



A COMPARATIVE STUDY ON LEVEL OF AWARENESS AMONG THE EXPERIENCE TRAINED TEACHERS AND EXPERIENCE NON-TRAINED TEACHERS OF ELEMENTARY LEVEL TOWARDS RTE ACT 2009 IN WEST BENGAL

*Milan Kumar Saha, Research Scholar, Dept. of Education, Univ. of Gour Banga,
Malda (W.B)*

*Dr. Tripti Dutta, Associate Professor, Dept. of Education, Univ. of Gour Banga,
Malda (W.B)*

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Abstract: Education provides necessary knowledge and skills which enables an individual to operate ideally in the society and also contribute to its efficient functioning. John Dewey regards educational process as a continuous process of adjustment having as its aim at every stage of growth. The present study was an attempt to know the level of awareness among the experience trained teachers and experience non-trained teachers towards RTE Act-2009. A sample of 30 experience trained teachers and 30 experience non-trained teachers was taken randomly from 10 blocks and 17 circles of Dakshin Dinajpur district. The t-test was used to find out the significant difference of the variables in relation to the awareness toward RTE Act-2009. The main findings of the study was that there is no significant difference in awareness of RTE Act-2009 among the experience trained male teachers and experience non-trained male teachers and there is significant different in awareness of RTE Act-2009 among the experience trained female teachers and experience non-trained female teachers.

Key words: Level of awareness, Teachers of Elementary level, RTE Act-2009.

Introduction:

The role of education is an important factor for the development of a nation. It is only education through which the change on the grand scale in the society can be achieved. While food clothing and shelter are the basis needs, education is also the basic need of human life. The progress of society and the development of individual go hand in hand. It is universally accepted that any country needs a higher priority towards its educational development, so that it ensures the quality to produce the right kind of persons to the country. Science and technology improves the effective utilization of the natural resources while education is concerned with the development of human resources. In this context of modern society, the society of education is not merely to impart knowledge but to develop desirable habits, interests, awareness and skills which help the individual to lead to full and Worthwhile life.

Review of Related Literature:

A detailed overview of researchers, pertaining to the variables of the study, has been presented in order to strengthen the present study:

Jaseena, Fathima (2011) has conducted a study on “Right to Education-A Study on the Awareness of M.Ed Trainees” to find out the awareness of M.Ed students about right to education and to study the effect of gender and type of management of the institution on the awareness of Right to Education Act, 2009. The findings of the study reveal that male M.Ed students possess significantly higher awareness about the Right to Education Act, 2009 than the female M.Ed students. And the management of the M.Ed College does not effect on the awareness of the Right to Education Act, 2009.

Vyas Saroj (2012) conducted a study on the awareness on RTE (Right to Education) Act, 2009 among elementary school teachers in the National Capital region. The sample of 160 elementary school

teachers was drawn from Delhi and NCR. A self-made questionnaire comprising 20 multiple choice items was used by the investigator. Major finding of the study reveals that Government teachers are comparatively more aware as compared to Non-Government teachers.

Mathew, Thote Prashant, and Rathoure (2013) have conducted a research on “Awareness on Right to Education Act -2009 among Primary School Teachers” of Morena District, Central India. The findings of the study revealed that the primary school teachers have significant awareness on Right to education act-2009.

Rationale of the Study:

On the basis of the knowledge gained from the above findings it has been found that there are so many gaps about awareness of RTE Act-2009 among the teachers of elementary level in West Bengal. Hence the investigator has made a sincere effort to study the level of awareness among the experience trained and experience non-trained teachers of elementary level towards RTE Act-2009.

Statement of the Problem:

The investigator has taken up the present study to know the level of awareness towards RTE Act-2009 entitled as “A Comparative study on level of awareness among the Experience Trained Teachers and Experience non-Trained teachers of Elementary level towards RTE Act-2009 with reference to location.”

Objective of the Study:

On the basis of systematic study the following objectives are formulated on the topics stated above:

1. To compare the level of awareness of experience trained male teachers and experience non-trained male teachers of the elementary level towards RTE Act-2009.
2. To compare the level of awareness of experience trained female teachers and experience non-trained female teachers of the elementary level towards RTE Act-2009.

Hypotheses of the Study

H01 : There is no significant difference between the level of awareness of experience trained male teachers and experience non-trained male teachers of the elementary level towards RTE Act-2009.

H02: There is no significant difference between the level of awareness of experience trained female teachers and experience non-trained female teachers of the elementary level towards RTE Act-2009.

Methodology:

To achieve the objectives of the present study the descriptive survey method was adopted.

Population:

The experience trained teachers and experience non-trained teachers of elementary level of the district Dakshin Dinajpur.

Sample:

30 experience trained and 30 experience non-trained teachers of elementary were selected randomly from arbitrarily selected eight elementary schools.

Tools Used:

A self made Questionnaire was used for data collection.

Statistical Techniques Used:

Data was collected from the respondent sheet and was analyzed and interpreted by using Statistical techniques like Mean, S.D and t-test.

Result and Discussion:

There were two hypotheses regarding awareness about RTE 2009 among the experience trained and experience non-trained teachers. All the hypotheses were analyzed individually. There were two hypotheses

H01: There is no significant difference between the levels of awareness of experience trained male teachers and experience nont-trained male teachers of the elementary level toward RTE Act-2009.

Table 1: Showing 't' ratio between mean scores of experience trained teachers and of experience non-trained teachers of elementary level

Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Experience Trained Male Teachers	30	77.86	14.77	5.51	58	2.24	Significant at 0.05 level
Experience non-Trained Male Teachers	30	72.35	12.06				

Table-1 reveals that Mean and S.D values of experience trained male teachers and experience non-trained male teachers of elementary level are 77.86, 72.35 and 14.77, 12.06 respectively. Calculated t-value is 2.24 which is significant at 0.05 level as it is more than 1.98(table value of t). Hence Null Hypothesis is rejected. Therefore it is concluded that there is significant difference in awareness on RTE

Act, 2009 between experience trained male teachers and experience non-trained male teachers of elementary level.

H02: There is no significant difference between the level of awareness of experience trained female teachers and experience non-trained female teachers of the elementary level towards RTE Act-2009.

Table 2: Showing 't' ratio between mean scores of urban female and rural female elementary teachers

Groups	N	Mean	S.D	Mean-Difference	df	t-value	Levels of Significant
Experience Trained Female Teachers	49	73.82	12.00	3.30	58	0.83	Not Significant
Experience non-Trained Female Teachers	11	70.52	11.92				

Table-2: reveals that Mean and S.D values of experience trained female teachers and experience non-trained female teachers of elementary level are 77.86, 72.35 and 14.77, 12.06 respectively. Calculated t-value is 0.83 which is not significant at 0.05 level as it is less than 1.98(table value of t). Hence Null Hypothesis is accepted and the alternative hypothesis is rejected. Therefore it is concluded that there is no significant difference in awareness on RTE Act, 2009 between experience trained female teachers and experience non-trained female teachers of elementary level.

2. There is no significant difference in awareness on RTE Act, 2009 between experience trained female teachers and experience non-trained female teachers of elementary level.

Conclusion:

The RTE Act attaches great significance to the role of teachers in reforming elementary education. The success of RTE Act largely depends on teachers. It has been found from different studies that till now there are some problems regarding the awareness about RTE Act specially in the backward region. In this situation regular orientation programmes on RTE, Value oriented workshops and training should be organized by the Government and other authorities for developing the proper awareness among the teachers of elementary level.

Major Findings: The following are major findings of the study:

1. There is significant difference in awareness on RTE Act, 2009 between the experience trained male teachers and experience non-trained male teachers of elementary level.

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