

A Study of Awareness of School Teachers and Parents towards “Right To Education Act 2009”

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ABSTRACT

Everyone has the right to education. “RTE” is one of the most fundamental rights of any human. Free-education must be provided at least of elementary level. The “Right to Education (RTE) Act 2009” was established in the year 2009 by the government of India. This made education mandatory for all in the age range of 6 to 14 years, until they have completed their basic education. As soon as the RTE was established, it was expected that the quality of education in schools will improve and better educational facilities will be provided to the students in all the schools. Through this study, it is attempted for exploring the role and responsibilities of teachers in implementing “RTE Act 2009” and awareness over “RTE” amongst parents and the teachers teaching in the schools. The study carried out is an expressive study and the collection of data for this study is made with the help of various questionnaires which was made to attain the qualitative measures of the study. The most significant aim of this research is to point out the role of teachers and parents in implementing RTE Act.

Key words: Education, Right to education, Human right, RTE act, elementary education

I INTRODUCTION

Will Durant state education as continuous discoveries of our ignorance.

The “Right to Education Act (RTE)”, sanctioned in the year 2009, has accompanied in expectations for free and basic school education in the nation. It is the result of the efforts made by the educationists, members of judiciary and civil society for the last few years. The rights of children of having mandatory and cost-free education under the education Act of 2009, which is commonly acknowledged as “RIGHT TO EDUCATION” or “RTE ACT, 2009” has been introduced by the 86th Revision in Dec’2002. This Act was sanctioned in the mid of the year 2009. The act’s provision can into existence on 1st of April, 2019. This day became a day of historic achievement for the Indians because according to the provision of the India constitution’s Article 21A, this right of getting mandatory education will be recorded as right to life.

An amendment was made after seven years in the constitution of India and the dream of mandatory and free education for every child converted into reality in August 2009, when this act was sanctioned by the Parliament. As soon as the country sanctioned this act, it came under the list of 130 nations who have already sanctioned a similar Act guarantying the free provision of free-education to every child. This Act presented the famous and one of the most waited “Article 21-A” which provide basic “Right to Education” for kids within the age of 6 years to 14 years. The sanctioned article also revised an old Article-45 according to which the State will attempt for providing free and mandatory education in addition to early childhood care for every child under the 6 year age group. Moreover, this article also added a basic responsibility in

Article-51 according to which parents or guardians are responsible for providing their child with basic education given that their child is within the referred age.

This act is considered complete every aspect of the education and its related need is touched by it.

II THE “RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009”

- (a) **The extensive features of this acts comprises of various key features which are stated below:**
- (i) Free, mandatory and quality education is provided under this act for each and every student in the age of 6 to 14 years. This education will be provided to them in any nearby school until they completes their elementary education.
 - (ii) No charges or fees will be asked on the name of expenses so that the child can easily and inspiringly complete the basic education.
 - (iii) Under this act, if a child is not still admitted to any class then he/she will be provided with admission in the suitable class. Local authority or Government of India will make provision of school in every locality which will make the school in reach of every child.
 - (iv) Commencements of this Act: for monitoring and ensuring children’s completion of basic education, attendances and even admissions. For preparing every child over the 3 years of age for elementary level education and also for providing early childhood care for them until they are over the 6 years age, various essential steps can be taken by the government.

- (v) The act specifies that not a single school has to right to deny any child's admission over any reason. In addition, any type of fees in any format is prohibited and actions against the same will be taken if found guilty.
- (vi) Under this act, sufficient amount of properly trained and qualified teachers will be provided for the school education system.
- (vii) The government has also established proper and appropriate norms, provided required facilities and maintained a proper environment.
- (viii) Proper infrastructure with clean and safe environment is also one of the key features of this Act.
- (ix) The Act aimed for promoting comprehensive growth for which it has provided every child coming from weak section of the society with a reservation facility of 25%
- (x) Through the act, the advancement in curriculum in accordance to values preserved in the Indian constitution along with the children's mental and educational development.

III OBJECTIVES OF THE STUDY

- (a) For studying the awareness of teachers of school regarding "Right to Education Act, 2009".
- (b) For comparing the awareness private and government school teachers regarding "Right to

Education Act, 2009".

- (c) For comparing the awareness of parents from urban and rural areas in private schools regarding "Right to Education Act, 2009".
- (d) For studying the awareness of parents regarding "Right to Education Act, 2009".
- (e) For discussing the role of teachers and parents in applying the RTE.

IV METHODOLOGY

The present study which is designed to study the awareness among school teachers and parents about the RTE Act 2009 and to discuss their role and responsibilities is a descriptive study.

The collection of data for the completion of this study was made through a researcher made questionnaire specially designed for teachers and parents. Questionnaire contained close ended questions. Questionnaire was prepared on the basis of some important provisions as provided in the act.

- (a) **Sample-** The data for the present study was collected from government and private school teachers of Bhopal district. A sample of 30 school teachers was selected from 10 schools of Bhopal district. 15 male and 15 female teachers were selected from the government and private schools. A sample of 20 parents was selected from urban and rural areas .10 parents from rural and 10 parents from urban.

Table – 1

School – wise, Area – wise and Gentry – wise distribution Sample

Types of School / Area	Rural		Urban		Total
	Teacher	Parent	Teacher	Parent	
Govt	05	06	07	10	08
Private	06	05	05	06	12
Total	11	11	12	16	50

- (b) **Tools -** For the present research the research tool used for data collection was a researcher made questionnaire which comprises of 15 different questions. These questionnaires are designed for studying the awareness about RTE among parents

and teachers.

- (c) **Statistical Techniques used for the Analysis of Data -** The statistical approaches brought in use to analyse the data were mean, SD and t-test.

V RESULTS

Table – 1

Shows the percentage analysis of teachers and parents to the RTE Act 2009 questionnaire

S.NO	Questions related to RTE Act	Responses		
		Yes (%)	No (%)	Other Responses (%)
1	Are you aware of RTE Act	86.8	10.8	2.4
2	Is RTE act a law in our Indian Constituency	84.4	9.4	6.2
3	Does RTE include special need children	100		
4	Do you agree all the schools are implementing RTE act	74.6	22	3.4
5	Is this act for only children	52.7	44.9	2.4
6	Are you aware of RTE Act implementation all over India”	55.1	30.3	14.6
7	Is inclusive education programme supported by RTE	74.6	22	3.4
8	Is this act a fundamental right for education	91.7	3.4	4.9
9	As a parent do you have information about RTE Act	74.6	20.5	4.9
10	Are you aware RTE Act include children up to which class	60.0	37.6	2.4
11.	Are you aware the Act’s emphasize teacher to write eligibility test to work in school	57.5	35.1	7.4
12.	Does this Act promote Article 26 of the 1948 universal Declaration of Human Rights	42.9	32.7	24.4
13.	Does this Act prohibit the children from any physical and mental punishment	38.0	52.2	9.8
14.	Do you think the frame of Act is based on UN Convention on the Rights of Child	67.3	25.4	7.3
15.	Is there a component about RTE Act in your curriculum	55.1	30.3	14.6

VI FINDINGS

The above table exhibits the distributions of teachers and parents on the basis of their awareness regarding “Right to Education Act” regarding several skills. From the responses over the awareness of RTE Act shows that 86.8% respondents agreed that they know about “Right to Education Act”, 10.8% do not know and rest of 2.4% stated that they are unsure about proper knowledge of the act. When the respondents were asked that whether they know this act is a law in our country or not, 84.4% of the respondents agreed that the RTE act is an act of law, 9.4% of respondents disagreed and stated that RTE act is not a law in our India constituency and remaining 6.2% of respondents were unsure. When the respondents were asked that whether RTE include special programs for needy children or not, 100% of the respondents have agreed that RTE act is included children with special needs. When the respondents were asked that whether all the schools are implementing RTE act or not, 74.6% of the respondents have agreed that all school are implementing the RTE Act. 22.0% have not agreed and 3.4% respondents were neutral. Upon asking that whether this is only for children, 52.7% of the respondents have stated that this act is meant for only children and 44.9 % of the respondents have stated that this act is not meant for only children and rest of 2.4% were unsure. When asked about their

awareness over the implementation of this act all over the country, 55.1% of the respondents answered positive and said that they are aware about the implementation of RTE Act all over India, 30.3% weren’t aware and remaining 14.6% answered as unsure. The question stating that the inclusive education program is supported by this act or not was answered with a yes by 74.6% of the respondents, 22% of the respondents deny of any type of support and remaining 3.4% were neutral. Upon asked about that whether this act is a fundamental right for education or not, 91.7% of the respondents have agreed that RTE Act is a fundamental right for education, 3.4% have not agreed and remaining 4.9% have no idea and they stayed neutral. The respondents were asked that whether being a parent, they have any information over the RTI act or not, upon this 74.6% of the respondents have reported that they had enough information about RTE Act to share, 20.5% have reported that they had no information about RTE Act to share and rest of 4.9% did not respond. When asked about their awareness about the class up to which the RTE at is included, 60.0% of the respondents have stated that they knew about RTE Act include children up to which class, 37.6% have stated that they did not know about RTE Act include children up to which class and remaining 2.4% not responded. Upon asked about the awareness about a point of act which states that teachers need to write eligibility test, 57.5% of

the respondents have said that they knew that the RTE Act emphasis that teacher should write Eligibility Test to work in schools, 35.1% of the respondents have said that they did not know that the RTE Act emphasis teacher should write Eligibility Test to work in schools and 7.4% said they are not sure about this act. The respondents were asked that whether this Act promote Article 26 of the 1948 universal Declaration of Human Rights or not, upon which 42.9% of the respondents have agree that act promote Article 26, and 32.7% of respondents disagree it is not promoting Article 26 and remaining 24.4% of respondents were unsure. The respondent asked about their awareness regarding the prohibition of any type of physical or mental punishment over the children under this act, upon which 38% of respondents accept that this act prohibits abuse and punishment, 52.2% of respondents do not know, 9.8 % of respondents were unsure. Upon asked that whether they think that this act is framed on the basis of “UN Convention on the Rights of Child”, 67.3% of the respondents have concurred that RTE Act is framed based on UN Convention on the Rights of the Child (CRC) Act, 25.4% have not agreed and rest of 7.3% respondents were unsure. The respondents were asked that is there a component about RTE Act in their curriculum or not, over which 56.1% of the respondents have agreed that their curriculums have a component about RTE Act, 29.3% have not agreed and rest of 14.6% did not respond.

VII CONCLUSION

The act of RTE is was an important development in the educational system of India. Many of the aspects were covered through this study. From the results, it can be concluded that most of the people are aware of the RTE act, 2009. They are also aware of the laws and policies related to this act. But still many people should be made aware of it. Many respondents asked for changes in the act. Students must also be made aware of the RTE act for which special classes or educational program should be programmed. In comparison with the teachers, parents are less aware of this act.

VIII SUGGESTIONS

- (a) Awareness should be brought in by government among the teachers on RTE.
- (b) Orientation programmes shall be organized for teachers to bring awareness on RTE.
- (c) The management of the govt. schools as well as the private schools should take steps to increase the knowledge of RTE among teachers.
- (d) Awareness should be brought in by government for RTE among parents.

IX LIMITATIONS

- (a) The study was limited only to teachers of schools in Bhopal District of Madhya Pradesh.
- (b) The study was limited only to parents of Bhopal District of Madhya Pradesh.
- (c) This research was not based on demographic comparison.

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