

## PUPIL TEACHERS AWARENESS REGARDING RIGHT TO EDUCATION (RTE) ACT 2009

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### ABSTRACT

*The present study has been conducted on a sample of 200 male and female pupil teachers of govt. aided and private B.Ed. colleges of Rewari district. The data were collected with the help of questionnaire which consisted of 30 test items. By using statistical techniques, the results are analyzed. The results indicate that there is no significant difference in awareness of pupil teachers studying in govt. aided and private B.Ed. colleges.*

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### INTRODUCTION

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." This axiomatic impression of John F. Kennedy advocates that education can enrich human life and once it acquired, education remains as a permanent asset. Every child comes to this world fully equipped not only to take care of himself but also to contribute constructively to the development of the world. Some are blessed to get chance to explore their potential but many others never get opportunity to unfold their latent wonderful gifts. Knowledge is power and the gateway to knowledge is education. Education is the investment in human capital. The development of the country can never be possible without ensuring the spread of education among the masses. Thus, for universalization of elementary education Indian government has taken a landmark initiative to educate children as compulsion for basic education by passing the RTE ACT, 2009. It is a detailed and comprehensive piece of legislation which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholders.

"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. According to RTE every child in the age group of 6-14 years will be provided elementary education in appropriate classroom in the vicinity of his/her neighborhood so as they can improvise their carrier to their own directions. RTE provides a right platform to reach the unreached, with specific provisions for disadvantaged groups, such as child labourers, migrant's children, children with special needs, or those who have "disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factor".

### MAIN FEATURES OF THE RTE ACT. 2009

1. Free and compulsory education in a neighborhood school till elementary education to all children of India in 6-14 age group.
2. No child shall be held back, expelled or required to pass board examination till completion of elementary education. There is also a provision for special training of school drop-outs to bring them with students of same age.
3. No child shall be turned away if the admission cycle in the school is over.
4. Children with disabilities will be educated in mainstream school.

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5. No child shall be asked to take an admission test.
6. No child shall be subjected to physical punishment or mental harassment.
7. A child who completes elementary education shall be awarded a certificate.
8. Child's mother tongue as the medium of instruction and comprehensive and continuous evaluation system of child's performance will be used.
9. RTE Act protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
10. It sets qualification and studying norms for teachers in all schools.
11. It mandates curriculum in all schools to be in consonance with constitutional values and also mandates improvement in quality of education.
12. Teachers in all schools will need adequate professional degree within 5 years.
13. No teacher shall engage himself or herself in private tuition.
14. A fixed student-teacher ratio.
15. Private schools were have to reserve 25% of their seats for students from weaker sections or disadvantaged group. No seats in this quota will be left vacant.
16. To constitute a school management committee consisting of the elected representatives the local authority, parents, guardians of the children.
17. Norms and standards for education are laid down e.g. pupil - teacher ratios, buildings and infrastructure, school studying days, teacher studying hours.
18. Financial burden will be shared between state and central government.

#### **DEFINITION OF KEY TERMS**

##### **Right to Education (RTE) Act:**

The legislation makes education a fundamental right of every Indian & provides the right to free and compulsory education to every child in the age of 6 to 14 years till completion of elementary education in a neighborhood school.

##### **Awareness:**

Interested in and knowing a lot about a particular subject or topic. In the present study awareness means the score obtained by the respondents on the awareness scale constructed by the investigator.

##### **Pupil Teacher:**

The pupil teacher means the student who is studying in B.Ed course. In the present study, the pupil teacher means student who has taken admission in teacher education institution.

#### **OBJECTIVES OF THE STUDY**

1. To study the awareness of pupil teachers towards Right to Education Act, 2009.
2. To compare the awareness of male and female pupil teachers towards Right to Education Act, 2009.
3. To compare the awareness of male and female pupil teachers studying in government aided colleges towards Right to Education Act, 2009.
4. To compare the awareness of male and female pupil teachers studying in private colleges towards Right to Education Act, 2009.
5. To compare the awareness of pupil teachers studying in government and private colleges towards Right to Education Act, 2009.

#### **HYPOTHESES**

1. There is no significant difference in awareness of male and female pupil teachers towards Right to Education Act, 2009.
2. There is no significant difference in awareness of male and female pupil teachers studying in government aided colleges towards Right to Education Act, 2009.
3. There is no significant difference in awareness of male and female pupil teachers studying in private colleges towards Right to Education Act, 2009.
4. There is no significant difference in awareness of pupil teachers studying in government aided and private colleges towards Right to Education Act, 2009.

### **SAMPLE**

In the present investigation, the investigator has collected data from government aided and private colleges pupil teachers of Rewari district. A sample of 200 pupil teachers has been taken by the investigator from 8 colleges of Rewari District. Out of these 200 pupil teachers 84 pupil teachers from government aided and 116 pupil teachers from private colleges pupil teachers has been selected by the investigator. Again from these 200 pupil teachers 64 male and 136 female pupil teachers have been selected for the purpose of this study.

### **METHODOLOGY**

Descriptive survey method has been used for the present study.

### **TOOL AND TECHNIQUES**

"Right to Education Awareness Questionnaire for the pupil teachers" was used. The Questionnaire consists of 30 multiple choice items. The Questionnaire was standardized by the experts of education. Each question carried 2 marks for correct response and zero marks for wrong response. The statistical techniques Mean, standard deviation and 't' test were used.

### **FINDINGS**

The main finding of the study are as under

1. There is significant difference in awareness of male and female pupil teachers towards Right to Education Act, 2009. Hence the awareness among pupil teachers towards Right To education Act is affected by their sex.
2. There is significant difference in awareness of male and female pupil teachers studying in

Government aided Colleges towards Right to Education Act, 2009. Hence, the awareness among pupil teachers towards Right To Education Act is not affected by nature of colleges but by their sex.

3. There is significant difference in awareness of male and female pupil teachers studying in private Colleges towards Right to Education Act, 2009. Hence, the awareness among pupil teachers towards Right To Education Act is not affected by nature of college but by their sex.
4. There is no significant difference in awareness of pupil teachers studying in government aided and private colleges towards Right to Education Act, 2009. Hence, the awareness among pupil teachers towards Right To Education Act is not affected by nature of colleges.

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