

Survey On Implementation Of The Provision : The Right Of Children To Free And Compulsory Education Act, 2009 (A Case Study In Southern Kerala)

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ARTICLE INFO ABSTRACT

The Right to Education Act (RTE) is a law that was approved by the Indian Parliament on August 4, 2009, that outlines the requirements for providing youngsters in the six to fourteen age group with an education that is free and obligatory. One of the primary goals of the RTE Act is to ensure that all children receive excellent training, irrespective of their caste, race, ethnicity, or financial standing. The initial step to eliminating the cycle of poverty is education. Children from low-income families can increase their earning potential, obtain better employment, and make more significant contributions to society by obtaining a quality education. The aim of the research was to ascertain whether the government school teachers in southern Kerala were aware of the RTE Act 2009. A sample of 250 respondents was taken for the study, of which 152 were females and 92 were males. The researcher has developed a standardized questionnaire that is transmitted through Google Forms to explore the awareness and knowledge among the teachers regarding the Act. To analyze the data, statistical methods, including an independent sample t-test and percentage analysis, were implemented. According to the findings, only 67% of teachers in Southern Kerala's government schools were aware of the Act, and there is a considerable difference in awareness among female and male teachers.

INTRODUCTION

Education is the process of promoting learning, or the acquisition of values, beliefs, skills, and knowledge. It is the secret to long-term prosperity, as well as internal and international stability and peace. As such, it is a vital tool for engaging effectively in the twenty-first century economies and societies that are impacted by the globalization process. Aspects of general education include meditation and yoga, environmental activities, cultural programs, cleanliness campaigns, and drug abuse awareness campaigns. Components of learning comprise writing, language acquisition, mathematical skills, and phrase development. (Nedungadi, P., Menon, R., Gutjahr, G., & Raman, R., 2024). The modern period's socioeconomic status and political and economic shifts resulting from individual liberation have profoundly affected the dynamic between the citizen and the government. Both an outcome and a reflection of these developments are the acknowledgment of individual rights and state obligations. A more comprehensive method of education that includes intellectual growth, applications in the real world, and practical experience. (Karat, G., & Kannimoola, J. M., 2023).

Children hold the key to a nation's future, yet one of the biggest obstacles facing them is illiteracy. Education may help students get a deeper comprehension of the material, process new information thoroughly, blend it with existing knowledge, and apply it to unexpected situations. It can also help students develop their capacity for thorough learning and their unique capacities for problem-solving that are creative. (Li, Yuanyuan, 2024). One significant step toward achieving the future prosperity of every country can be the implementation of universal education together with quality, equity, and accessibility. Children should get education in a way that guarantees their benefit. The 86th Amendment to the Constitution, which was

enacted in December 2002, implemented the RTE Act, 2009, also known as "The Right to Education Act, 2009." Article 21 (A) was incorporated into the Constitution following Article 21. The Act was ultimately enacted by the parliament in July 2009, and its provisions became effective on April 1st, 2010. Since this right has been acknowledged by the UN as a human right, all children are deemed to have the entitlement to an education that is free and compulsory.

The privilege of access to education is non-negotiable, ubiquitous, and protected by numerous accords under international law. Each and every person has an inherent right to become educated. Educational facilities may support environmental sustainability by incorporating alternative teaching methods into their curricula and developing them to have a transformational effect on students and communities. Schools have developed more social innovation (SI) programs in recent decades in an effort to meet the sustainable development objectives of the UN. **(Cornet, S., Barpanda, S., Guidi, M. A. D., & Viswanathan, P. K., 2024)** Elementary and fundamental education must be provided free of charge, at least for children. Getting a foundational education will be crucial (The Charter of Human Rights, 1948, Article 26). After the declaration of independence, the recently enacted Constitution stated in Article 45 that "the government would attempt to grant obligatory and free schooling to all schoolchildren until they fulfill the education program within a time frame of 10 years from the commencement of the Republic." However, there was little progress made in implementing universal elementary education. The National Policy on Educational Institutions, 1968, was the first law formally stating the Indian government's adherence to basic education. It was recommended that the Act of educational right be acknowledged as an essential right in the laws of the land during the policy study of 1990. The National Policy on Education of 1992 had been constructed upon this.

ELEMENTS OF THE ACT:

1. The RTE Act of 2009 ensures that all children aged six to fourteen get an education that is free and compulsory. This holds true regardless of their socioeconomic standing, caste, or faith.
2. Schools are not allowed to charge a capitation fee or require student entrance screening in accordance with the RTE Act.
3. The RTE Act mandates that 25% of every seat in private schools be designated for learners from poor backgrounds. Tribes and other backward classes are also included in this.
4. According to the RTE Act, community schools must be established. All children need to be able to get to school in an appropriate period of time.
5. A standard curriculum is mandated by the RTE Act for all schools, guaranteeing that every kid has access to a high-quality education.
6. The RTE Act establishes minimal requirements for educational facilities, including restrooms, libraries, and classrooms.
7. The RTE Act requires training and qualifications for all teachers.

OBJECTIVES

1. To find out whether teachers in government schools are aware of the RTE Act of 2009.
2. To determine whether teachers attended any government-provided RTE Act orientation classes.
3. To compare the degree of awareness of the RTE Act among female and male teachers at public schools in southern Kerala.
4. To determine the level of knowledge of the RTE Act 2009 amongst teachers in government schools.

LITERATURE REVIEW

Many primary school teachers are not well-versed in the RTE Act and are unaware of its importance to providing children with a top-notch education. While some educators are completely conscious of the Act, many more still need extra care to ensure that the Act's crucial provisions are followed and applied. **(Tripti Singh, 2003)**. The research findings indicate that despite the Right to Education Act having been in effect for almost three years, the instructors' level of understanding regarding it was inadequate. Key findings of the study showed that teachers in West Bengal's government-aided schools have greater awareness than those in non-aided private schools. **(Mr. Ajit Mondal, 2015)**. The conclusion drawn from the research showed that although elementary school teachers' awareness of the RTE Act of 2009 isn't significantly influenced by their gender, professional training, or credentials, it has a substantial impact on their rank in terms of how adequately informed they are about the Act's implementation. **(Dolagobinda Sahoo and Sudarshan Mishra, 2021)**. When comparing the mean score of urban prospective teachers to their gender, there is no distinct difference; similarly, when comparing the mean score of rural prospective teachers to their gender, there is no apparent difference. **(Krishan Lal, 2014)**. The Right to Education Act, 2009, has to be better known by the teachers at government and non-government institutions in the Udaipur district. **(Dr. Monica Dungarwal and Meenal Tripathi, 2019)**. It was found that elementary school teachers are aware of the RTE Act, 2009, in the tribal communities of Odisha. However, there was not a substantial disparity in the teachers' understanding of the Act according to professional background, gender, age, parenthood, education,

or prior teaching experience. **(Sudarshan Mishra,2019)**. The study revealed that teachers's awareness regarding the RTE Act on the basis of gender and geography is not statistically significant. Teachers at government and non-government primary schools differ greatly from one another. **(Sudha Kumari,2019)**. The study revealed that primary school teachers' attitudes toward the RTE Act of 2009 are relatively similar for both genders. Similarly, teachers' attitudes about the Act are unaffected by their position in elementary schools. The RTE Act did not significantly alter the attitudes of primary school teachers employed in rural and urban areas. **(D. Nagaraja Kumari and M. Tulasee Rani, 2022)**. The study concluded that the RTE Act of 2009 had a negligible effect on the district of Kalahandi's government primary schools' efforts to provide high-quality education. The majority of stakeholders, comprising SMC members, professionals, administrators, and field technicians of the SSA in Kalahandi district, could not fully understand the many sections of the Act, according to the findings, which is quite disheartening. **(Jayanta Kumar Pati, 2020)**. Primary school instructors were highly aware of the importance of teaching children's rights, according to the study. The survey also found that male and female primary school teachers' awareness of the RTE Act is not significantly different from one another. Regarding their awareness of child rights education, primary school teachers teaching in Telugu and English do not significantly differ from one another. **(M. Srinivasarao, 2020)**. Addressing the knowledge of the RTE Act (2009), there are notable differences within student teachers based on their age, gender, place of residence, background in education, and socioeconomic standing. The study also discovered that there is no observable variation in student teachers' awareness of the Act based on family types, parental educational qualifications, or style of management. **(S. Nithya,2013)**. The survey found that Patiala district teachers' knowledge of the RTE Act is indifferent. Based on the management style, there are not any significant differences in the RTE Act knowledge of teachers. The mean ratings of teachers' awareness of the RTE Act vary significantly depending on their location, age, and level of education. **(Simardeep Kaur,2019)**. The trained teachers in West Bengal at the elementary school level have a generally low awareness of the RTE Act. The awareness level regarding the Act amongst the male and female primary school-trained teachers did not significantly differ from one another. There was a notable difference in the RTE Act's understanding between professionals from rural and urban backgrounds at the primary school level. **(Nabin Takur, 2014)**. Regarding the understanding level of the RTE Act, there were some notable distinctions between urban and rural school teachers in the Papumpare district. Compared to the rural school instructors in the Papumpare area, the urban school teachers appear to be more knowledgeable of the RTE Act. **(Pura Hachang, 2021)**.

RESEARCH METHODOLOGY

Data collection was done by using primary and secondary data. A structured questionnaire transmitted through Google Forms was used to gather primary data from 250 respondents. The data was collected among government school teachers in the southern districts of Kerala. Of which, 63% are females and 37% are males. The analysis of the study was conducted using percentage analysis and an independent sample t-test in SPSS.

HYPOTHESES DEVELOPMENT

Ho : There is no significant difference between male and female teachers with reference to the awareness of the RTE Act,2009.

H1 : There is a significant difference between male and female teachers with reference to the awareness of the RTE Act,2009.

I. Percentage Analysis:

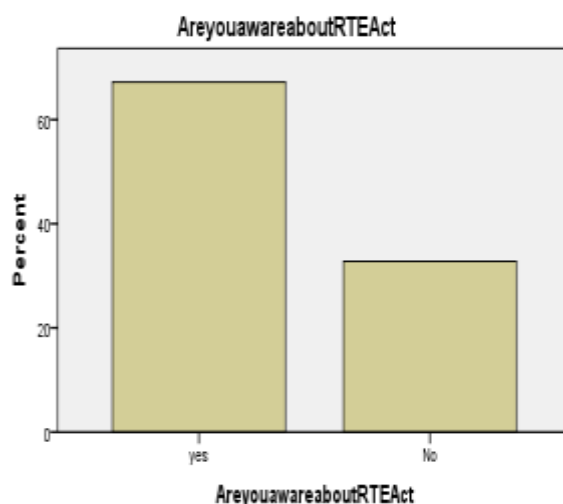
Table 1:

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	92	36.8	36.8	36.8
Female	158	63.2	63.2	100.0

Among the 250 respondents, 37% are male respondents, and the remaining 63% are female respondents.

Table:2 Awareness about the RTE Act, 2009.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	168	67.2	67.2	67.2
NO	82	32.8	32.8	100.0
Total	250	100.0	100.0	



The result reveals that the majority of the sample population was aware of the RTE Act, 2009. From the above table, it is found that among the 250 samples taken, 168 of the respondents were aware of the RTE Act, and 82 respondents were not aware of the Act.

Table:3 Have you attended any orientation program regarding the RTE Act.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	148	59.2	59.2	59.2
NO	102	40.8	40.8	100.0
Total	250	100.0	100.0	

Table 3 shows that among the 250 respondents regarding the survey on the RTE Act, 59.2% of teachers have attended the orientation program, and 40.8% of teachers have not attended any program regarding the Act.

Table:4

II. T-test:

Group Statistics:

Gender	N	Mean	Std. Deviation	t	Sig.(2-tailed)
male	92	1.402	.4930	6.319	0.000
female	158	1.057	.2325		

Table 4 shows that the mean square of males is 1.402 and that of females is 1.057. At 0.000, the P-value is smaller than 0.05. As a result, it has been discovered that male and female teachers working in southern Kerala's government schools have distinct degrees of knowledge about the RTE Act. Hence, the null hypothesis - "No observable difference in the knowledge of the RTE Act, 2009, between male and female teachers" is rejected.

FINDINGS OF THE STUDY

1. The study found that among 250 respondents, 67.2% of government school teachers were aware of the RTE Act, 2009, and 32.8% of teachers were not aware of the Act.
2. Among the 250 respondents, 59.2% of government school teachers attended the awareness class provided by the government regarding the RTE Act, 2009. The rest, 40.8%, did not attend any orientation programs regarding the Act.
3. There is a significant difference between male and female government school teachers in southern Kerala regarding awareness of the RTE Act, 2009. Compared to female teachers, male teachers are more knowledgeable about the Act.
4. In this study, the level of knowledge of the RTE Act among government school teachers was assessed through a questionnaire involving general questions regarding the RTE Act. The result shows that only 52% of respondents among 250 respondents have adequate knowledge of this RTE Act. The other 48% of respondents have little knowledge of the Act.

SUGGESTION

This study suggests the government and other concerned authorities take initiative steps in order to assist school teachers as well as students in imparting knowledge about the RTE Act. This can be done by

conducting awareness programs in each school and incorporating the relevance of the RTE Act and related provisions into the school curriculum. Setting up seminars with government representatives or experts on the RTE Act can also make a prominent impact on awareness regarding the Act. These talks may address the main points of the Act, the duties of teachers, the rights of students, and the procedures for handling complaints.

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