

Chapter-4

SUMMARY

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.
- 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.

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.

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.

- .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
- It was found that mean scores of government and private middle school teachers regarding awareness of RTE Act, 2009. were 37.56 and 37.56 middle government school teachers were showing same awareness in comparison to 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

- It was found that mean scores of government primary and middle school teachers regarding awareness of RTE Act, 2009. were 37.95 and 37.56, government primary school teachers were showing high awareness in comparison to middle government school teachers. The calculated t value was found 1.503, which is not significant at 0.05 levels. Hence no significance difference was found government primary and middle school teachers regarding awareness of RTE Act, 2009. As the government primary school teachers are more concerned with the provisions and implementation of RTE Act,2009
- 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

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:

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.

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.

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.

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.