



A Comparative Study to Assess the Degree of Knowledge of Prospective Secondary School Teachers in Rural and Urban Areas on the Right To Education

Ms. Harpreet Kaur

Assistant Professor, Batala College of Education, Bullocal, Batala (Gsp.).

Abstract:

Every child, irrespective of social background, has the right to education. This study aimed to assess the knowledge of Right to Education Act among the male and female Prospective Secondary School Teachers in Rural and Urban Areas. The sample included 200 prospective secondary school teachers from the Gurdaspur District. In which 100 sample was taken from rural areas and 100 from urban areas. A self-made questionnaire was used to test prospective secondary school teacher's knowledge of the Right to Education Act. In order to create a comparison based on descriptive statistics, inferential statistics such as the t-test was utilized. The findings of the study showed that there was insignificant difference of level of awareness between rural and urban prospective secondary school teachers regarding Right to Education. Also the result showed insignificant difference of level of awareness between male and female prospective secondary school teachers regarding Right to Education.

Keywords: Education, rural, urban, secondary school, right to education act.

Introduction

Learning is an essential indicator of human growth and the most important factor that influences the teaching quality is the teacher's ability, mastery, and qualities. According to the National Policy on Education, no country should rise above the level of its teachers. As a result, the importance of educational quality is a major concern and improving the quality of our teacher preparation programs is an urgent necessity. Efforts by educationists, academics, and nongovernmental organizations focusing on a rights-based strategy finally yielded results in 2002, when Parliament passed the 86th Constitutional Amendment and Article 21 A, which makes the right to education a fundamental human right, was included in the constitution. On a country level, the realization of the right to education can be accomplished through mandatory education, or more specifically universal education, as stated in both the Universal Declaration of Human Rights and the International Covenant on Economic, Social, and Cultural Rights. As a result, India is the first country to make schooling mandatory and free for all. Everyone receives a formal education, regardless of gender, creed, caste, or colour. Then, on April 1, 2010, the Right of Children to Free and Compulsory Education Act went into effect. According to the Act, "every child aged six to fourteen years shall have a right to free and compulsory education in a neighborhood school until the completion of elementary education."

According to the Act, no financial constraints can "Prevent" a child from enrolling, attending and completing Elementary Education. In other words, If a child lies in a remote area, providing free transportation (or residential facilities or some other facilities) will be part of the child's entitlement to education, If a child is disabled and needs crutches to walk



to school then crutches, or some other facilities that enables him to go to school will be part of his entitlement under the Act. Here, Elementary Education is 8 years of education correspond to class 1-8. This in most cases includes children between 6-14 years, but that starts at 5 years and go upto class 7, RTE would still extend to class 8. The “neighborhood” has been given a wide definition in the Model Rules of the Act. Ordinarily, it is the walking distance from the habitation of a child at the primary and 3 kms for upper primary level. However, in areas with sparse population, or those prone to natural disasters or with difficult terrain or civil unrest, this limitation may be changed and transportation or residential facilities will be provided to children so that their education is not interrupted or disrupted. The word “Compulsory” has implications for the government alone. In other words, it is the duty of the parents to send their children to school. It is the obligation of the government to ensure not just enrolment but attendance and completion of Elementary Education.

Teacher plays an important role in the educational system. He has to maintain punctuality and regularity in attending school and assessing the learning ability of each child and accordingly supplement additional instructions. To provide information about child’s progress he has to hold the regular meetings with the parents. One of the main duties of the teacher is to complete the curriculum in accordance with the provision. Though this act has purely being implemented but it still has various constraints. Even after 65 years of implementation of our constitution, education for children upto the age of 15 years had been an un attainable goal. During 65 years we postponed the date for the attainment of this dream, i.e. 1960, 1970, 1976 and So on. Many commissions of education were set. The state government need to allocate more funds to education and when we talk about the teachers, no teacher shall engage him/her in private tuition. The appointing authority shall ensure that vacancy of a teacher in a school under its control shall not exceed 10%. Holding regular meetings with parents, guardians and appraise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child. So, the present investigation was a modest effort to probe into the awareness of prospective secondary school teachers towards right to education act.

Objectives of the Study

1. To compare the level of awareness of rural and urban prospective secondary school teachers regarding Right to Education.
2. To study whether the male or female prospective secondary school teachers differ in their awareness regarding Right to Education Act.

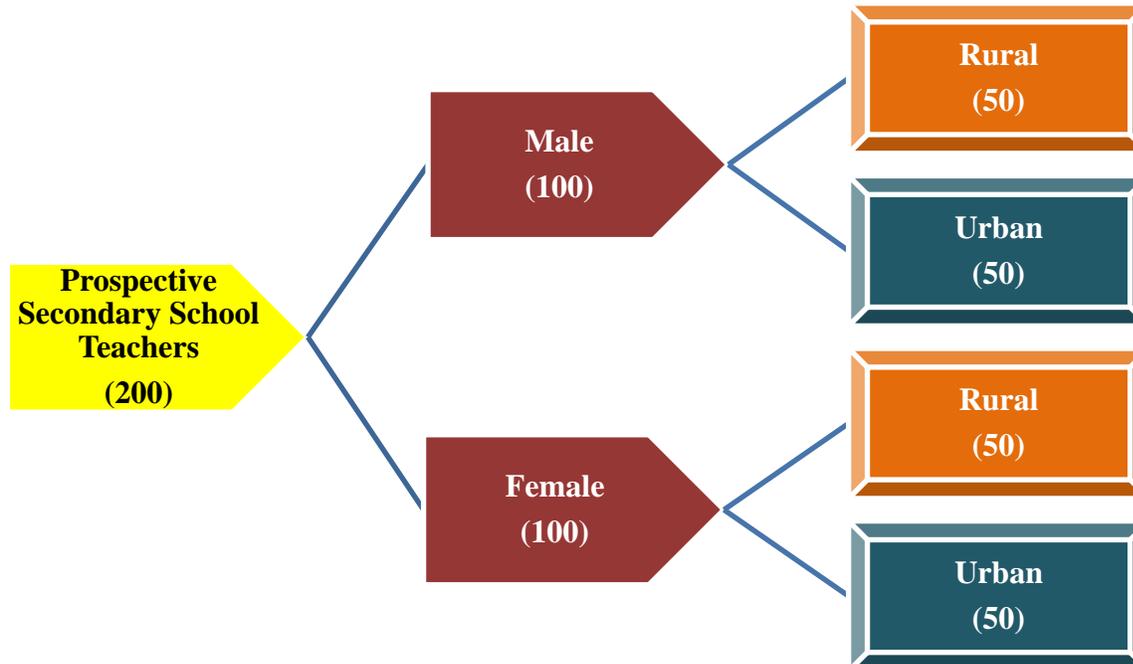
Hypotheses of the Study

1. Rural and Urban prospective secondary school teacher do not differ significantly regarding their awareness of Right to Education Act.
2. Male and female prospective secondary school teachers differ significantly with respect to their awareness of Right to Education Act.

Methodology

As it seeks to investigate prospective Secondary School Teachers' Awareness of the Right to Education Act, the current study falls under the domains of Normative Survey based

research. The degree to which a sample is representative of the universe under study is well known to be the best and most acceptable criterion for sample selection. The current study's sample was chosen at random. The sample consisted of 200 prospective Secondary School Teachers from the Gurdaspur District. The following sections comprise the sample:



Tool

To collect the required data for the current study, a self-made questionnaire was used to assess awareness of the right to education act among prospective secondary school teachers. The investigator sought advice from the guide and various experts to create a questionnaire with 30 items related to Prospective Secondary School Teachers' Awareness of the Right to Education Act in order to create a valid and purposeful questionnaire.

Data Collection

The current study, as previously stated, included a sample of 200 prospective secondary school teachers. The investigator obtained an authority letter from the college's principal and visited several B.ed colleges in the Gurdaspur District, Punjab. These institutions authorities were approached and permission to conduct the test was obtained.

Statistical technique

To analyze the data, descriptive statistics such as mean and standard deviation were used. To make a comparison acquired through descriptive statistics, inferential statistics such as the t-test was used. Graphics statistics, such as bar graphs, were plotted to provide a visual representation of the data.

Results

The investigator used parametrical statistical approaches to analyze the results obtained on the self-made questionnaire on awareness of the right to education act among potential secondary school teachers. As a result, the assumptions of parametrical statistical approaches have to be justified. Mean, median, mode, standard deviation, skewness, and kurtosis were calculated as numerical determinants of normalcy for this purpose. A closer look revealed that the mean, median, mode, and standard deviation for knowledge of the right to education act are 11.32, 11.4 and 4.982, respectively.

Rural and Urban Prospective Secondary School Teachers do not differ in their awareness of Right to Education Act.

The hypothesis was put to the test by computing the mean and standard deviation. The hypothesis was further investigated using the 't' test. The analysis findings are presented in the table.

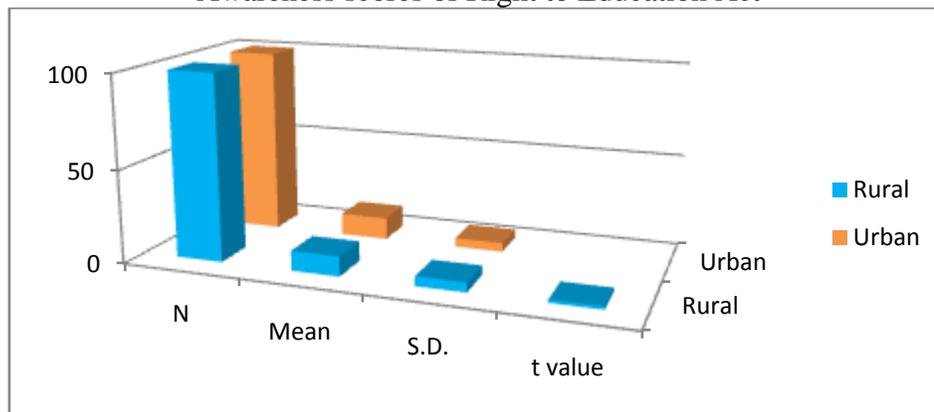
Table
 Rural and Urban Prospective Secondary School Teachers on Awareness scores of Right to Education Act

Variables	N	Mean	S.D.	't'	Interpretation
Rural	100	10.7	5.216	1.697	Insignificant
Urban	100	11.9	4.774		

The table showed that the value of 't' comes out to be 1.697 whereas the tabulated value of 't' at the.05 level is 1.97 (df = 198), and at the.01 level is 2.69 (df = 198). Therefore our estimated value of 't' is less than the tabulated value at both levels, indicating that it is insignificant. As a result, hypothesis that rural and urban prospective secondary school teachers do not differ in their awareness of Right to Education Act stands accepted.

Figure below depicts a visual representation of the mean scores of urban and rural prospective secondary school teachers.

FigureGraphical Illustration of Rural and Urban Prospective Secondary School Teachers on Awareness scores of Right to Education Act



Male and Female prospective secondary school teacher do not differ significantly with respect to their awareness of Right to Education Act

A questionnaire was used to collect data in order to evaluate the hypothesis. The mean, median, and standard deviation were then computed. The hypothesis was tested using the 't' test. The analysis results are provided in the table below:

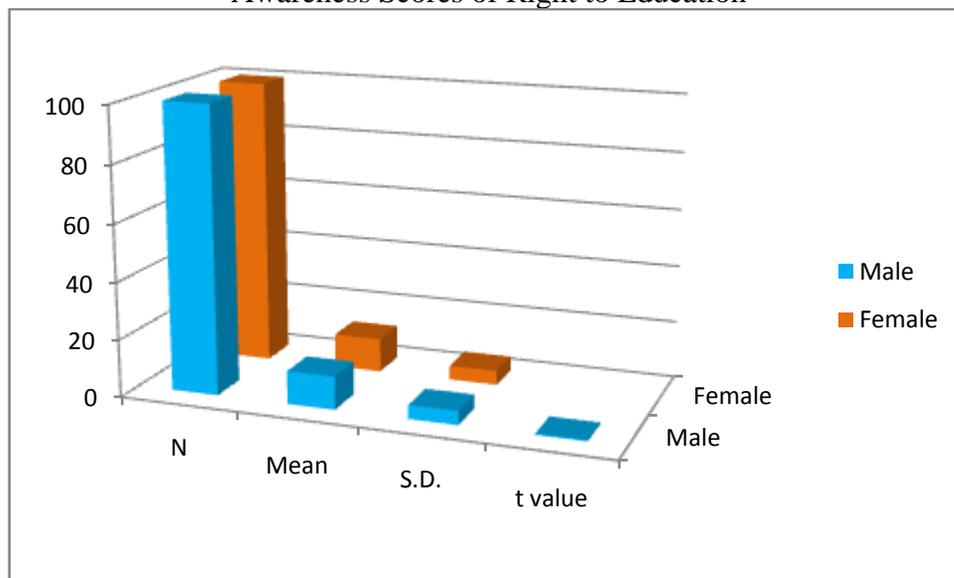
Table
 Male and Female Prospective Secondary School Teachers on Awareness Scores of Right to Education

Variables	N	Mean	S.D.	't'	Interpretation
Male	100	11.5	4.9	0.426	Insignificant
Female	100	11.85	5.0		

An inspection of the data revealed that there is no significant variations in the mean scores of male and female prospective secondary school teachers on awareness scores, as evidenced by 't' value of magnitude 0.426, which is insignificant at both the 0.01 and 0.05 levels of confidence. As a result, the hypothesis "Male and female Prospective Secondary School Teachers do not differ significantly" is accepted.

Figure below depicts a visual representation of the mean scores of urban and rural prospective secondary school teachers.

Figure
 Graphical Illustration of Male and Female Prospective Secondary School Teachers on Awareness Scores of Right to Education





Discussion and conclusion

The assumption that rural and urban prospective secondary school teachers are equally aware of the Right to Education Act is accepted. Also acknowledged is the idea that male and female prospective secondary school teachers do not differ considerably in terms of their awareness of the Right to Education Act. This might be because, in today's competitive environment, instructors must maintain their understanding of educational laws and schemes up to date. Furthermore, newspapers, periodicals, and internet access are available, from which they may obtain information on educational policy. As a result, it was established that prospective secondary school teachers in rural and urban areas have equivalent awareness of the Right to Education Act. Thus it was concluded that male and female rural and urban prospective secondary school teachers have almost the same level of Awareness about Right to Education Act.

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