

IMPACT OF THE RIGHT TO EDUCATION ACT (RTE), 2009 ON THE AWARENESS AND ATTITUDES OF TEACHERS AND PARENTS IN RURAL AND URBAN AREAS OF MEERUT DISTRICT

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ABSTRACT

The present study was designed impact of the right to education act (RTE), 2009 on the awareness and attitudes of teachers and parents in rural and urban areas of Meerut district. The sample for the present study consisted of 200 teachers and parents of rural and urban area selected randomly from the different schools in Meerut district of Uttar Pradesh. The result revealed that to the inference that there is significant difference between the rural and urban teachers in their awareness towards RTE Act 2009. Urban parents possess significantly more aware towards RTE Act 2009 than the rural parents. This result leads us to inference that urban teachers possess significantly more positive attitude towards RTE Act 2009 than the rural teachers. This result leads us to inference that urban parents possess significantly more positive attitude towards RTE Act 2009 than the rural parents. The analysis of the word education means development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities.

Keywords: Awareness, Attitude, Teachers, RTE act 2009, Rural, Urban

Introduction

Education is a mean through which society perpetuates and spreads its own culture. It is indispensable for understanding social problems and removes them. It is also considered to be the means through which the general productivity of the population is raised leading to better standards of living. The quality of life in terms of good health, good social atmosphere, personality growth and better social living is also closely associated with the educational status of the individual. Education is the process of bringing out the potentialities of an individual and unfolds the natural abilities and interest before the society. Education is all round development of the human individual. The personality of an individual is a complex one. It has different aspects such as social, physical, intellectual, political, spiritual, psychological, moral etc. RIGHT TO EDUCATION ACT (RTE) 2009. Right to Education has become a topic of hot debate not only in political but also in the educational fraternity in the recent past with the passing of RTE act in India. Being a citizen of an independent country every citizen enjoys some fundamental rights and also has some duties.

One such right of an Indian citizen is right to education. The Constitution (Eighty- sixth Amendment) Act, 2002 inserted Article 21-A in the compulsory education to all children in the age group of six to fourteen years as a fundamental right in such a manner as the state may, by law, determine.

Meaning of Right to Education Act (RTE) 2009

The right of children to free and compulsory education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Right to Education Act and article 21-A was passed by Indian parliament on 4th April 2009 and came into effect on 1st April 2010 which focuses on the initiative by the Government of India to provide free and compulsory education to every child in the age group of 6 to 14. Free education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Compulsory education casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 ages. Private bodies are not within the act's.

OBJECTIVES OF THE STUDY

1. To compare the awareness between the rural and urban teacher towards RTE (Right to education) Act 2009.

- To compare the awareness between the rural and urban parents towards RTE (Right to education) Act 2009.
- To compare the attitude between the rural and urban Teachers towards RTE 2009.
- To compare the attitude between the rural and urban parents towards RTE 2009.

HYPOTHESIS OF THE STUDY

• There is no significance difference between the rural and urban teachers in their awareness towards RTE Act. 2009.

- There is no significance difference between the rural and urban parents in their awareness towards RTE Act. 2009.

- There is no significance difference between the rural and urban teachers in their attitude towards RTE Act. 2009.
- There is no significance difference between the rural and urban parents in their attitude towards RTE Act. 2009.

OPERATIONAL DEFINITION OF THE VARIABLE.

Awareness: In this study teachers & parents awareness of RTE means- To understand how informed and conscious a students. Teachers & parents are about RTE Act 2009. They are expected to know or realize all the norms & rules under RTE for successfully implementation.

Attitude: The investigators have used the term 'attitude' it means is that opinion and views of teachers & parents of a primary school in Meerut. Attitude is a psychological aspect of a human being which helps to know the conditions of a place etc.

RTE Act 2009:- "The right of children to free & compulsory education Act 2009 come into force from April 1, 2010. This was a historical day for the people of India are from this day.

POPULATION OF THE STUDY

The population for the purpose of this study has been defined as the total number of teachers of Meerut district. The study was limited to a particular geographical area viz Meerut district, to facilitate appropriate sample selection and to avoid wastage of time and money.

SAMPLE

The principle purpose of the research is to discover principle that has universal application, but data collection from the whole population is impracticable or not possible to arrive at generalization prepared. Adopting lottery method 200 teachers and parents were selected for the purpose of data collection.

STATISTICAL TECHNIQUE

1. Mean
2. Standard deviation
3. T test

TOOL USED

For measuring impact of the right to education act (RTE), 2009 on the awareness and attitudes of teachers and parents researcher used self-made questionnaire.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1 –To compare the awareness between the rural and urban teacher towards RTE (Right to education) Act 2009.

Hypothesis 1 – There is no significance difference between the rural and urban teachers in their awareness towards RTE Act. 2009. The obtained CR value 3.21 is more than the Table't value both 0.05 and 0.01 level the null hypothesis is rejected with this view that there is no significant difference between the awareness towards RTE act 2009 of rural and urban

teachers this result leads us to the inference that there is significant difference between the rural and urban teachers in their awareness towards RTE Act 2009. Therefore the hypothesis that "there is no significant difference between the rural and urban teacher in their awareness towards RTE Act 2009 is rejected.

Objective 2- To compare the awareness between the rural and urban parent towards RTE 2009.

Hypothesis 2- There is no significant difference between the rural and urban parent in their awareness towards RTE Act 2009.

The obtained CR value 4.24 is higher than the Table't value both 1.97 and 2.60 at the level of significance at 0.05 and 0.01 level. The null hypothesis is rejected with this view that there is a significant difference between the awareness toward the RTE Act 2009 of rural and urban parents. The mean value of urban parents seems to be higher than rural parents.

This result leads us to the inference that urban parents possess significantly more aware towards RTE Act 2009 than the rural parents.

Therefore the hypothesis that there is no significant difference between the rural and urban parents in their awareness towards RTE Act 2009 is Rejected.

Objective 3 -to compare the attitude between the rural and urban teacher towards RTE 2009.

Hypothesis 3 - There is no significant difference between the rural and urban teacher in their attitude towards RTE Act 2009. The obtained CR value 3.78 is higher than the table't value both 1.97 and 2.60 at the level of significance at 0.05 and 0.01 level. The null hypothesis is rejected with this view that there is a significant difference between the attitude towards the RTE Act 2009 of rural and urban teachers. The mean value of value of urban teacher seems to be higher than rural teachers.

This result leads us to inference that urban teachers possess significantly more positive attitude towards RTE Act 2009 than the rural teachers.

Therefore the hypothesis that there is no significant difference between the rural and urban teachers in their attitude towards RTE Act 2009 is rejected.

Objective 4 -to compare the attitude between the rural and urban parent towards RTE 2009.

Hypothesis 4- There is no significant difference between the rural and urban parent in their attitude towards RTE Act 2009.

The obtained CR value 2.97 is higher than the table't value both 1.97 and 2.60 at the level of significance at 0.05 and 0.01 level. The null hypothesis is rejected with this view that there is a significant difference between the attitude towards the RTE Act 2009 of rural and urban parents. The mean value of value of urban parents seems to be higher than rural parents.

This result leads us to inference that urban parents possess significantly more positive attitude towards RTE Act 2009 than the rural parents

Therefore the hypothesis that there is no significant difference between the rural and urban parents in their attitude towards RTE Act 2009 is rejected.

CONCLUSION: Our country is facing multitude of problems mainly because many citizens are not educated. They are unable to read and write even. In such a situation, they do not get access to much information that is available. Therefore, Right to Education Act was enacted in the parliament for providing free and compulsory elementary education to all children between the ages of 6-14 who are going to be the responsible citizen of the country, in future. Government has enacted and implemented the Act in a right spirit. This is not the responsibility of the government only. Everybody in the country should take this as a challenge and help the government in the successful implementation of the Act across the country. Every community member should come out of the shell and voluntarily help in implementing the RTE Act directly or indirectly. The result revealed that to the inference that there is significant difference between the rural and urban teachers in their awareness towards RTE Act 2009. Urban parents possess significantly more aware towards RTE Act 2009 than the rural parents. This result leads us to inference that urban teachers possess significantly more positive attitude towards RTE Act 2009 than the rural teachers this result leads us to inference that urban parents possess significantly more positive attitude towards RTE Act 2009 than the rural parents.

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