

A Comparative Study of Teachers from Government and Private School with Reference to Awareness of Provisions of Right to Education in Gandhinagar District

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Abstract

Education is a human right and essential for the realization of all other human rights. It is a fundamental right that helps people to live in human dignity. The right to education is a fundamental human right. Every individual, regardless of race, sex, nationality, ethnic or social origin, religion or political opinion, age or disability, has the right to free primary education. Therefore, the present study attempted to determine the awareness of the right to education among secondary school teachers. The sample of 200 school teachers was drawn in the present study. The researcher used a self-made questionnaire consisting of 34 multiple-choice questions. It was found in the study that there is significant difference amongst teachers from Government schools and Private School. The reason for the study is to accelerate the progress and development of the nation. Education is the only means that brings about national integration. A nation's educational success is also an indicator of national pride.

Keywords: Right to Education, Teachers, Private and Government Schools, Gandhinagar

Article Publication

 Published Online: 20-Feb-2022

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 [10.53573/rhimj.2022.v09i02.004](https://doi.org/10.53573/rhimj.2022.v09i02.004)

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Introduction

Education is taken into account as most powerful weapon within the world that is imparted by the simplest academics in earth. The teachers are taking part in terribly important role all told spherical temperament development of the students. Awareness in the society is being brought by the teachers and smart students in the society. Recognizing the importance of education and teacher's role in transmission education, government of Asian country enacted a law referred to as "Right to free and mandatory Education Act-2009" and inserted it in article 21A of Indian constitution. it's duty of Central government and authorities to facilitate these facilities to the children. so the government of Arunachal Pradesh through department of education has been perpetually creating effort to unfold the first education within the state by establishing several primary faculties and recruiting variety of academics against it. Main objective of national Policy of education is to eliminate discrimination in the field of educations, improve the attractiveness of teaching, and eliminate teacher shortages and to attain Education for all (EFA) goals. The national policy on the education conjointly envisages teacher education as endless method with preservice and in- service training as its indivisible components. It prioritizes a requirement for localised system for the skilled preparation of the academics. Quality of teacher is AN integral facet of RTE Act. so to make sure that qualified teachers are there in teaching profession DIET (District Institute of Education and Training) course and B.Ed (Bachelor of Education) degree has been created mandatory to become the teacher and what is more aspiring candidate for teacher has got to pass Teacher Eligibility Tests (TETs) so as to be recruited as teacher.

Review of Literature

Nithya, (2012) explains in her study “A study on the awareness of Right to Education Act (2009) among the B.Ed student lecturers”, that male student teachers and concrete area student teachers have higher awareness as compared to the feminine student teachers and therefore the geographical area student teachers. The study recommends that the establishment ought to enhance student’s teacher’s information in up to date academic affairs.

Asha & Shivaswamy (2013) had conducted a study in Chamarajanagar district to seek out whether or not the grade school teachers have an awareness of the provisions of the RTE Act. The study seen that there is no vital distinction within the awareness level of male and feminine lecturers additionally as Urban and rural teachers on RTE Act, however it found that Government school teachers are more aware on RTE Act then school teachers.

Gadam, (2016) in his study entitled “Teacher Awareness regarding Right to free and required Education Act” showed that the teachers with capable academic qualification have better awareness of the responsibility under RTE Act.

Thote, Mathew & Rathoure (2018) conducted a study to seek out the notice on Right to Education Act 2009 among Primary School lecturers of Morena District, Central India. The study discovered that the primary school teachers of the Morena district have significant awareness on Right to Education act. The result conjointly stressed of ought to promote awareness of Right to education act.

Gandhi & Yadav (2019) undertook a study entitled “A study of awareness among school Teacher’s towards Right to Education Act 2009”. The study revealed that there was a major distinction among the male and feminine teachers in relevance awareness of right to education Act in each Government and personal primary schools.

Kaur, (2020) in his findings expressed that the majority of the lecturers, educators and customary man are unaware concerning the salient options of right to education act so many of us incomprehensible chance of being educated.

Research Objectives

Following are the major research Objectives of the present study.

- 1) To analyse the level of awareness of provisions related to Right to Education amongst Teachers
- 2) To Compare awareness of various provisions of RTE with reference to categories of school

Hypothesis of the Study

H0: There is no difference of level of awareness of RTE amongst teachers from Different categories of School

H1: There is difference of level of awareness of RTE amongst teachers from Different categories of School

Research Methodology

- **Research Design:** Descriptive Design
- **Contact Method:** Researcher Administered Survey
- **Sample Size:** 200 Teachers of Gandhi agar District from Private and Govt. Schools
- **Sampling Method:** Non-Probability convenience sampling
- **Research Instrument:** 5 Point Liker Scale Questionnaire

Data Interpretation and Analysis

To study the comparative level of awareness amongst teachers with reference to various provisions under RTE, Levene’s Test for Equality of variances was run to test the hypothesis of the study.

H0: There is no difference of level of awareness of RTE amongst teachers from Different categories of School

H1: There is difference of level of awareness of RTE amongst teachers from Different categories of School.

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
RTE Provisions	Equal variances assumed	101.113	.000	-20.934	198	.000
	Equal variances not assumed			-23.143	110.100	.000

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
RTE Provisions	Govt. School Teachers	104	3.1042	.71224	.04140
	Private School Teachers	96	4.1600	.28687	.01917

RTE Provisions was measured through the six items scale measured on the five point likert scale. For the two independent t test, average score of the RTE Provisions was taken as the testing variable and gender was inserted as the testing variable.

Levene's test for equality of variance was performed to check the equality of the variance and it indicate that variance are not equal for both groups Govt. School Teachers and Private School Teachers as the test was founded statistically significant at the 5 % level of the significant. The variance was not equally distributed across the gender. Independent sample T test shows the test result of RTE Provisions and gender. Table indicate that there were significant difference in the mean score of the all determinant of the Govt. School Teachers and Private School Teachers as the p value (0.0000) founded less than the significant level (0.050). It is also observed from the group statistics table that the score obtained by the Private School Teachers responded was significantly higher than the score obtained by the Govt. School Teachers responded. The average score of the Govt. School Teachers was 3.1042 and average score of the Private School Teachers was founded 4.1600.

Conclusion

Above study was carried out to understand how well aware are the teachers from various types of school in context to provisions of Right to Education. It is very important to understand that teachers are the key to make objective of RTE realised. If teachers are well aware about various provisions of RTE then they can guide the target population to get benefit of it. Our study reveals that teachers of private school has better understanding regarding provisions of RTE. So, it is suggested that Government should undertake more training programs for teachers to understand provisions of RTE in better way.

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