



A STUDY OF AWARENESS OF SCHOOL TEACHERS TOWARDS “RIGHT TO EDUCATION ACT 2009”

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ABSTRACT

Everyone has the right to education. RTE is the basic human right. Education should be free at least in the elementary and the fundamental stages. The right of children to free and compulsory education (RTE) Act 2009 passed by the Indian parliament in 2009 mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighborhood school. With the RTE coming into force there is an expectation that this will finally be translated into provision of quality school education for all children.

Present research study has tried to explore the role and responsibilities of teachers in implementing RTE Act 2009 and study of awareness about RTE among school teachers. The study carried out is a descriptive study and the data collected for the study is through a questionnaire which was researcher made and recording of things i.e. qualitative measurement.

The main purpose of this research paper is to point out the role of teachers in implementing RTE Act.

Key words: Education, Right to education, Human right

INTRODUCTION

“Education is a progressive discovery of our ignorance.”

Will Durant

The Right to Education Act (RTE), enacted in 2009, has ushered in hope for school education in the country. It is the culmination of efforts made by educationists, members of civil society and judiciary for the last many years. "The right of children to free and compulsory education Act, 2009" which is popularly known as RIGHT TO EDUCATION (RTE) ACT,2009 has been inserted by the 86th Amendment in December 2002, & passed by the parliament in July, 2009 & the provisions of Act came into force from 1ST APRIL,2010.This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.

Seven years after an amendment was made in the constitution, the dream of Free and Compulsory education for all children became a reality in August 2009, when the Parliament passed the Act. With the RTE coming into force, India has joined the league of over 130 countries which have legal guarantees to provide free and compulsory education to children. The said Act introduced Article 21-A providing for fundamental Right to Education for children aged 6-14 years. It also amended Article 45 which provides that The State shall endeavour to provide early childhood care and education for all children until they complete

the age of six years ; and also introduced a fundamental duty in Article 51-A for parent or guardian to provide opportunities for education to his child between the age of 6-14 years .

Act is very comprehensive and touches upon every aspect of education. The broad features include:

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009: KEY FEATURES

- The RTE Act 2009 envisages quality and compulsory education to every child in the age group of 6-14 years in neighborhood school till the completion of elementary education.
- No child is liable to pay any kind of fee or charges or expenses which may prevent the child from pursuing and completing elementary education.
- The Act also makes provisions for a non- admitted child to be admitted to an appropriate class. Action on the part of the government and local authority to establish a school within the limits of the neighborhood.
- Commencement of this Act: also to ensure and monitor admission, attendance and completion of elementary education by every child. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangement for providing free pre- school education for such children.
- It stipulates that no school should refuse admission to any child on any grounds. Any school or person, while admitting a child shall not collect any capitation fee and subject either the child or his/her parents to any kind of screening procedure.
- The Act also provides for adequate number of qualified and trained teachers.
- All the schools to ensure proper infrastructure.
- Maintenance of teacher-student ratio as per prescribed norms, provision of necessary facilities in the schools, student friendly education etc.
- With an aim to promote inclusive growth, the Act also provides for 25% reservation for children belonging to marginalized sections of society.
- There are also provisions in the Act like prohibiting corporal punishment,• detention and expulsion till the completion of elementary education.
- The Act provides for the development of curriculum in consonance with the• values enshrined in the Constitution and for all round development of the child.

OBJECTIVES OF THE STUDY

- To study the awareness of school teachers towards Right to Education Act, 2009.
- To compare the awareness of male and female schools teachers towards Right to Education Act, 2009.
- To compare the awareness of male and female school teachers working in government schools towards Right to Education Act, 2009
- To compare the awareness of male and female school teachers working in private schools towards Right to Education Act, 2009.
- To discuss the role of teachers in implementing RTE.



SAMPLE

The data for the present study was collected from government and private school teachers of satara district. A sample of 50 school teachers was selected from 10 schools of Satara district. 25 male and 25 female teachers were selected from the government and private schools.

TOOL

For the present research the research tool used for data collection was a researcher made questionnaire designed to study the awareness about RTE among teachers.

RESEARCH METHODOLOGY

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

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

RESULT AND DISCUSSION

There is significance difference in awareness of male and female primary school teachers towards Right to Education Act, 2009. Hence, the aware ness among teachers towards Right to Education Act is affected by their sex.

There is significance difference in awareness of male and female primary school teachers working in government school towards Right to Education Act, 2009.

There is significant difference in awareness of male and female teachers working in private School towards Right to Education Act, 2009.

There is no significance difference in awareness of teachers working in government and private school towards Right to Education Act, 2009. The findings of present study show that male teachers are more aware than female teachers towards RTE. So, the government should organize seminars, in-service teacher training. Programmes (workshop, refresher course) for female teachers in order to generate awareness. The findings of the present study show that there is strong need of teacher training program on right to education act.

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