



Perception of teaching students on right to education act in India—A case study of Telangana State

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Abstract

Education is an essential human right for realization of all other right of them. It assists the human being to live with human dignity. Therefore, world recognized education as fundamental right of every human in the world irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability. Key words: Digital education, e-education, challenges of D-education. The study examined the awareness level of teaching students on all importance provisions of the RTE in Telangana State. The sample size of the study is 225 teaching students selected by using stratified random sampling technique. The study applied descriptive statistics, ANOVA and reliability test. The study revealed moderate awareness level of teaching students on RTE provisions. The ANOVA results in into acceptance of “There is significant difference in between and within groups of responses on perception on RTE in Telangana State”.

Keywords: right to education, perception of teaching students, RTE in Telangana

Introduction

Education is an essential human right for realization of all other right of them. It assist the human being to live with human dignity. Therefore, world recognized education as fundamental right of every human in the world irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability. The fundamental right entitled for free elementary education. In development of every country depends on the development of education. The quality education accelerates the growth and development of the nation. The educational development promotes national integrity and acts as an indicator of national pride. In India before British period educational institutions were in the form of patasalas, gurukulas, ashramas and gurudwars and other religious units. The female education was in prohibition. Therefore, Christian missionaries established for spreading Christianity in India. In the similarly line, many educational commissions and committees were formed in India such India Education Commission 1882, Government resolution on education policy 1904, Gopal Krishan Gokhale’s Resolution 1911, Hartog committee 1929, Wardha Scheme 1938 and Sargent report 1944. All these committees stressed on free & compulsory primary education. In post-independence period, India adopted Article-45 directive principle of state policy laid down in Indian Constitution. The Article says, “The state shall endeavor to provide within a period of ten years from the commencement of the constitution free & compulsory education for all children until they complete the age 6 to 14 years.” Thereafter, Indian government passed Right to Education Act 2009 on 4th August 2009. This act says free and compulsory provision of education for children in the age group of 6-14 under Article 21 of Constitution of India. Thus present study focused on the awareness on provision of RTE Act among students pursuing teaching education in India.

Review of Literature

Pura Hachang (2021) ^[1] measured the awareness level on RTE among school teachers of Papumpare district of Arunachal Pradesh. The sample size of the study is 60 school teachers. The study found average level of awareness on RTE among the selected teachers. The study found significant difference in awareness level between urban and rural where urban schools are highly aware than rural teachers. Kaundan Singh and Pratibha Sagar (2019) ^[2] investigated the awareness level of upper school teachers on Right to education in Sambhal District of Uttar Pradesh State. The sample size of the study is 300 upper school teachers. The study found insignificant effect of gender on awareness level. The study also observed that board has significant influence on awareness among teachers in the study area. Sudha Kumari and Mohammad Allam (2014) ^[3] have conducted a survey to examine the awareness level on RTE 2009 among primary school teachers in District Aligarh in Uttar Pradesh. The sample size of the study consists of 120 primary school teachers in the study area. The study found insignificant difference in awareness level among primary school teacher on gender and domicile base. On the contrar, significant differences observed in awareness level between government and non-government teachers.

Navdeep Kaur (2014) ^[4] has emphasized on the perception of secondary school teachers on Right to Education policy in India. The study employed simple random and purpose sample tool and selected 200 secondary school teachers as sample size. The study found insignificant differences in awareness level of secondary school teachers on right education on the basis of region, ownership of school and gender. This implies almost similarly awareness level among responses on RTE.

Need of the Present Study

The right to education considered as one of the fundamental rights in India as per the Right to Education as 2009. The education is major element make one's as knowledgeable person and lead life as good citizen of the country. However, the literacy rate was poor in India during pre-independence period and little improved during post-independence period. However, the dropout rate was higher in school education due to socio-economic conditions of the families. This adversely affects the development of society and nation. To address this issue government of India passes Right to Education Act on 4th August 2009. This made education as free and compulsory for children in the age group of 6-14 years. Besides, this act also provided different provisions helps to promotion of quality of education in the country. Therefore, present study focused on the awareness of teaching students on provisions of RTE Act 2009.

Objectives of the Study

Present Study is aimed to measure the awareness level of selected teaching students on Right to Education Act 2009 in the State of Telangana.

Research Methodology

Present study is purely based on the primary data collected from the 225 teaching students pursuing Diploma in Education (D.Ed), Bachelor of Education (B.Ed), Master of Education (M.Ed) in Telangana State. The sample size is selected through stratified random technique. The selected teaching students pursuing teaching course in D.Ed colleges, B.Ed colleges and universities. The primary data is collected through well-structured questionnaire prepared RTE Act provisions. The collected is analyzed through descriptive statistics and ANOVA. The study also calculated reliability test for data examine the data accuracy

Hypothesis

Null Hypothesis: There is no significant difference in between and within groups of responses in perception on RTE among teaching students in Telangana State.

Alternative Hypothesis: There is significant difference in between and within groups of responses in perception on RTE among teaching students in Telangana State.

Table 1

Demographic Characteristics of The Responses								
Gender			Region			Education Course		
	N	(%)		N	(%)		N	(%)
Male	176	78.2	Urban	135	60	D.Ed	82	36.44
Female	49	21.8	Semi-Urban	50	22.2	B.Ed	120	53.33
			Rural	40	17.8	M.Ed	23	10.22
Total	225	100	Total	225	100	Total	225	100
AGE			Ownership Institution			Teaching experience		
Years	N	(%)		N	(%)	Years	N	(%)
25-35	115	51.1	Government	145	64.44	zero	160	71.11
36-45	80	35.50	Private	60	26.66	1-5	30	13.33
Above 45	30	13.33	Aided	20	8.88	Above 5 years	35	15.55
Total	225	100	Total	225	100	Total	225	100

Demographic Profile of Sample Size

The study observed that, in total sample size, 78.20 percent represent by male while 21.8 percent represent by female teaching students. In regional participation, 17.80 percent of teaching students participated from rural areas, followed by 60 percent from urban, 22.2 percent from semi-urban. In total sample size, 36.44 percent of teaching students is pursuing Diploma in Education, 53.33 percent Bachelor of Education and 10.22 percent Master of education. In ownership of institution revealed, 64.44 percent studying government owned teaching educational institutions, while 26.66 percent is studying in private institution and 8.88 percent studying in aided institutions. Similarly, 51.1 percent of teaching students is the age group of 25-35 years, followed by 35.50 percent 36-45 years, 13.33 percent above 45 years group. Finally, in total teaching students 71.11 percent has zero years of teaching experience, followed by 13.33 percent has 1-5 years, and 15.55 percent has above five years.

Data Analysis**Table 2:** Perception of Teachers on Right to Education in Telangana

Statements	Extremely Aware (5)	Moderately Aware (4)	Somewhat aware (3)	Slightly Aware (2)	Not At all aware (1)	Total
RTE is enacted by government on 4 th August 2009 in parliament	90 (40)	54 (24)	17 (7.6)	19 (8.4)	45 (20)	225 (100)
As per this Act right to education made as fundamental right and removed from directive principle of state policy	94 (41.8)	62 (27.6)	12 (5.3)	21 (9.3)	36 (16)	225 (100)
The RTE refers to Right to Free and compulsory education	110 (48.9)	40 (17.8)	26 (11.6)	19 (8.4)	30 (13.3)	225 (100)
The compulsory refers to obligation of the government to ensure admission, attendance and completion. The term free refers to no collection of charges	78 (34.7)	51 (22.7)	49 (21.8)	26 (11.6)	21 (9.3)	375 (100)
The RTE is applicable to age group of 6-14	49 (21.8)	32 (14.2)	55 (24.4)	52 (23.1)	37 (16.4)	225 (100)
The Act prohibit utilization of teachers for non-education work except census, election and disaster relief etc	53 (23.6)	74 (32.9)	67 (29.8)	18 (8)	13 (5.8)	375 (100)
No student should be detained till 8 th class	55 (24.4)	63 (28)	67 (29.8)	22 (9.7)	18 (8)	225 (100)
This Act says zero tolerance of harassment, and discrimination in between students.	62 (27.6)	45 (20)	77 (34.2)	28 (12.4)	13 (5.8)	225 (100)
Every education institution has to give 25 percent of seats for disadvantaged or economic weaker sections.	69 (30.7)	51 (22.7)	48 (21.3)	28 (12.4)	29 (12.9)	225 (100)
This Act says student friendly and development oriented curriculum in schools	78 (34.7)	47 (20.9)	52 (23.1)	27 (12)	21 (9.3)	225 (100)

Source: Field Study

Table 3: Descriptive Statistics of the Data

Statements	I	II	III	IV	V	VI	VII	VIII	IX	X
Mean	3.5556	3.6978	3.8044	3.6178	3.0178	3.6044	3.5022	3.511	3.4576	3.5956
Median	4.000	4.000	4.000	4.000	3.000	4.000	4.000	3.000	4.00	4.000
Mode	5.00	5.00	5.00	5.000	3.00	4.00	3.00	3.00	5.00	5.00
Standard Deviation	1.5577	1.4842	1.4537	1.3146	1.3821	1.10558	1.2068	1.1843	1.3755	1.3198
Sample Variance	2.427	2.203	2.113	2.113	1.910	1.222	1.456	1.403	1.892	1.742
Skewness	-.655	-.833	-.878	-.574	.091	-.567	-.505	-2.79	-.451	-.526
Minimum	1	1	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5	5

Source: SPSS

Data Interpretation

Table no 01 exhibit the responses of teaching students on awareness level of RTE 2009. The study found that, 40 percent of teaching students extremely aware and 24 percent is moderately aware on enact date of RTE Act. This is higher in case of experience teaching students and high aged groups. Similarly, 7.6 percent somewhat aware, 8.4 percent is slightly aware and 20 percent is not all aware. In overall, the study found mean value of 3.5556 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.5577 which indicates that insignificant deviation among responses. The study found that, 41.8 percent of teaching students extremely aware and 27.6 percent is moderately aware that RTE made right education as fundamental right. Similarly, 5.3 percent somewhat aware, 9.3 percent is slightly aware and 16 percent is not at all aware this. In overall, the study found mean value of 3.6978 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.4842 which indicates that insignificant deviation among responses of teaching students. Similarly, the study found that, 48.9 percent of teaching students extremely aware and 17.8 percent is moderately aware that RTE ensures free and compulsory education for children. Similarly, 11.6 percent somewhat aware, 8.4 percent is slightly aware and 13.3 percent is not at all aware this. In overall, the study found mean value of 3.8044 which indicates that majority of respondents moderately aware that RTE ensure free and compulsory education in Telangana State. The standard deviation of the statement is 1.5577 which indicates that insignificant

deviation among responses. The study found that, 34.7 percent of teaching students extremely aware and 22.7 percent is moderately aware meaning of free and compulsory education in RTE Act. Similarly, 21.8 percent somewhat aware, 11.6 percent is slightly aware and 9.3 percent is not at all aware. In overall, the study found mean value of 3.6178 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.3146 which indicates that insignificant deviation among responses.

The study found that, 21.8 percent of teaching students extremely aware and 14.2 percent is moderately aware child age group eligible to the Act. Similarly, 24.4 percent somewhat aware, 23.1 percent is slightly aware and 16.4 percent is not at all aware. This is particularly observed in case of D.Ed groups students. In overall, the study found mean value of 3.0178 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State.

The standard deviation of the statement is 1.3821 which indicates that insignificant deviation among responses. The study found that, 23.6 percent of teaching students extremely aware and 32.9 percent is moderately aware prohibition of teachers for non-educational work. Similarly, 29.8 percent somewhat aware, 18 percent is slightly aware and 5.8 percent is not at all aware. In overall, the study found mean value of 3.6044 which indicates that majority of respondents moderately aware of prohibition of teachers for non-educational work. The standard deviation of the statement is 1.10558 which indicates that insignificant deviation among responses. The study found that, 24.4 percent of teaching students extremely aware and 38 percent is moderately aware on no detention of students until 8th class. Similarly, 39.8 percent somewhat aware, nine percent is slightly aware and eight percent is not at all aware. In overall, the study found mean value of 3.5022 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.2068 which indicates that insignificant deviation among responses. The study found that, 27.6 percent of teaching students extremely aware and 20 percent is moderately aware on the provision of zero tolerance of harassment and discrimination between students. Similarly, 34.2 percent somewhat aware, 12.4 percent is slightly aware and 5.8 percent is not at all aware. In overall, the study found mean value of 3.511 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.1843 which indicates that insignificant deviation among responses. The study found that, 30.7 percent of teaching students extremely aware and 22.4 percent is moderately aware on the provision of 25 seat reservation for economically weaker sections of the society.

Similarly, 21.3percent somewhat aware, 12.4 percent is slightly aware and 12.9 percent is not at all aware. In overall, the study found mean value of 3.4576 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.3755 which indicates that insignificant deviation among responses.

The study found that, 34.7 percent of teaching students extremely aware and 20.9 percent is moderately aware on need of student friendly curriculum. Similarly, 23.1 percent somewhat aware, 12 percent is slightly aware and 9.3 percent is not at all aware.

In overall, the study found mean value of 3.5956 which indicates that majority of respondents moderately aware of the RTE Act in Telangana State. The standard deviation of the statement is 1.3198 which indicates that insignificant deviation among responses.

Reliability Test

Table 4: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.991	.992	10

Cronbach's alpha technique is used to assess the reliability, or internal consistency, of a set of scale or test items. The results of the test will be in range from (α) 0 to 1. If $\alpha = 0$, it indicates independency of all scale items one with another where $\alpha = 1$ indicates entire dependency of all scale items and high covariance. Therefore, increasing the value indicates high reliability. In general, suggestible Cronbach alpha reliability coefficient level is 0.70. In the present study reliability test results is .991 which is higher than standard of 0.70, this indicates high reliability and consistency of data and fit of ANOVA.

ANOVA Results

Table 5: Anova

		Sum of Squares	df	Mean Square	F	Sig
Between People		3758.012	224	16.777		
Within People	Between Items	87.743	9	9.749	66.454	.000
	Residual	295.757	2016	.147		
	Total	383.500	2025	.189		
Total		4141.512	2249	1.841		

Grand Mean = 3.5364

The analysis reveals that, in this case the Sig value is 0.000 which is less than 0.05 so we reject the null Hypothesis and accept alternative Hypothesis and conclude that “There is significant difference in between and within groups of responses on perception on RTE in Telangana State”.

Findings of the Study

- The study observed that, 80 percent of the teaching students are aware about enactment of RTE from the slightly to extreme level, in contrast, 20 percent is not at all aware of the RTE 2009. The mean value of 3.5556 indicates moderate level of awareness on RTE among teaching students in Telangana.
- The study investigated that, 41.8 percent is extremely aware and 16 percent is not at all aware that Right to Education is recognized as fundamental right. Where 42 percent is aware from slightly to moderate level. The mean value of 3.6979 percent indicates overall moderately aware.
- The study witnessed that, 86.7 percent of teaching students are aware that RTE refers free and compulsory education, which implies that 13.3 percent is not at all aware about this. The mean value of 3.8044 indicates moderate level of aware among teaching students.
- The study witnessed that, 80.7 percent of teaching students are aware meaning of free and compulsory education in RTE, which implies that 9.3 percent is not at all aware about this. The mean value of 3.6178 indicates moderate level of aware among teaching students.
- The study witnessed that, 83.6 percent of teaching students are aware children age of 6-14, which implies that 16.4 percent is not at all aware about this. The mean value of 3.0178 indicates moderate level of aware among teaching students regarding statement.
- The study revealed that, 94.2 percent of teaching students are aware prohibition of using teachers for non-academic purpose, which implies that 5.8 percent is not at all aware about this. The mean value of 3.6044 indicates moderate level of aware among teaching students.
- The study witnessed that, 92 percent of teaching students are aware that no detention of students until 8th class, which implies that 13.3 percent is not at all aware about this. The mean value of 3.5022 indicates moderate level of aware among teaching students.
- The study investigated that, 94.2 percent of teaching students are aware that zero tolerance of harassment and discrimination between students, which implies that 5.8 percent is not at all aware about this. The mean value of 3.511 indicates moderate level of aware among teaching students.
- The study resulted that, 87.1 percent of teaching students are aware about 25 reservations of seats for WES of the society, which implies that 12.9 percent is not at all aware about this. The mean value of 3.4576 indicates moderate level of aware among teaching students.
- The study witnessed that, 91.7 percent of teaching students are aware about student friendly curriculum, which implies that 9.3 percent is not at all aware about this. The mean value of 3.5956 indicates moderate level of aware among teaching students.

Conclusion

The study concludes that, Right to Education Act is enacted in India as a fundamental right through removing from directive principle of society. Teachers of the protectors of education right of children in the society. Therefore, every teacher and teaching student must be aware on Right to education Act and its provisions. Present study focused on the aware of teaching students on provisions of RTE in Telangana State. The study found mean value of 3 to 4 which indicates moderate aware of teaching students on all the provisions of the RTE Act.

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