



## A STUDY ON AWARENESS OF PRIMARY TEACHERS ON 'RIGHT TO EDUCATION ACT 2009' IN RANGAREDDY DISTRICT OF TELANGANA

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### ABSTRACT

**T**he Right to Education Act was brought out in the year 2009 by the Government of India with a view to providing education for all those who required being educated. Teachers at all levels need to have a thorough understanding of the RTE Act for its effective implementation. In light of this, the present study is taken up to study the awareness level of the primary teachers towards RTE Act, 2009, in relation to gender, locality, and type of management. A stratified sample technique was employed to collect the data from 50 primary school teachers of Ranga Reddy District, Telangana State. The finding showed that locality and type of school management would influence of awareness of the primary school teachers towards the RTE Act, 2009.

**KEYWORDS:** *Right To Education Act 2009, Primary Teachers.*

### INTRODUCTION

The Indian education system is the oldest in the world and had some peculiarities which are not found anywhere in the world. Every Indian is proud of them even today. Maharishi Manu, the great Indian philosopher and thinker, had declared the importance of education some thousands of years ago. Vedic Rishis had spread the knowledge not only in India, but they had given the light of the knowledge acquired by them to the entire world. They brought humanity into the light from the darkness of ignorance and spread the light of knowledge throughout the world.' It is also interesting to note that in ancient India, religion was the mainspring of one's activities. It was of all-absorbing interest and embraced not only prayer and worship by everything - philosophy, morality, law, and Government. The study of Vedic literature was indispensable to every Hindu, and he had to be very careful about his moral, spiritual and intellectual growth. In short, the entire life of an Indian sprang from religion. In other civilizations like China and Greece, arts and philosophy, no doubt, originated from religion but still were mostly independent of it.

Right to Education has been enshrined in various International Conventions and Treaties. Article 26 of the Universal Declaration of Human Rights (UDHR) and Article 13 of the International Covenant on Economic, Social and



Cultural Rights (ICESCR) provides that everyone has the right to education and education shall be free and compulsory at least in the elementary and friend a mental stage.

### NEED AND SIGNIFICANCE OF THE STUDY

Right to Education Act 2009 has been implemented in India. Getting elementary education has become the fundamental right of the children belonging to the age group 6 to 14. The success of the Right to Education in India depends on primary school teachers. The primary school teachers perform a vital role in their success. The teachers' awareness has a significant effect on its better practice and success. The awareness towards an activity, project, or anything is more likely to motivate a person to do well in that particular activity or project.

A teacher unaware of the Right to Education Act 2009 cannot be part of its successful implementation. So we should create awareness among the primary school teachers towards the Right to Education Act 2009. Awareness is also an important indicator of how one can expect teachers to behave in future situations. So it is very important and essential to assess the awareness of primary school teachers towards the Right to Education Act 2009. The 31st March 2013 was the deadline for fulfilment of norms and standards like pupil-teacher ratio boarding and maintenance of school working day, teacher's working hours, library facility, play equipment, and teaching-learning material according to RTE Act 2009. If the schools are failing to meet the prescribed norms, the schools will lose their recognition. The study is going to investigate the current status of these norms and standards in the school and the awareness of RTE among the teachers. This study on awareness of RTE Act 2009 among the primary school teachers is probably most appropriate at this particular point.

This study will help to provide awareness among the primary school teacher for the betterment of the education system in Ranga Reddy District of Telangana. This study will help the primary school teachers to understand the rules and regulations of the RTE Act and it will help them to 24 practices. The study may help them to think that the problems which prevent the practice and implementation of the RTE Act at the schools in Rang Reddy District of Telangana. Further, this study will help us to understand the significant difference of awareness of the RTE Act among the male and female primary school teachers. Similarly, it will make us to understand the significant difference of awareness of Right to Education among the rural and urban primary school teachers and how the private primary teacher differs from Government primary teachers in their awareness towards the Right to Education Act 2009. Being aware of the RTE Act, teachers can deal with the students in a proper way. It will help to increase the standard of education in Ranga Reddy District of Telangana. Right to Education Act is more essential for the betterment of education of a nation.

### OBJECTIVES OF THE STUDY

- To study the awareness of the primary school teachers on the Right to Education Act 2009.
- To study the awareness of male and female primary school teachers on the Right to Education Act 2009.
- To study whether rural and urban primary school teachers differ in their awareness of the Right to Education Act 2009.
- To study whether Private and Government primary school teachers differ in their awareness of the Right to Education Act 2009.

### HYPOTHESES

1. There would be no significant difference between the Awareness of Primary Teachers on the 'RTE Act

2009' with respect to gender.

2. There would be no significant difference between the Awareness of Primary Teachers on the 'RTE Act 2009' with respect to locality.

3. There would be no significant difference between the Awareness of Primary Teachers on the 'RTE Act 2009' with respect to type of management.

## METHODOLOGY

The survey method of research is applied for the study. The primary school teachers of the Ranga Reddy district are the population of the study. The sample is 50 in size. A stratified random sampling technique was used for the collection of the data. The data was collected from the primary school teachers of Ranga Reddy District of Telangana State. To study the primary school teachers' awareness towards the Right to Education Act 2009", the Investigator designed a questionnaire to study the awareness of the teachers towards the RTE Act. The investigator went through the Right to Education Bill 2009 meticulously, after a thorough study of Bill. The investigator designed 30 items that are collected from the areas; duties of appropriate Government, Local authority and Patents, Responsibilities of school and Teachers, Curriculum and Completion of Elementary Education, Protection of Right of Children, and Miscellaneous). This awareness schedule consists of 30 items. All the items are based on The Right to Education Bill 2009. The tool contains content validity and possessed high reliability.

## Analysis

**Hypothesis 1:** There is a significant difference between the Awareness of Primary Teachers on RTE Act 2009 with respect to gender.

**Table 1: t-value of Awareness of Primary Teachers on RTE Act 2009 based on Gender**

Variable	N	Mean	SD	t-value	Result
Male	20	27.23	4.12	1.85	Not Significant
Female	30	25.44	2.38		

Table-1 shows that the mean scores of Awareness on RTE Act 2009 of male and female teachers 27.23 and are 25.44. The calculated t-value is 1.85, which is found to be not significant at 0.05 level. Thus the hypothesis-1 is accepted. Gender did not make a significant difference in the Awareness of Primary Teachers on RTE Act 2009.

**Hypothesis 2:** There is no significant difference between the Awareness of Primary Teachers on RTE Act 2009 with respect to locality.

**Table 2: t-value of Awareness of Primary Teachers on RTE Act 2009 based on Locality**

Variable	N	Mean	SD	t-value	Result
Urban	15	29.70	2.64	4.90**	Significant at 0.01 level
Rural	35	29.70	3.18		

Table-2 depicts that the mean scores of Awareness on RTE Act 2009 of rural and urban teachers are 29.70 and 25.44. The calculated t-value is 4.90, which is found to be significant at 0.01 level. Thus, the hypothesis-2 is rejected. Locality is able to influence the Awareness of Primary Teachers on the 'RTE

Act 2009'.

**Hypothesis 3:** There is a significant difference between the Awareness of Primary Teachers on the 'RTE Act 2009' with respect to Type of Management.

**Table 3: t-value of Awareness of Primary Teachers on RTE Act 2009 based on Type of Management**

Variable	N	Mean	SD	t-value	Result
Government	25	28.74	3.26	5.31**	Significant at 0.01 level
Private	25	24.12	2.87		

Table-3 reveals that the mean scores of Awareness on RTE Act 2009 of government and private teachers are 28.74 and 24.12. The calculated t-value is 5.31, which is found to be significant at 0.01 level. Thus the hypothesis-3 is rejected. Type of Management did make a significant difference in the Awareness of Primary Teachers on 'RTE Act 2009,' and Government Primary school Teachers were high-level awareness on RTE Act 2009 rather than Private School Teachers.

### FINDINGS OF THE STUDY

1. All the respondents have a good awareness of RTE Act, 2009. All male and female teachers both have good awareness on the Right to Education Act 2009. There is no gender difference among Awareness on RTE Act 2009.
2. When it comes to rural and urban, 100% of urban primary teachers have awareness about the RTE ACT. Only 74% of Rural Primary School Teachers have awareness on RTE Act 2009.
3. 100% of respondents of government schools have awareness on RTE Act 2009 because they have knowledge about the RTE Act 2009 and they are allowing the rules and regulations regarding the Right to Education Act 2009 in their schools. But there is average level awareness on RTE Act 2009 of Private School Teachers. And lot off differences between these types of management schools.

### EDUCATIONAL IMPLICATIONS

Awareness plays a vital role in determining performance. To increase or shape proper awareness of primary school teachers, particularly in the case of awareness towards the Right to Education Act 2009 in relation to Teacher's Awareness programme can be introduced. More time could be allotted for participating in such programmes. The rural teachers need to be oriented on the RTE Act, 2019.

The study revealed that the awareness level on the RTE Act of government school teachers is equal to the private school teachers. This shows that there is no urgent need to develop awareness among all the primary school teachers. The managements have to arrange for the orientation of the teachers on a priority basis.

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