

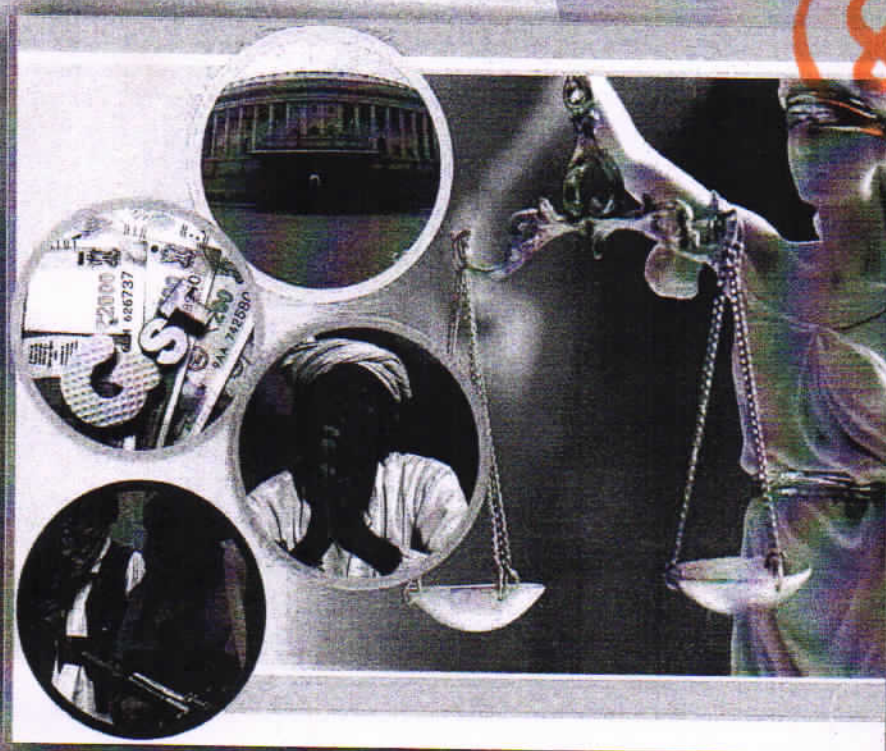


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RESEARCH FRONT

An International Multidisciplinary Research Journal



Social and Economic Justice- Past, Present and Future

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'RIGHT TO EDUCATION ACT, IT'S IMPLEMENTATION AND AWARENESS IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS

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ABSTRACT

The present research is to study 'Right to Education' Act, it's implementation and awareness in government and non-government schools. The hypotheses are there will be no significant difference in awareness and implementation of 'Right to Education' Act in government and non-government schools. A sample of 100 teachers both male and female of government and non-government schools taken for the research. For the present research, researcher constructed her own questionnaire based on the awareness and difference in awareness and implementation of 'Right to Education' Act. major findings are that there is no significant difference in awareness and implementation of 'Right to Education' in teachers of government and non-government schools.

INTRODUCTION

The right to education has been universally recognized since universal declaration of Human Rights in 1948 (Though referred to by the ILO as early as the 1920 and has since been enshrined in various international conventions, nation constitutions and development plans. However while the vast majority of countries have signed up to ratified, international conventions (such as the UN commention on the Rights of Child) for fewer have integrated these rights into their national constitutions or provided the legislative and administrative frame works to ensure that these rights are realized in practice. In some cases the right exists along with the assumption that the user should pay for this right, undermining the very concept of a right. In others, the right exists in theory but there is no capacity to implement this right in practice. Inevitably, a lack of government support for the right to education hits the poorest hardest. Today the right to education is still denied to millions found the world. For education to be a meaningful right it must be available, accessible acceptable and adoptable. The concept of these 4A's was developed by the former UN special rapporteur on the right to education and it is one of the best ways to access and act upon the situation. The 4A's framework propose that government, as the prime duty bearer, has to project and fulfil the right to education by making education available, accessible, acceptable and adaptable. The child, which as the privileged subject of the right to education also has the duty to comply the compulsory education requirements. The parents should be responsible, as first educators and professional educators namely teachers.

In December 2002 Act via Article 21A (Part III) seeks to make free and compulsory education a fundamental right for all children in the age group 6-14 years. A first draft of the legislation envisaged in the above article, viz. free and compulsory education for children Bill 2003, was prepared in October 2003 and posted on website for suggestions. In June 2005 the CABE (Central Advisory Board of Education) Committee drafted the 'Right to Education' Bill and submitted to the ministry of HRD, MHRD sent it to NAC where Mrs. Sonia Gandhi

is the chair person. NAC sent the bill to prime minister for his observation. the finance committee planning commission rejected the bill citing the lack of funds and a model bill was sent to states for making necessary arrangements. The scheme aims to reduce the illiteracy rate and targets the most vulnerable group of population including children upto six years of age. Elementary education lays the foundation of an individuals personality. To build a well-developed personality of an individual the foundation is to be strong. So that a good democratic citizen leads to the development of a strong nation. Patil, M.D. (1995) investigated educational development of children in slum areas of Kollhapur city. He found that almost all the families in the respective five slum areas admitted their children to school and majority of the children in families attended schools. It was also found that every slum area has government as well as private institutions. Slum children did not receive any educational aid from their schools. They only received aid from their parents. Vineeta, B. (1997) carried out a study of the causes of educational backwardness of children in slum area of Lucknow city. It was found that, taget of universalization of education in the age group of 6-14 years, was not achieved till then. Vaid, D. (2004) studied gender inequality in educational transitions. It was found that class appears to be the important determinant of who gets ahead and who lags behind. The effects of other background characteristics like parental education, religion and region are likely factors affecting the education transaction for a child.

Kothari, V.N. (2004) examined the challenges of universalization of elementary education in India. It was found that the adult literacy rate was found to be extremely low in India, 55.7% in 1998. Youth literacy rate was 71% and enrolment rate in primary education was found to be 77.2% to conclude it was emphasized that we are far from attaining the goal of universal enrolment of children (6 to 14 years of age). It is evident from these researches that to implement these scheme effectively and to be benefitted through these schemes, the parents, teachers and the government officials must be aware and responsible. The teachers play an important role to achieve the objectives of 'Right to Education' Act. Therefore, the level of awareness and implementation of 'Right to Education' Act among the teachers of government and non-government schools have been studied through this research.

Objectives of the Study

1. To study the awareness of 'Right to Education' in Teachers of government and non-government schools.
2. To study the implementation of 'Right to Education' Act in government and non-government schools.

METHOD

Purpose

To study the 'Right to Education' Act, it's Implementation and Awareness in Government and Non-government Schools.

Hypothesis

1. There is no significant difference in awareness of 'Right to Education' in teachers of government and non-government schools.
2. There is no significant difference in implementation of 'Right to Education' Act in government and non-government schools.

Sample

A sample of 200 teachers both male and female of government and non-government schools taken for the research. 100 teachers of government and 100 teachers of non-government schools.

Measures

The researcher has constructed and used a self made questionnaire has been administered on male and female teachers of government and non-government schools. The teachers faced no difficulty while answering the questionnaire. The questionnaire used for the present study is divided into two parts. Part-1 includes question regarding awareness of "Right to Education Act". Part-2 includes the questions related to implementation of "Right to Education Act" in government and non-government schools of Sangli district. Each part consists of 20 questions. The positive and negative questions have been made to measure the awareness of 'Right to Education' Act. The positive questions based on awareness will be given 1 mark and negative questions 0. The negative questions related implementation will be given mark 1 and positive questions 0.

Procedure

For this study researcher adopted following steps to know awareness and implementation of 'Right to Education' Act in government and non-government schools. The researcher collected the list of government and non-government schools of Sangli district. After random selection of schools (50) male and (50) female teachers of government and non-government schools were selected. The samples comprised of 200 teachers in all. The scores related to 'awareness' and implementation of male and female teachers of government and non-government schools were tabulated. Statistical analysis of data was done in terms of calculation of mean, standard deviation and critical ratio (C.R.) for the verification of hypothesis.

Statistical Analysis

The data was compiled and tabulated, analysis was firstly subjected to frequency analysis. In each group, mean, standard deviation and Critical Ratio was used.

ANALYSIS OF RESULT

From the results it is clear that the mean of awareness of right to education in teachers of government schools (12.60) is greater than that of the teacher of non-government schools (M=12.20) the difference between the mean is 0.40 which is statistically not significant. Since the value of critical ratio is 0.88 which is less than 1.97, the minimum value for significant at 0.05 level of significance. The values of standard deviation for two groups are 3.40 which shows that the variability of scores of awareness for right to education in government school teachers is slightly greater than that of teachers of non-government schools. Thus from the above results it may be inferred that there is no difference in awareness of right to education in government and non-government school teachers.

From the results it is clear that the mean of Implementation of 'Right to education' in teachers from government schools is slightly higher (M= (12.60) than that of teachers from non-government schools (M=12.20). the difference between the mean is 0.60 which is statistically not significant. Since the value of critical ratio is 0.38 which is less than 1.97, the minimum value for significance at 0.05 level of significance. The values of standard deviation for the two groups are 3.03 and 3.63 which shows that the variability of scores of



implication in teachers from non-government schools is slightly greater than that of government schools. Thus from the above results it may be inferred that there is no difference in the implantation of 'Right to Education' in the teachers from government and non-government school.

DISCUSSION

A teacher, who is conceived as an integral part of education and social system, must respond to the requirement of the school system. The teacher should have the capacity and competence to understand the learning needs of the children, which influence them to acquire more and more knowledge. So, that teacher should be encouraged to adopt innovative method of teaching especially at elementary level to retain the children belonging to poor families, scheduled caste and the unprivileged children. According to Article 45 of the constitution of India promulgated on January 26, 1950 states that, "The state shall endeavour to provide, within a period of ten years from the commencement of the constitutions, free and compulsory education for all children until they complete age of 14 years. The present study aims to investigate about "awareness" of 'Right to Education' among government and non-government school teachers along with implementation of "Right to Education" in government and non-government schools. According to Zhang Yanhong (2009) examined a view inside primary schools and found that about 35% pupils are there in private schools and 50% students studying in village schools were without electricity and water facilities with the low level of satisfaction regarding salaries among most of the teachers. The present study also revealed that there is no significant difference in implementation of 'Right to Education' Act in government and non-government schools as referred. It may be due to the reason that working conditions of both government and non-government schools are almost same. The teachers of government schools are 'used to' to get new schemes or policies time to time, which creates lack of interest regarding new government policies or schemes. Surrender Kumar Sansanwal (2008) revealed in his study that girls are also aware of 'Rights to Education' in Hariyana district. During the year 2006, the percentage enrolment of girls students increased to 17% and has been a change of rate of development in number of primary and middle schools with the increased number of girls students from class 1 to 8. Female teachers are more aware of Right to Education Act in government schools that the male teachers shows the active involvement of women in social activities leading to increased exposure.

Thus in the present study it is found that there is no significant difference in 'implementation' and 'awareness' of 'Right to Education' in male and female teachers of government and non-government schools are referred. It may be due to the reason that perhaps the teachers in government and non-government schools are over burdened with the duties with respect to their salaries. The extra duties allotted to the teachers other than academic may also cause lack of interest and boredom among the teachers regarding their duties. Thus the proper awareness programmes, seminars and conference at state level as well as national level should be organized by the administrators to create interest and awareness amongst the teachers, for the upliftment of the standard of education in state, especially at primary and elementary level.



CONCLUSION

1. There is no significant difference in the awareness of 'Right to Education' in teachers of government and non-government schools.
2. There is no significant difference in the implementation of 'Right to Education' in teachers from government and non-government schools.

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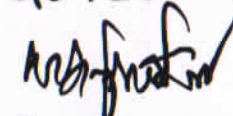
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Tuesday, 20th March, 2018.

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