsored scheme implemented in partnership with state governments for the UEE across the country. SarvaShikshaAbhiyan (SSA) is the government's flagship programme to provide universal access to elementary education for children 6-14 years old. Due to these initiatives, over the years there has been significant spatial and numerical expansion of elementary schools in the country. Today, access and enrolment at the Primary stages of education have reached very close to universal levels. The scheme aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning.

The number of out-of-school children at the elementary level has reduced significantly. The gender gap in elementary education has narrowed and the percentage of enrolled children belonging to scheduled castes and tribes has increased successively. Despite this, the goal of universal Elementary education is yet to be achieved in the country. There remains the unfinished agenda of universal education at the upper primary stage. The number of children particularly those from disadvantaged groups and weaker sections who drop out of school before completing upper primary education remains high. The quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education. With a view to address these issues, the RTE has been introduced to directly counter the problems of illiteracy, poor quality infrastructure and learning level in the elementary education sector. However, the road to the RTE Act has not been easy. The exercise of consulting all stakeholders including the states and taking them on board has been time-consuming. The main provisions in the RTE Act include the responsibilities of appropriate government and local



authorities towards establishing neighborhood schools; sharing of financial and other responsibilities between the central and state governments; prohibition of capitation fee and screening procedure for admission; prohibition of detention, expulsion and corporal punishment; specification of norms and standards for schools including those related to the infrastructure and teachers; laying down of teacher qualifications and their duties; prohibition of deployment of teachers for non-educational purposes; and ensuring that curriculum and evaluation is in accordance with the Constitution of India and as per child-centered principles and values. Children with disabilities and those belonging to minority communities are also covered under the Act. As per the RTE Act, 2009, every child has the right to full-time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. The need to address inadequacies in retention, residual access, particularly of un-reached children, and the questions of quality are the most compelling reasons for the addition of Article 21A in the Constitution of India.

The rest of the provisions are required to be implemented with immediate effect. After enacting the RTE Act, 2009, the state governments have taken steps for implementing the same. All state and union territory governments have issued the RTE Rules, or adopted the Central RTE Rules, except for Goa and Karnataka, which are yet to notify the state RTE rules. Several states have issued instructions/notifications for (a) Banning capitation fees, corporal punishment, detention and expulsion, and private tuition by school teachers. (b) Specifying working days/instructional hours; and (c) constituting the SCPCR or Right to Education Protection Authority (REPA). The central government has also taken several steps for implementation of the RTE Act.

## **Need of the study**

This study on RTE Act, 2009 among the primary and middle school teachers is probably most appropriate at this particular point. Teachers are supposed to know about RTE Act,2009. The provision made by the government may not be reach to the target group, if teacher himself or herself does not know about the RTE Act,2009. The schools need teachers who have positive awareness towards Right to Education Act, 2009 for its better implementation, practice and success. This study will help us to find out the primary and middle school teacher's awareness towards Right to Education Act,2009 This study will help to provide awareness among the primary and middle school teacher for the betterment of the education system in district of Rajasthan. This study will help the primary and middle school teachers to understand the rules and regulations of RTE Act,2009 and it will help them to practice. The study may help them to think that the problems which prevent the practice and implementation of RTE Act,2009 at the schools in all Districts of Rajasthan. Further this study will help us to understand the significant difference of awareness of RTE Act,2009 among the male and female, rural, urban, Private& government primary and middle school teachers. Similarly it will make us to understand the significant difference of awareness of RTEAct,2009 among the rural and urban primary school teachers, and how the private primary teacher differ from government primary teachers in their awareness towards Right to Education Act, 2009. Being aware of RTE Act,2009. teachers can deal with the students in a proper way. It will help to increase the standard of education in all districts of Rajasthan.

- How much teachers are aware about RTE Act, 2009 its provisions, management and how much knowledge they have and their thought about RTE Act, 2009.
- What are their responsibilities and accountability under RTE Act, 2009.

Hence the researcher decided to conduct a comparative study of awareness between primary and middle school teachers in the light of RTE Act, 2009.

### **Statement of the problem**

**A Comparative Study of Awareness between Primary and Middle School Level Teachers about RTE Act, 2009.**

### **Operational definition**

**Awareness of RTE Act, 2009 :**In this study a teacher's awareness of RTE mean to understand how he/she is informed and conscious about RTE Act, 2009. The teacher is expected to know or realize all the norms and rules under RTE Act, 2009 for its successful implementation , practiced awareness etc.

## **Objectives :**

1. To study the RTE Act, 2009.
- 13 To compare the awareness of rural primary and middle school teachers regarding RTE Act, 2009.
- 14 To compare the awareness of Urban Primary and middle School teachers regarding RTE Act,2009.
- 15 To compare the awareness of rural and urban primary school teachers regarding RTE Act,2009.
- 16 To compare the awareness of rural and urban middle School teachers regarding RTE Act,2009.
- 17 To compare the awareness of male and female primary school teachers regarding RTE Act,2009.
- 18 To compare the awareness of male and female middle school teachers regarding RTE Act,2009.
- 19 To compare the awareness of male teachers of primary school and middle School teachers regarding RTE Act, 2009.
- 20 To compare the awareness of female primary school teachers and middle School teachers regarding RTE Act, 2009.
- 21 To compare the awareness of government and private primary school teachers regarding RTE Act, 2009.
- 22 To compare the awareness of government and private middle school teachers regarding RTE Act, 2009.
- 23 To compare the awareness of government primary and middle School teachers regarding RTE Act, 2009.
- 24 To compare the awareness of private primary and middle School teachers regarding RTE Act, 2009.

## **Hypothesis:**

13. There is no significance difference between the awareness of rural primary and middle School teachers regarding RTE Act,2009.
14. There is no significance difference between the awareness of urban primary and middle School teachers regarding RTE Act,2009.
15. There is no significance difference between the awareness of rural and urban primary school teachers regarding RTE Act,2009.
16. There is no significance difference between the awareness of rural and urban middle School teachers regarding RTE Act,2009.
17. There is no significance difference between the awareness of male and female primary school teachers regarding RTE Act,2009.
18. There is no significance difference between the awareness of male and female middle School teachers regarding RTE Act,2009.
19. There is no significance difference between the awareness of male primary school teachers and middle School teachers regarding RTE Act,2009.
20. There is no significance difference between the awareness of female primary school teachers and middle School teachers regarding RTE Act,2009.
21. There is no significance difference between the awareness of government and private primary school teachers regarding RTE Act, 2009.
22. There is no significance difference between the awareness of government and private Middle School teachers regarding RTE Act,2009.
23. There is no significance difference between the awareness of government primary and middle School teachers regarding RTE Act,2009.
24. There is no significance difference between the awareness of private primary and Middle School teachers regarding RTE Act, 2009.

## **Delimitations**

The study was delimited to:

- Bharatpur (Rajasthan) district only.
- 240 teachers of primary and middle schools

## **Population and sample**

In the present study teachers of Bharatpur district at primary & middle level has been considered as population.

Sample was selected by the researcher through random sampling method. A sample of 240 teachers of rural and urban areas schools at primary & middle level of district Bharatpur (Rajasthan) because it is not possible to study the whole population.

## **Selection and description of the tool**

Keeping in view the nature of the problem, measures of awareness about RTE-Act 2009 required for the investigation of the problem. Hence researcher has decided to construct a self-developed questionnaire for this purpose.

## **Preparation of Test**

The researcher first consulted various references such as RTE Act, 2009, articles, newspaper, previous research conducted in the field of RTE Act,2009. Many questions were noted through the process of brain storming which covered the dimensions for available

facilities. For this purpose researcher has decided to make close ended questionnaire of multiple choice items to collect relevant information from source.

## **Selection of Items**

Researcher examined the list of items and categorized them in different dimensions. Categorized items were deeply observed to remove repetitions, spelling mistakes and ambiguity. After observation of items were rearranged to observe sequence and continuity.

After the selection of items first draft was prepared which consist of seven dimensions with 57 items.

- Awareness,
- Role of child,
- Role of teacher,
- Role of schools,
- Role of parents,
- Role of administration,
- Role of school management committee.

## **Expert opinion**

After preparing of first draft, the questionnaire was sent to the experts and teachers for checking and taking their valuable suggestions that helped in making the questionnaire more adequate. They pointed out some questions as ambiguous and irrelevant and suggested to remove these items. Their responses and suggestions were considered and giving a final shape to the questionnaire.

## **Editing / modification**

The items were reframed keeping the instruction and basic rules of questionnaire construction in the mind. The expert suggestions were incorporated in the questionnaire. Some statements were reframed, added or deleted and language of some items was revised as per the recommendations given by the experts.

## **Final draft**

On the basis of suggestions of experts the final draft of the questionnaire was prepared. There were 42 items in the final draft of the questionnaire after modification distributed in seven dimensions regarding awareness of RTE Act 2009

## **Scoring procedure of the tool**

There are four response alternatives in each item of the questionnaire. The subject has been chosen only one alternative. The marks have been allotted as follows:

| Response Alternative | Scores |
|----------------------|--------|
| True answer          | 01     |
| No negative marking  |        |



## **Administration of the tool**

The researcher visited every school personally and after permission to collect the data the scale was administered on sample. The scale filled by the teachers in his views and enough time was given to the teachers for filling the scale. Researcher assured to teachers that the information provided by them would be kept strictly confidential and that will be used only for research purpose.

## **Statistical technique used**

Statistics is the science of the collection organization, and interpretation of data. It is a basic tool for measurement, evaluation and research. In the present research mean, standard deviation and t-test were used.

## **Findings:**

- .It was found that mean scores of rural primary and middle school teachers regarding awareness of RTE Act,2009 were 38.03 and 37.20 rural primary school teachers. The calculated t-value was found 5.16, which is significant at 0.05 level. Hence significance difference was found between rural primary and middle school teacher regarding awareness of RTE Act, 2009. As the primary teachers are more concerned with the provisions and implementation of RTE Act, 2009.

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### **Educational Implications:**

Research is of no value until its findings are applied for anything, which may have, some practical importance can also be derived from the findings of the present investigation.

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This study is of great importance for teachers as it provides feedback to them and it would also help in awareness about RTE-Act-2009, so that they can be at their level best and utilize their potential.

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Administrators can be aware of the effects of RTE-Act 2009 and status of the teachers on his teaching. They can try to make provisions for giving healthy atmosphere and facilities specially in in schools of rural areas. The elementary education can be made simpler and freely available to all.

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### **Suggestions for further studies:**

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