

Chapter - 1

INTRODUCTION

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 11th 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 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 11th 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, particulary 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 45th of the Directive Principle of the state policy that the state shall endeavor to provide free and compulsory education for all within a period of 10th 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 165th 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 educationally backward block of the country

1.8.5 Mid - Day Meal (MDM). :

the scheme 'National programme of national support to primary education' commonly known as MDM scheme was launched on 15th August, 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 students.

MDM scheme have five parameters 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 schools in uncovered habitations and augmenting schools infrastructure through provision of additional classrooms. 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 schools 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 participate 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 focused intervention of government of India, "hardest to reach" girls. Especially those not in school. The programme provide for development of a "model school" this scheme have been launched in 24th states /UTs. Further around 40,187" Model cluster schools' have been opened though the NPEGL vision of inclusion of marginal girls can to be better realised.

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

Under the RTE, free education has been denied and provide, and it state that no child, together than 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 punishment 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 4th h 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 certificated 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 form 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.