

**A STUDY ON THE AWARENESS OF RIGHT TO EDUCATION
ACT (2009) AMONG THE B.ED STUDENT TEACHERS**

Dissertation submitted to Sri Ramakrishna Mission Vidyalaya College of
Education, Coimbatore (Autonomous) affiliated to the Tamilnadu Teachers
Education University, Chennai, in the partial fulfillment of the
requirements for the Award of the Degree of

MASTER OF PHILOSOPHY IN EDUCATION

Investigated by

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COIMBATORE – 641 020**

2011 – 2012

CERTIFICATE



CERTIFICATE

This is to certify that this dissertation entitled, “**A STUDY ON THE AWARENESS OF RIGHT TO EDUCATION ACT (2009) AMONG THE B.ED STUDENT TEACHERS IN COIMBATORE DISTRICT**” submitted to **SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)** affiliated to **TAMILNADU TEACHERS EDUCATION UNIVERSITY**, Chennai, for the award of the degree of the **MASTER OF PHILOSOPHY IN EDUCATION** is a bonafide record of independent and original research work done by **NITHYA.S, Register No.2011MPFT04** during the period of 2011 – 2012 under my supervision and guidance. This dissertation has not previously formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or any other similar title to any candidate of any University or Institution in India.

Signature of the Principal

(Dr. N. MUTHAIAH)

Signature of the Guide

(Dr. P.KRISHNAN)

Place : Coimbatore

Date :

DECLARATION



DECLARATION

I, NITHYA.S, do hereby declare that this dissertation entitled, “**A STUDY ON THE AWARENESS OF RIGHT TO EDUCATION ACT (2009) AMONG THE B.ED STUDENT TEACHERS IN COIMBATORE DISTRICT**” submitted to **SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)**, affiliated to **TAMILNADU TEACHERS EDUCATION UNIVERSITY**, Chennai, for the award of the Degree of the **MASTER OF PHILOSOPHY IN EDUCATION** is the original research work done by me during the period of 2011 – 2012 under the supervision and guidance of **Dr. P.KRISHNAN** and this dissertation has not been previously in full or part for the award of any Diploma / Degree / Associateship / Fellowship to any candidate of any University or Institution in India.

Place :

Signature of the Candidate

Date :

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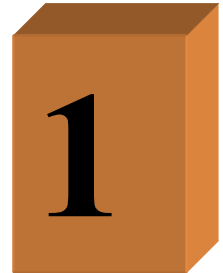
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Introduction

CHAPTER I

1.1 INTRODUCTION

According to Article 45 of the India Constitution there is a provision that every child should get free and compulsory education. It is also made clear that the fulfilment of this should come before 1950. But because of the increasing population and lack of management of the growing population, this provision could not be fulfilled not only until 1960, but till now. The Right of Children to free and Compulsory Education Act which was passed by the India parliament on 4 August 2009 describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21 A of the Indian Constitution.

The present act has its history in the drafting of Indian Constitution at the time of Independence; more specifically to the Constitutional Amendment that included the Article 21A of the Indian constitution making Education a fundamental right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of separate Education Bill. The rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools.

The bill makes education as a fundamental right of every child between the age of 6 to 14 and specifies the minimum norms in Government schools. It specifies reservation of 25% seats in private schools for children from poor families, prohibits the practice of unrecognized schools, and makes provisions for no donation or capitation and no interview of the child or parent for the admission. The bill has been criticized for failing to maintain a uniform equitable standard of quality for all schools and for excluding children under 6 years of age.

The bill was approved by the cabinet on 2 July 2009. Raja Sabha passed the bill on 20 July 2009. It received Presidential assent and was notified as law on 3 Sept 2009 as The Children's Right to Free and Compulsory Education Act [(RTE Act, 2009)].

1.2 EDUCATION

Education is the process of development of the individual from infancy to maturity. According to Sri Aurbindo (1945) Education is helping the growing child to grow how that is in itself. Education gives proper direction, discipline and adjustment to the individual. Education is both conservation and a progressive factor. Education starts from the womb and ends with the tomb.

Gandhi (1937) says, "By education I mean an all development of the best in child and man body mind and spirit".

According to Swami Vivekananda (1863-1902) Education means the manifestation of perfection already exist in man. Through education, the individual acquires knowledge, attitude, skill and the values essential for efficient adjustment to life. It develops one's innate abilities and virtues; it can exert tremendous influences fostering international understanding, peace and happiness in the world.

1.3 MODEL RIGHT TO EDUCATION BILL 2006

The model Right to Education Bill 2006 circulated by the Government of India to all states emphasizes on the universalization of Elementary Education up to Grade VIII for all the children in the age group of 6 to 14 years. It assumes significance in the context of achieving universalization of education to all children within a stipulated time period. The Bill deals with various vital components of child's right to education, the responsibility of the state, the school management committees, schools and teachers, and the quality dimensions of education, especially for the children of 6-14

years of age. It also prescribes the norms and standards for a school and prohibits deployment of teachers for non-educational purposes and private tuitions by teachers. The Bill is crucial in the context of making every child literate. The Bill deals with various dimensions of education including the role of state and local authorities in terms of implementation and developing strategies to ensure universal elementary education.

The constitution of India preaches a liberal democratic system. It gives certain rights to citizens and also provides for directive principles to state. The right provided in the 3rd part of our constitution protects the freedom of citizens, while directive principles enacted in the 4th part provide guidelines to the states for the welfare of citizens. A citizen can fight for right in courts, but cannot do so for directive principles.

While enacting the constitution, our national leaders felt that “Education for All” can be achieved by including it in directive principles. Article 45 states, “The state shall endeavour to provide, within a period of 10 years, from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years”.

But even after 57 years of the implementation of our constitution, education for children up to 14 years has been an unattainable goal. During these 57 years we postponed the date for attainment of this dream, i.e., to 1960, 1970, 1976 and so on and many commissions propounded the importance of free and compulsory education. The Government has also implemented different initiatives in this direction, but without much success. According to population census 2011 there were 12.6 million economically activate children in the age group of 5-14 years. From this, we can

understand that in national level, a large number of children in the age group of 6-14 years do not attend any type of school.

1.4 IMPORTANT FEATURES OF THE BILL ARE LISTED BELOW

The following were main features of Right to Education Act Bill 2009:

1. The Bill consists of a preamble and 5 chapters consisting of 39 sections.
2. Provision for free and compulsory education to children of 6-14 years ago.
3. Provision of facilities for preschool education.
4. Provision of facilities to children to complete elementary education.
Responsibilities of state and local authorities.
5. Decentralization of the education system for better results by constituting school management committees.
6. Providing not only free and compulsory education but also quality education to every child.
7. Concept of neighbourhood schools.
8. Prohibition of employment of educational purpose, prohibition of private tuitions by teachers.
9. Teacher's accountability.
10. Responsibility of parents/guardians towards the education of their wards.
11. Each child of 6-14 years age has the right to get education in formal schools and complete it. According to this Act every child should be admitted in a neighbourhood school. Disabled children who cannot attend the neighbourhood school shall be admitted in any other school where sufficient facilities are available. Admission of all the out-of school children aged 7-9 years and 9-14 years.
12. Prohibition of screening or capitation fees for admission into a school.

13. Admissions are to be made generally at the commencement of an academic year and not to be denied at other times.

1.5 NEED OF THE STUDY

“Our children hold our future in their hands”

- Aristotle

Children are the future citizens of the country. The future of the country depends upon the present children. If the children do not develop in a proper way, the country's future will be ruined. In our India, according to census (2011) 40% of Indian population is below the age of 18 years which at 400 million is the world's largest child population. Child labour is a grave problem in India. According to International Labour Organization (ILO), India is the first place in child labour problem.

According to the census 1971 there were 10.7 million economically active children in the age group of 5-14 years. In census 1981 there were 13.6 million economically active children and 11.3 million economically active children in census 1991 the age group of 5-14 years. According to the census 2001 there were 12.6 million economically active children in the age group of 5-14 years. In latest census 2011 there were 12.6 million economically active children in the age group of 5-14 years. If we take the children up to 14, the total number of children in the workforce is 12.6 million almost same as previous census of 2001. But this census 2011 ignored the 32 million child workers in the ages of 15-19. It clearly shows vast bulk of 15-19 years olds have not completed 10th. So they have been in the work force before they turned 18. So if we added (15-19 years) workers as a child labour, totally 44 million child labours in our India now.

According to International Labour Organization (ILO), there are so many causes for child labour problem in India like Inadequate schools, Expense of schooling, children failed in school, Dropout and etc.

Because of the child labour problem, the literacy rate of children in India also going down. Total enrolment in primary classes (Class I to V) was 134.4 million in 2008-09 the latest year for which complete data is made available in the District Information System for Education (DISE) flash statistics collected by National University for Educational Planning and Administration (NUEPA). In VI to VIII the total enrolment had dramatically dropped to 53.4 million.

According to Joint Review Mission July 2011, (JRM) of the sarva Shiksha Abhiyan nearly 2.7 million children drop out of school every year. The development of India as a nation is being hampered by child labour. Children are growing up illiterate because they have been working not attending school.

Our Indian Government is taking more necessary steps to decrease the child labour problem, Already our constitution of India provide more protection for the children various articles prohibit the employment of children in factories Under Article 24 it has been stated that no child below the age of 14 shall be employed in any factory or mine or hazardous occupation or work. Article 45 provides for free and compulsory education for children up to 14 years.

Though RTE Act (2009) is available, child labour problem is evolving in our country, so only our Government introduces many schemes to increase the student's enrolment. This study is an attempt to find out the awareness of RTE among future teachers.

1.6 SCOPE OF THE STUDY

The purpose of any research in education is to contribute a valuable suggestion to the problem studied. A study without scope in terms of immediate application will remain mere intellectual exercise. Hence, the research topic should be selected in such a way that the result has direct or indirect impact on the present educational scenario. The present investigation aims at exploring the awareness of Right to Education Act among B.Ed students in Coimbatore district, which might help the Student Teachers, Teacher educators, Principals, Administrators, Policy makers and Parents to know the awareness of RTE Act and help in planning for better experiences and providing suitable environment to the learners.

The result of the study could help the individual student teacher to have a better awareness on his/her level of RTE Act. This awareness might help them personally as well as socially. Through this study the student Teachers can know the responsibilities and duties of teacher through RTE Act (2009). They can understand the policy maker's initiative steps towards quality Education. According to RTE Act, subsection (1) of section 23, Teacher Eligibility Test (TET) is one of the essential qualifications for a person to be eligible for appointment as a teacher in schools. So through this research, they get awareness of Teacher Eligibility test and prepare themselves while studying.

From this research finding, Teacher Educators get awareness of RTE Act and they discuss about this act with Student Teachers in the class. Teacher Educators can follow up the act and observe the changes in the act and share with college and students.

The school level management can understand the admission procedure, and teacher appointment procedures of RTE Act. From the guidelines of RTE Act, management authority can form the school committee.

Principal can understand the whole concept of a RTE Act through this research. Principal as of the education administrators may discuss this Act in the staff meeting and derive a plan to create more awareness among their Students Teachers with RTE awareness and motivate them to prepare for Teacher eligibility test, which is essential qualification of teachers according to RTE Act.

The district level administrators can understand the level of RTE awareness among student Teachers. It could help the district level administrators to re-structure the awareness programmes. They may conduct necessary training programmes and orientation courses for teacher educators and student Teachers to enhance the RTE awareness towards desirable direction. Through this research finding the state level administrators can understand the awareness level of RTE Act among the B.Ed students in Coimbatore district.

They may encourage the scholars through college of Education department to do more Research studies in RTE Act throughout Tamil Nadu state level administrators may suggest the suitable programmes and add-on courses regarding RTE Act to the state Government.

From this research report, the policy makers can understand the awareness level of student community awareness level of student community especially student teachers. So they can introduce new awareness programmes and modifying the existing one. They may add this act as a part of B.Ed curriculum.

The NGO plays a very important role in the child labour problem in India. They recover more children from the work field and send them to schools. This

research study may very helpful to the NGO's to understand the awareness level of RTE act among the student Teachers. The NGO's may provide funds to conduct more awareness programme in college of education.

Teachers always share their knowledge and information with others in the society. The principal, Teacher Educators, Student Teachers are share about this act with family members, friend and neighbours. Through this the parents can understand the concept of RTE act and send their children to the school without fail

Generally this research study has wider scope in helps to student teachers, head of the institutions, authorities, policy makers and society directly as well as indirectly.

1. 7 STATEMENT OF THE PROBLEM

The present study proposes, "A study on the awareness of Right to Education Act (2009) among the B.Ed student teachers". The importance of the RTE awareness process is predominant one. Teacher educators need to train B.Ed students with an adequate and positive awareness about RTE

1.8 OPERATIONAL DEFINITIONS OF THE TERMS

a) Awareness

According to dictionary of psychology by J. ATKINSON (1988), awareness is a state of knowledge or understanding of environmental or internal events.

b) RTE [Right to Education] Act (2009)

Ensure that every child has his or her right to get a quality elementary education, and that the state, with help of families and communities, fulfils this obligation.

This Right to Education Act officially notified in Government gazette in 2009 August 4

c) B.Ed Student teacher [Bachelor of Education]

Students those who are studying in undergraduate Teacher Education programme in India are called B.Ed student teachers.

After he/she is completed undergraduate teacher education programme they are eligible to serve as a teacher in schools.

1.9 OBJECTIVES OF THE STUDY

The objectives of this study are delineated as follows:

1. To find out the awareness of RTE Act among B.Ed students.
2. To investigate qualitatively the causes for securing highest / lowest scores in RTE awareness scale.
3. To suggest the future studies, over the awareness of Right to Education Act (2009).

1.10 HYPOTHESES OF THE STUDY

1. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of gender.
2. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of locality of residence (Urban and Rural).
3. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Govt and Aided).
4. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Govt and Self-finance).

5. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Aided and Self-finance).
6. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of student teachers (UG and PG).
7. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of residential status of student teachers (Hostellers and Days scholars).
8. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of parental qualification (Literate and Illiterate).
9. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of socio economic status (Above 10,000 and below 10.000).
10. There is no statistically significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of family (Joint family and Nuclear family).
11. There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of authority
12. There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of government.

13. There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of management
14. There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Level of Gender Knowledge
15. There is no statistically significant difference exist among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of teachers

1.11 DELIMITATIONS OF THE STUDY

The investigation has the following limitations

1. Within a limited time, it is not possible to conduct the research study in the entire TamilNadu. So the researcher has restricted the field of study in Coimbatore district.
2. The researcher selected B.Ed student teachers as samples for her study.
3. The number of B.Ed student teachers studying in Coimbatore district is large. Hence the researcher restricted the sample to 550 student teachers.

In spite of the above delimitations, sufficient care has been taken in selecting the samples, constructing the tool, gathering reliable data and applying appropriate analysis procedure etc.

1.12 ORGANIZATION OF THE CHAPTERS

The present investigation is described in five chapters. The first chapter deals, objectives of the study, need and scope of the study, definition of the problem and delimitation of the study.

The second chapter gives the review of related literatures; similar research studies done in India and abroad are also narrated.

The third chapter deals with the research design adopted which includes tools, sample, administration of the test and collection of data.

The fourth chapter deals with analysis and interpretation of the data. The results are tabulated.

The fifth and last chapter deals with the summary of findings, suggestions and recommendations and scope for further research in the same field.



Review of Related Literature

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature includes facts, concepts, theories and previous research findings and it is a part of research process. The researcher should undertake the survey of literature related to the problem because it is an eye opener for research work. Academic journals, Conference proceedings, Government reports, books published or unpublished thesis should be studied, depending on the nature of the study. It is a source for research work for collecting data, selecting appropriate statistical tools and analyzing and interpreting results. It should be remembered that one source, will lead to another. Thus the study of related literature is very useful research work.

According to George, J.Mouly, “An essential aspect of a research project in the review of related literature”. Such a review represented the third step of the scientific method outlined by Dewey and other educational philosophers.

Best (1978) defines review of literature as a “Brief summary of previous research and the writings of recognized experts provides evidence that the researcher is familiar with what is already known and with what is still unknown and untested.

Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done and provided useful hypothesis and helpful suggestions for significant investigation.

The purpose of this chapter is to reward briefly the findings of research studies carried out on various topics that are related to the problem under study.

An essential aspect of a research project is the review of that related literature. In the word of Good, “the key to the vast store house of published literature may open

doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for interpretation of results. In order to be truly creative and original one must read extensively and critically as stimulus thinking.

Review of related literature is an essential step in educational research. In reflective thinking, the second step is survey of already available data that should also be considered as a necessary step which would enable the researcher to base his rational argument for the justification of the study.

2.2 EXPERT VIEW ON REVIEW OF RELATED LITERATURE:

Best and Kahn (2006) stated, "Since effective research is based upon past knowledge" and "capitalizing on the reviews of expert researches can be fruitful" in a number of ways, the review of related literature is a crucial aspect step in any research."

In the words of Mouly (1970), "an essential aspect of any research project is the review of related literature."

P.M. Cook, (2005) "Research is an honest, exhaustive, intelligent searching for facts of their meanings or implications with reference to a given problem. The product of finding of a given piece of research should be an authentic verifiable and contribute to knowledge in the field studied."

2.3 MEANING OF REVIEW OF LITERATURE

The term 'review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study.

According to W.R. Borg (1983)

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else”.

According to Charter V.Good (1966)

“The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problems, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.”

2.4 NEED OF REVIEW OF LITERATURE

The review of literature is essential due to the following reasons.

1. One of the early steps in planning a research work is to review done previously in the particular area of interest and relevant are quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.
2. It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study.
3. It avoids the replication of the study of findings to take an advantage from similar or related literature as regards. To methodology, techniques of data collection, procedure adopted and conclusions drawn. He can justify his own endeavour in the field.

4. It provides as source of problem of study, an analogy may be drawn for identifying and selecting his own problem of research. The researcher formulates his hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the study can also be discussed at length.

The review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field.

2.5 PURPOSE OF THE REVIEW OF THE RELATED LITERATURE

It gives the ideas of the whole blue print of the thesis. It gives lot of information about thesis, its materials, tools used, evaluation that was made. This is will find out the general aim and purpose of the work, which is undertaken by the investigation.

- Complete survey of related literature given to the researcher's necessary insight into the problem. It enables him to put forth vigorously the reasonable for the study.
- It becomes an important part of the introducing chapter of the thesis.
- It helps to orient the readers with types of research that has been conducted in the field previously.
- It widens the horizon of the researchers.
- It suggests appropriate methods to tackle the problem under study.
- It helps avoiding unnecessary duplication of research of spotlighting the solution of the problem that the research desires to undertake.
- It provides basis for formulating valuable hypothesis.
- It helps to locate data that can be used comparative interpretation of results.

2.6 RTE (Right to Education) ACT

Ensure that every child has his or her right to get a quality elementary education, and that the state, with help of families and communities, fulfils this obligation.

2.7 THE BACKGROUND OF THE RIGHT TO EDUCATION ACT 2009

Free and compulsory education was quoted in the Directive Principles of the State Policy in Article 41 and 45 in part IV of the constitution. The National Policy on Education (1985) and Programme of Action (1992) highlight the resolve and focus highest priority for solving problems of children, dropping out of school and adopt an array of strategies to ensure retention of children in schools. Based on the recommendations of NPE, MHRD has taken a lot of initiatives for achieving the goal of 'Elementary Education to All' like DPEP, and Sarv shiksha Abhiyan (SSA). All the schemes launched by the Government have their own implications in infra-structure, teacher availability, teaching learning materials, girls education etc., despite all the efforts taken by the Government, there exists inequality in the 8 million children of 6-14 years. There are many barriers like illiteracy of parents, changes in policies, child labour, lack of awareness, inadequate community participation etc., impeding with the Universalisation of Elementary Education for the children of age 6-14 years. Based on the Article 28 of the UN Convention on the Right of the child (1989) and the judgment of the Hon'ble Supreme Court of India in 1993 in the case of Unnikrishnan, Vs Andhra Pradesh State, the 86th Amendment of the constitution was undertaken in December 2002. Subsequently, a first draft of the Free and Compulsory Education for Children Bill, 2003 was prepared and posted on the website in October, 2003, inviting Comments and suggestions from the public at large. Taking into account the suggestions received on this draft of the Bill entitled, 'Free and Compulsory Education

Bill, 2004' was prepared. The CABE committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. Later, the RTE Act, 2009 came into existence after the approval of the parliament and presidential assent. The Act mandates proactive actions of the State, various stakeholders, parents, community on education of every child of 6-14 years.

2.8 UNIQUENESS OF THE ACT

- RTE Act is unique in mandating to provide all educational facilities to children of the age 6-14 years.
- The responsibility of providing compulsory elementary education lies with the Government rather than parents.
- The Act prescribes quality parameters of teachers, school, pedagogy, evaluation for providing quality elementary education.
- The Act recommends community participation in preparing school development plan, monitoring and supervision of all activities of school.
- Extending the possibility of students to get admitted in school according to his / her age anytime in a year.
- Providing special training to such students admitted in school according to their age to empower them to be on as per with other students.
- Reserving 25% of seats for the students belonging to weaker sections and disadvantaged sections of the society in unaided private schools.
- The Act prohibits Board examination up to the completion of elementary education.

2.9 INITIATIVES TAKEN BY THE GOVERNMENT OF TAMIL NADU IN IMPLEMENTING RTE ACT

- DTERT organized a series of workshops to orient the various stake holders of education department like Directors, Joint Directors, CEOs, CEOs (SSA), DIET Principals, DEOs, DEEOs, and IMS, Faculty members of DIET and AEEOs and AAEEOs on RTE Act.
- A one-day meeting on RTE Act was organized exclusively for Principal Secretaries and Secretaries of all Departments of the Government of Tamil Nadu. Ms. Anita koul, Joint Secretary, MHRD oriented the officials on various aspects of RTE Act.
- G.O. (Ms) No.173, School Education (c2) Department, dated: 08.11.2011. Was released notifying Tamil Nadu Right of Children to Free and Compulsory Education Rules, 2011 for the effective implementation of the Act.
- The State Government have released a set of Government Orders regarding admission of students including 25% children in unaided schools, maintenance of Teacher Public Ratio, formation of State Child Rights Commission, Prosecution of offences under the RTE Act, completion of education, notifying authority, reimbursement of per child expenditure to the unaided schools and conduct of Teacher Eligibility Test

2.10 FREQUENTLY ASKED QUESTIONS (FAQs) ON THE RTE ACT 2009 BY DIRECTORATE OF TEACHER EDUCATION RESEARCH AND TRAINING, CHENNAI

The following FAQs are useful in creation of awareness among student teachers, teacher educators and middle level educational administrators.

Right to Free and Compulsory Education Act

1. When was the first demand for RTE made in the country?

Gopala Krishna Gokhale moved in the Imperial Legislative Council on 18th march, 1910 for seeking provision of “Free and Compulsory Primary Education” in India.

This initiative must however be seen as part of the following sequence of events:

2. How the original Article 45 of the Constitution was arrived at?

1946: Constituent assembly began its task

1947: Kher Committee set up to explore ways and means of achieving Universal Elementary Education within ten years at lesser cost.

1947: Constituent Assembly Subcommittee on Fundamental rights places free and compulsory education as a fundamental right of children.

3. Brief the demands of Compulsory education on list of Fundamental Rights?

“Clause 23 – Every citizen is entitled as of ... right to free primary education and it shall be the duty of the State to provide within a period of ten years from the commencement of this Constitution for free and compulsory primary education for all children until they complete the age of fourteen years.”

1947 (April): Advisory Committee of the Constituent Assembly rejects free and compulsory education as a fundamental right (costs being the reason).

Sends clause to list of “non - justifiable fundamental rights” (later termed as ‘Directive principles of State Policy).

Article 45 of Directive principles of state policy accepted, “the state shall endeavour to provide within a period of 10 years from the commencement of

the constitution; for free and compulsory education for all children and till they complete the age of 14 years”.

1949: Debate in Constituent Assembly Removes the First Line of ‘Article 36’...

“Every citizen is entitled as of right to free primary education and it shall be the duty of the State to...” and replaces it with “The State shall endeavour to...”

The Article 21 refers ‘the citizens of this country have a fundamental right to education’. This right is however, not an absolute right and his right to education are subjected to the limits of economic capacity and development of the state. The Article 21 A of the constitution inserted ‘Right to education’ and focussed, ‘the state shall provide free and compulsory education to all children of the age of 6 to 14 years’.

4. What did the Supreme Court have to say?

The Supreme Court in 1993 held free education until a child completes the age of 14 to be a right (Unnikrishnan and others vs State of Andhra Pradesh and others) by stating that: “The citizens of this country have a fundamental right to education. The said right flows from Article 21. This right is, however, not an absolute right. Its content and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age of fourteen years. Thereafter his right to education is subject to the limits of economic capacity and development of the State.”

5. What is the 86th Amendment?

Spurred by the Unnikrishnan judgment and a public demand to enforce the right to education, successive governments from 1993 worked towards bringing a constitutional amendment to make education a fundamental right.

That led to the 86th amendment in December 2002 which inserted the following articles in Constitution:

- a. Insertion of new article 21 A – After article 21 of the Constitution, the following article shall be inserted, namely: - Right to education.

“21A. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

- b. Substitution of new Article for Article 45 of the Constitution, the following shall be substituted, namely:-

Provision for early childhood care and education to children below the age of six years.

“Article 45. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.”

- c. Amendment of Article 51A- In article 51A of the Constitution, after clause (J), the following clause shall be added, namely:-

“(k) Who is parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”

6. What are the unique factors of this Act?

This Indian Act is unique from amongst such Acts from many other countries for the following reasons:

- The definition of ‘free’ that goes beyond tuition fees
- The ‘compulsion’ being on the governments rather than on parents
- The stress on ending discrimination, and inclusion
- Prescribing quality principles for the teaching-learning process

- An external constitutional body for monitoring the Act
- Defining minimum norms and standards for the school
- An external constitutional body for monitoring the Act
- Addressing the emotional, stress and anxiety issues of children

The Act is also momentous since it took over a hundred years to bring it in. If we take 1857 war as the milepost for the fight for India's independence, it took ninety years, up to 1947, for that to become a reality. But for the Right to Education, it has taken a decade longer, sixty two of those years being after the nation became independent. That gives the Act a very serious historic significance.

7. What has the RTE Act 2009, come into effect?

The Right of children to free and compulsory Education Act-2009 (Central Act 35 of 2009) have come into effect from 1st April 2010.

8. What Right does the Act provide?

Every child of the age 6 to 14 years shall have a right to free and compulsory admission, attendance and completion of education in a neighbourhood school. A child with disabilities shall also have the right to pursue free and compulsory elementary education up to age of 18 years.

9. Who has issued guidelines for the implementation of the Act?

School Education Department, Government of Tamil Nadu prepared guidelines on the lines of the model guidelines issued by Ministry of Human Resource Development.

10. What are the areas covered under the Act? Or where does the Act extend to?

The Act shall extend to the whole of India except the state Jammu and Kashmir.

11. What are the Rules issued by the State Government called?

The Rules may be called the Tamil Nadu Right of children to free and Compulsory Education Rules, 2011. (G.O.(Ms.)173, dated 08.11.2011). it is issued based on the powers conferred by subsection (1) of section 38 of Right of children to free and compulsory education Act, 2009 (central Act. 35 of 2009), the Government of Tamil Nadu makes the rules.

12. What is the implication of 'free education'?

'Free Education' is often meant to imply waiver of tuition fees, since the poor families are often not able to meet the other expenses needed for education. It includes textbooks, uniforms, transportation, support materials for disabled children (hearing aids, spectacles, Braille books, crutches) or even the library and laboratory fee.

13. What is meant by compulsory education?

It refers to compulsory admission, attendance and completion of elementary education. The implication is that if a child in the age group 6 to 14 years is working at teashop, home etc., when the school is functioning, the government is violating his / her fundamental / right. It is the duty of State Government to ensure that all children attend school and complete their elementary education.

14. When do you mean by 'Extent of School's responsibility for free and compulsory education?

All Private Schools (the sub clause iii & iv of clause (n) of section 2) shall provide and admit in class I to the extent of at least 25% of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.

15. What does the 'Appropriate Government' mean?

Appropriate Government means the Central Government, State Government and Union Territory which establishes, own or control the functioning of schools.

16. What does 'Capitation Fee' mean?

'Capitation Fee' means any kind of donation or contribution or payment other than the fee notified by the school.

17. Who come under 'Child belonging to disadvantaged group'?

As per G.O.(Ms) No.174, School Education (C2) Department, Government of Tamil Nadu (Notification-I). Dated 08.11.2011, child belonging to disadvantaged group means a child-who is an orphan or affected with HIV or a transgender or a child of a scavenger in addition to the definition given in the Act i.e., A child belonging to SC, ST, Socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor.

18. Who come under 'child belonging to weaker section'?

As per G.O. (Ms) No.174, School Education (C2) Department, Government of Tamil Nadu (Notification-III), dated. 08.11.2011, child belonging to weaker section means a child belonging to such parents or guardians whose annual income is lower than Rs.2, 00,000/- (Rupees Two lakh only).

19. What does 'Parent' mean?

'Parent' means either the natural or step or adoptive father or mother of a child.

20. What does 'guardian' mean?

'Guardian' in relation to a child means, a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or statute.

21. Can a child be prevented to pursue schooling if it does not pay any fees or charges?

No. No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education under the sub-section (i) or section 3 of the Act.

22. Can a child above six years of age take claim to get admission in a school?

Yes. Under the section 4 of the Act, a child above six years of age who has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in class appropriate to his or her age.

23. What provision is available to children admitted in age-appropriate class?

The children admitted in age-appropriate class have a right to receive special training. The special training shall be based on specially designed learning material approved by the academic authority.

24. Who will identify the children requiring special training? Who will offer such special training to children?

The School Management Committee shall identify the children requiring special training. The teachers working in the school or by teacher specially appointed for the purpose will offer the special training.

25. Where will the Special Training be held?

The special training will be held in the premises of the school or through classes organised in places identified by the Head Teacher.

26. What is the duration of the Special Training?

The duration of the special training shall be for a minimum period of three months which may be extended up to two years based on periodical assessment of learning progress of children.

27. What is the purpose of organising special training to children?

The purpose is to integrate the children with the rest of the class academically and emotionally.

28. Who will provide special training to out of school children admitted in unaided school?

The SSA will provide special training to out of school children and main stream them in age appropriate class.

29. Can a child seek transfer to any other school?

Yes. If there is no provision for completion of elementary education in a school a child shall have a right to seek transfer to any other school excluding the school specified in sub-clause (iii) and (iv) of clause (v) of section 2, for completing his or her elementary education.

A child can seek transfer to any other school of he / she is required to move from one school to another either within a state or outside, for any reason, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clause (iii) and (iv) of clause (v) of section-2, for completing his or her elementary education.

30. What are the documents which can be produced as proof of age of children for admission?

1. Birth certificate of child issued under the Births, Deaths and marriages Act, 1886 (Central Act VI of 1886) or
2. Hospital or Auxiliary Nurse and Midwife (ANM) register record or.
3. Anganwadi record.
4. Declaration of the age of the child by the parent or guardian.

31. How long the period of admission in a school is extended?

The admission in a school is extended for six months from the date of commencement of the academic year.

32. Is there any assistance give for a child admitted after the extended period?

Yes. When a child is admitted in a school after the extended period, in an age-appropriate class he / she shall be eligible to complete studies with the help of special training (bridge course) as determined by the state Government.

33. Can the delay in producing TC be a ground for either delaying or denying admission for a child in a school?

No, delay in producing TC shall not be a ground for either delaying or denying admission for child in a school.

34. Can a Head Master delay the issuance of TC to a child?

No, Head Master cannot delay the issuance of T.C. in the absence of the Head Master, in-charge of the school must issue T.C. in the case of delay Head master / in-charge shall be liable for disciplinary action under the service rules applicable to him or her.

35. What are the challenges in implementing RTE?

The main challenges in implementing RTE 2009 are viz.

- Ensuring 25% reservation in admission of children who hail from EWS or disadvantaged groups at the entry level either in L.K.G. or Std I.
- Admission of children in age-appropriate classes and offering special training (Bridge course).
- Streamlining Recognition or Un-Aided schools.
- Establishing School Management committees with due representation from parents.

36. Why parents can't be held responsible for sending children to schools?

In a country like India where such a large majority of parents are poor, migrate for work, do not have support systems, putting compulsion on them, with punishment, would imply punishing them for being poor-which is not their choice. As the well-known educationist J.P. Naik once jocularly remarked, if parents are sent to jail for not sending their children to schools, there may be more parents in jails than children in schools!

37. If parents don't send children to schools, what should be done?

Section (10) of the Act makes it the duty of the parents to ensure that their children go to schools, without prescribing any punishment. This implies that SMC members, local authorities and community at large must persuade reluctant parents to fulfil their duty. For child labour and street children, the government would have to ensure that they are not compelled to work and provide schools for them, perhaps residential in many instances. Parents and communities who traditionally forbid their adolescent girls from going to school, or indulge in child marriage would have to be persuaded, or the child marriages act would need to be invoked against them. Civil society interventions would be crucial here.

38. Does the Act target only weaker sections?

No, it is universal. Any child who is a citizen of India, rich or poor; boy or girl; born to parents of any caste, religion or ethnicity shall have this right. If a rich parent decides to send his / her child to a school owned by the government / local authority, that child would also have a right to all the free entitlements. Only those children who are sent by their parents to a school that charges fees (private aided / unaided) will surrender their right, as per Section 8(a) of the Act, to free entitlements; they cannot claim reimbursement from the government for their educational expenditure (except for the obligatory 25% quota for children of disadvantage groups and weaker sections to unaided schools).

39. Have the disabled children been adequately addressed in the Act?

There are deficiencies in the Act as it was passed in August 2009 in relation to children with disabilities. They should have been included in the definition of disadvantaged groups, but were inadvertently left out. The Act says that their education shall follow the provisions of the Disabilities Act 1996, but that Act has deficiencies in as much that it does not include mental disabilities. The central government has acknowledged these lacunae and promised to bring appropriate amendments in the Budget 2010 session of Parliament, as also to amend the Disabilities Act 1996 appropriately.

40. Would home based education to the severely disabled come within the purview of the Act?

No, As the Act stands, education would be inclusive for all categories of disability, including sever and profound. Attempts must be made by the state to educate differently - abled children in the formal schools.

41. What about children not in schools right now?

The Act, at Section 4 lays down that all children who are out of school, as never enrolled or drop outs (in the 6-14 age group), would have to be admitted in age-appropriate class in regular schools, and they would have a right to complete elementary education even after crossing age 14.

42. Can children actually be made equal to age-appropriate class in two years?

Pioneering work by groups like the MV Foundation has shown that it is indeed possible to do so. However certain flexibility could be used after the duration of special training. If a child after completing special training is 13 years old and should be in class 7 by the age-appropriateness criterion, but the teacher / school feels that it would be better for the child, in terms of coping, to be in class 6, they could advise the child / parents accordingly.

43. What if children are admitted in Std I after age 6 and complete VIII Std after 14 years?

They would have the right to get free education till they complete class 8, even if they exceed age 14. This would apply, for example, to a 13 year never enrolled child who may take 5 years to complete class VIII, up to the age of 18 years, or more.

2.11 DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

44. What are the duties of appropriate Government?

- a. Provide free and compulsory elementary education to every child.
- b. Ensure availability of a neighbourhood school.

- c. Ensure the child belonging to weaker section and disadvantaged group and they are not discriminated against and prevented from pursuing and completing elementary education on any ground.
- d. Provide infrastructure, school building, teaching staff and learning materials.
- e. Provide special training facility.
- f. Ensure and monitor admission, attendance and completion of elementary education by every child.
- g. Ensure good quality elementary education conforming to norms and standards specified in the schedule.
- h. Provide training facility for teachers.

45. What do you mean by “Neighbourhood School”?

It refers to the area at limits of neighbourhood within which a school shall be established by the State Government. It is a distance of once kilometre in respect of children in classes I to V and it is of 3 kilometer in the respect of children in classes of VI to VIII.

46. What are the facilities made available by the State Government in the absence of neighbourhood school?

When it is not possible to establish a school within the limits of neighbourhood prescribed by State Government (as of one km to Primary and 3Kms to Upper Primary), and children from small hamlets, the State Government shall make adequate arrangements for free transportation and residential facilities for providing elementary education.

47. When will the State Government relax the limits of neighbourhood?

The State Government shall locate the school and relax the limits of neighbourhood in places with difficult terrain; risk of Landslides, or lack of proper roads and approach from their homes to the school.

48. How do you locate the neighbourhood school?

The local authority in consultation with Assistant Elementary Education Officer or District Education Officer shall locate the neighbourhood school through 'School Mapping'.

49. Who will submit the proposal of financial assistance to MHRD for free and compulsory education?

The State Government shall prepare annual estimates of capital and recurring expenditure for the implementation of provisions of the Act. It is also based on the existing level and standards of the education systems. The prepared proposal shall be submitted to MHRD.

50. Who will bear RTE related expenses?

A sharing pattern will be arrived at through mutual negotiations between the Central and State Governments. The sharing pattern will need to be reviewed and recommended 75:25 between the centre and the states.

51. Who will maintain the records of Children?

The local Authority will maintain a record of all children in its jurisdiction through a household survey from their birth till they attain the age of 14 years and of children with disabilities till they attain the age of 18 years.

52. What are the records to be maintained by Local Authority?

The records of every child to be maintained, include
Name, Sex, Date of birth and place of birth.

Name, Address and occupation of parent or guardian.

School anganwadi centre that the child attends.

Parent address of the child.

Class in which the child is studying and if the education is discontinued, the cause for such discontinuance.

The child belonging to weaker section or disadvantaged group.

53. How will children of migrant families receive education?

There are two options. If children migrate with parents particularly shall children, the schools in the migrated areas have to admit all children even if they cannot produce Transfer Certificates. Or if the parents demand that their children be given education in their native place while they are away for work, appropriate Government / Local Authorities shall have to ensure the availability of free residential schools for them.

54. Whose responsibility is to ensure children particularly of the disadvantaged groups are not discriminated against?

Legally it is the responsibility of State Government, Local Authorities and the schools monitored by the SMCS / Civil society groups and the National Commission for Protection of Child Right and the State Commission for protection of Child Rights.

55. Who will decide the academic calendar of the school?

The Local Authority has the right to do so. This will open up the possibility of decentralized school calendars suitable for local conditions.

56. What does pre-school education mean?

1. It refers to 'readiness programme' to prepare children above the age of 3 years for elementary education.

2. The State Government will make necessary arrangements for providing free pre-school education.
3. For areas where there are no anganwadi or balwadi centres, efforts should be made to provide Free Pre-School Education in the neighbourhood school itself.

57. On whom does 'compulsion' of providing free and quality education lie?

As per Section 8 (explanation) (1) and (2), the state is compelled to provide free education and ensure compulsory admission, attendance and completion of elementary education. The implication is that if a child in the age group 6-14 is working at a tea shop, agricultural field and so on, cooking at home or simply wandering around when the school is functioning, the government is violating his / her fundamental right. It is the government that must ensure that all children are attending school and complete elementary education. This violates both RTE Act, 2009 and child labour Act 1986.

58. Can the norms and standards (schedule) be improved or changed?

Yes, and that shall not require a parliamentary amendment. As per Section 20 it can be done by the central government through a notification. Most likely, the National Advisory Council shall be assigned the task of reviewing the schedule periodically.

59. What kind of a school is envisioned under RTE Act, 2009?

The Act lays down minimum norms and standards for all schools, government and private, through a mandatory schedule. This includes number of teaching days per year, number of teaching hours per day, number of rooms, availability of Teaching Learning Materials, library, toilets, safe drinking water,

playground, kitchen for mid-day meals, Pupil Teacher Ratio, subject teachers in classes 6 to 8, part time art, work and physical instructors and so on.

60. Why is 'neighbourhood school' not defined in the Act? Why leave it to Rules?

To ensure that instead of a rigid national norm, the states define it in terms of their geographical, social and cultural realities. The Model Rule (4) indicates these realities, like difficult terrain, risk of landslides, floods, lack of roads, and in general, danger to young children where the 1 km and 3 km norm could be reduced.

61. Is there a financial estimate for the Act? Why it was not attached when the Bill was introduced in the Parliament?

Financial estimates made by the National University for Education Planning and Administration suggest that an additional 1.71 lakh crore rupees (about thirty four crore rupees per year) shall be required to implement the Act in the next five years. Since the Bill was introduced in the Rajya Sabha first, a financial estimate was not attached (only a financial memorandum was which committed funds from the consolidated funds of the government). With an attachment of financial estimates, the Bill would have had to be introduced in the Lok Sabha first (as a money Bill), where it would have lapsed since it was not passed before the end of the term of the last Lok Sabha. MHRD has recently revised the NUEPA figure of 1.71 lakh crore rupees to 2.33 lakh crore rupees for five years, taking in to account the previous deficit of teacher recruitment under SSA, when the Act had not come into force.

62. Who will ensure good quality education?

The governments and the academic institutions under them, like the NCTE, NCERT, SCERTs and so on, by ensuring that the norms and standards of the

schools are adhered to within three years, all teachers are professionally trained in a maximum, of five years, curriculum, content and process follows principles laid out in Section 29, a comprehensive and continuous evaluation system is in place, and children learn in an atmosphere free of fear, anxiety and trauma. The governments would be well advised to seek collaboration from university education departments and civil society groups that have experience in quality elementary education in this effort. These would be monitored by the NCPCR / SCPCRs and civil society institutions.

In addition, as per the model rules 21(3), the appropriate governments must undertake systemic quality reviews periodically through institutions of renown, which are not confined only to testing children's achievement scores, but include assessment of teacher quality, curricular issues, social discrimination, infrastructure and other parameters that impact on quality. The involvement of institutions of higher learning on a continuous basis would be critical in this respect.

2.12 RESPONSIBILITIES OF SCHOOLS AND TEACHERS

63. What is the norm for the reimbursement of per-child expenditure?

The per child expenditure shall be the expenditure incurred by the State Government for a child in the Government School or the fee fixed by the committee constituted under Tamil Nadu Schools Act 2009 in respect of the School where the child is admitted whichever is less.

64. When and who will reimburse the amount?

The local authority shall sanction the reimbursement amount for each academic year in 2 instalments namely in the month of September and March after

verifying or cause to be verified the enrolment of those students and their continuous attendance in school.

65. How does the reimbursement amount be cleared?

The reimbursement amount shall be made through electronic clearance system in the separate banks account maintained by the school for the purpose.

66. What does the 25% Quota obligation of private schools imply?

All private, unaided schools and specified category schools have to reserve minimum 25% seats of the entry class at pre-school level or in class I for the children from disadvantaged groups and economically weaker sections from their neighbourhoods for free and compulsory elementary education every year. As per the State Rule, the neighbourhood limit can be extended if the number is not filled up within the customary 1-Km distance with prior approval from the Government.

67. What does the 25% Quota obligation to aided schools imply?

The private aided schools have to admit children from disadvantaged groups and economically weaker sections from the neighbourhood, in the proportion of aid they receive from the government, in the entry level class each year, and will not receive any extra reimbursement for these children. For example if the total annual contribution from the government to an aided school is 70% of its total recovering expenditure for a particular year, it will have to admit children proportionate to the aid in the entry level class that year.

68. How will the private and aided schools be reimbursed by the Government for the reserved Quota?

For the reimbursement of the cost towards 25% reservation, the State Government will work out its per-learner cost by adding up all the recurring

costs it incurs in one year from its own and central funds including midday meals and divide it by all the children enrolled in its schools. It will reimburse the unaided schools admitting 25% children at this rate or the fee of the school whichever is less.

69. What does 'Screening Procedure' mean?

Any test or interview / interaction of the child or interview of parents for the purpose of admission are termed as screening procedure. Section 2(0) along with section 13(2) (b) prohibits any of these screening procedures and calls for only random procedures to be used for admitting a child to school.

70. What do you mean by 'Random Procedure'?

Random Procedure implies that if the number of children applying to a school exceeds the available seats, an open lottery system or any other random selection process will be used to fill the seats.

71. What is meant by 'Capitation fee'? Is it punishable?

'Capitation fee' is the money or donation or material charged from the child or parent on admission other than tuition fee prescribed for the standards. No school or person shall collect any capitation fee while admitting a child and it is punishable. If any school receives capitation fee shall be punishable with fine which may extend to ten times the capitation fee charged.

72. Can lack of proof of age be the basis of denying admission?

In the absence of birth certificate issued under the Births, Deaths and marriages Registration Act 1886, any one of the following documents shall be deemed to be proof of age of child.

1. Hospital or Auxiliary Nurse and Midwife register Record.
2. Anganwadi Record.

3. Declaration of age of the child by parent or guardian.

73. Is it true that no child can be expelled or failed?

Yes, no school, government or private can detain or expel any child at elementary stage. The Delhi High Court has already given a verdict in this regard on the basis of the Act. (April 7-2010) against Saint Xavier's schools Delhi. (Sec G.O.Ms.No.189, Para / Dated 12.07.2010).

74. Is the Physical / Mental harassment banned?

Yes, no child shall be subjected to physical or mental harassment in the school. It is totally prohibited and who ever contravenes the provisions, it shall be liable to disciplinary action under the service rules applicable to such person.

75. What will happen to the persons running school without recognition?

Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition shall be liable to fine which may extend to one lakh rupees and in the case of continuing contraventions to a fine of ten thousand rupees for each day during which such contravention continues.

76. What does the relaxation period for the schools to conform the norms & standards?

The schools which do not conform to the norms, standards and conditions mentioned in the rule 12, (1) shall be listed by the competent authority through a public order. Such schools may request the competent authority for an on-site inspection for grant of recognition at anytime within the next 3 months.

77. How do we apply for the grant of recognition of school?

Any person who intends to establish a school shall apply to the competent authority in from-I for obtaining a certificate of recognition. The applicant shall in addition to the norms and standards specified in the schedule fulfil the following conditions before making an application for recognition.

- a. Fee structure: The applicant shall give a declaration that the school will collect the fee fixed by the committee constituted under the Tamil Nadu Schools Act 2009.
- b. Minimum infrastructure facilities: The schools seeking recognition shall comply with the norms and standards regarding the land and other requirements stipulated in the schedule.
- c. Other facilities: Number of teachers to be employed, nature of building and facilities to be provided, teaching, learning equipment, library, play material, sports equipments should be made available in the school shall be in accordance with the norms and standards specified in the schedule.

78. Who is the competent authority to get recognition of school?

Every school other than a school specified in sub-clauses i and ii of clause (or) of section. 2 shall make a self-declaration to the competent authority. It means

1. The Joint Director, Directorate - In the case of schools having classes I to V
Of Elementary Education Or schools having classes I to VIII.
2. The CEO of the Director – In the case of minority schools having
Classes LKG to V
3. The Joint Director (Secondary - in the case of minority schools having
Education), Directorate of School classes I to X. Or VI to X.

Education

4. The CEO of the District - in the case of nonminority schools
Having classes I to X. Or VI to X.
5. The Joint Director, Directorate - In the case of matriculation schools.
Of Matriculation Schools
6. The Joint Director (Secondary - In the case of Anglo Indian Schools.
Education), Directorate of School
Education

79. Do the norms and standards of a school apply only to Private Schools?

No, all schools must adhere to the norms. As per section 19. (1). No school be established (by the Government) or recognized (Private), if it does not fulfil the norms and standards prescribed by the Act.

80. Are all schools required to have SMCs?

All the Government, Aided and Special category school have to constitute SMCs as per section 21 of the Act. Since Private Schools are already mandated to have management committees on the basis of their trust / society registrations, they are not covered by section 21.

81. How will the SMCs be formed?

- A school management committee shall be constituted in every school, other than unaided schools, will not less than nine members within its jurisdiction within six months of the appointed date and reconstituted every two years.
- No member other than Ex officio member shall serve as a member shall serve as a member of the committee for more than 2 terms

- 75% of the strength of said committee shall be from amongst parents or guardians of children with proportionate representation to the parents or guardians of children belonging to disadvantaged growth and weaker section.
- The remaining 25% of the strength of said committee shall be from amongst the following persons.
 - 1/3 members from the selected members of local authority.
 - 1/3 members from amongst teachers from the school, to be decided by teachers of the school.
 - 1/3 members amongst local educationists or children in the school to be decided by the parents in the said committee.
 - 50% of the members of the committee shall be women.

82. What is the tenure of SMCs to prepare school development plan?

The committee shall prepare a school Development plan for every 3 year period comprising of 3 annual sub plans.

83. What particulars that SDP should contain?

The SDP shall contain the following details:

1. Estimates of class wise enrolment for each year
2. Requirement over 3 year period of the number of additional teachers including Head teachers, subject teachers and part time teachers for classes I to V, and VI to VIII as per the norms specified in schedule.
3. Physical requirement of additional infrastructure and equipments over 3 year period (as per schedule)

4. Additional financial requirement over 3 year period in respect of (283) above, for providing special training. Entitlements of children such as free text books, I uniforms and other financial requirements.

84. Who will sign the SDP?

The SDP shall be signed by the Chairperson and convener of the committee and submitted to the local authority before the end of financial year.

85. Does the Act define a Teacher?

Any person possessing minimum qualification as laid down by an academic authority, authorized by the State Government shall be eligible for appointment as a teacher.

86. What are the duties to be performed by Teachers as per Act?

The teacher appointed shall perform the following duties.

- Maintain regularity and punctuality in attending the school.
- Conduct and complete the curriculum within specified time.
- Assess the learning ability of each child and supplement additional instruction if any required.
- Hold regular meetings with parents and appraise the student's ability to learn, regularity and progress made.
- Participation in the Training Programmes.
- Participation in curriculum formulation and Syllabi.
- Development of textbooks and training module.

87. Is Private Tuition banned for all teachers?

It is banned for all teachers working in Government or Private Elementary Schools, since, this act does not apply to Secondary School Teachers, and the ban on tuitions under this Act shall not extend to them.

88. What is the minimum Qualification to become a teacher?

In addition to the prescribed academic qualification, the Teachers recruited for elementary segment should have passed the Teacher eligibility Test (TET) to be conducted by the appropriate Government in accordance with guidelines framed by NCTE.

89. What are the State rules for recruitment of teachers?

The Government of Tamil Nadu issued the orders for recruitment of secondary grade and B.T. Teachers as follows:

1. In respect of SGT, the state-wide seniority in employment exchange registration will continue to be followed till the disposal of SLP filed in the Supreme Court India.
2. In respect of graduate Assistants, in all middle, High / Higher Secondary Schools selection through written exams in accordance with the guidelines framed by NCTE will be followed.
3. The TRB is designated as Nodal Agency for conduction TET and recruitment of teachers.

90. What are the important regulations for private schools under RTE Act 2009?

They will have to adhere to the norms and standards prescribed by the schedule and have three years to do so. Their teachers shall also be required to have the nationally prescribed teacher qualifications, within five years. They will have to get recognition within the three year period; if they don't have recognition after three years, they cannot function, and heavy fines will be imposed on them if they do. They cannot take tests or interview children or parents for giving admission; all admissions have to be based on random selection and violations will lead to financial punishments. They must announce at the

beginning of the term the fees they will charge, after that they cannot ask for other charges during the year (capitation fees).

91. Will the universal promotion policy affect the quality of learning?

This is a common perception since it is difficult to see beyond the centuries old custom and culture of failing and expelling children. That the learning level of a child who is punished by failure at any time in the elementary stage shall improve the next year has no educational or research backing. If at all, the social stigma of failure, particularly for a child coming from a poor home is more likely to ensure that the failed child shall drop off from the next year. It is a method to weed out children who are harshly judged for being 'weak' or 'dull', which may have a lot to do with the learning environment of the school, the psychological and coping stress on the child, rather than any innate deficiency in the child. More often, failure and expulsion of the child hides the deficiencies of the learning environment of the class room. That is why the CCE, which continuously monitors the learning levels of the child and helps in timely intervention is far superior educationally to annual or board examination based punishments of failure and expulsions.

92. What about salaries of teachers?

These too are within the purview of the state governments and are to be prescribed by them. The Model Rule 18 (3) however lays down the principle that salaries and other benefits of teachers, including those handling out-of – school children, shall be that of regular teachers, and at par for similar work and experience.

93. What if the teacher remains absent or does not teach properly?

Disciplinary action can be taken against the teacher (Section 24(2)). Under Model Rules 18(2) (a), it is prescribed that the service rules of teachers should mandate the accountability of teachers to the School Management Committees.

94. How long do governments have to ensure the PTE as given in the schedule?

There is a certain ambiguity about this in the Act. Section 25 (1) says that the PTR ratio shall be maintained in each school within six months of notification of the Act. However for implementing the schedule of norms and standards of the school, that prescribes the PTR ratio, a three year time period has been given.

95. Why not disallow election duties of teachers since they take away a lot of teacher time?

Though the Act recommends avoidance of non-academic duties for Teachers, Election work has been upheld by Supreme Court and teachers cannot be exempted from it.

2.13 CURRICULUM, CONTENT AND PROCESS

96. Who lays down the curriculum and evaluation procedure for elementary education?

The academic authority specified by the State Government (Common School Board).

97. Up to which point of time every child is not required to take any Board Examination / Annual Examination for promotion to a higher class?

Every child is not required to take public examination till the completion of Std VIII.

98. Why is completion certification essential at the end of Std VIII?

Students who study in middle schools need to take a certificate to pursue Std IX in a neighbourhood High / Higher Secondary School. Besides, migrating children need certification at the end of Std VIII to continue their secondary education in the new school.

99. Each child has a right to learn free from fear, trauma and anxiety about the evaluation process. As formative evaluation ensures assessment of children without their own knowledge, students would enjoy schooling process much better, besides, CCE insists on “No pass no fail” only grades. This unique evaluation process respects children’s skills in co-scholastic areas as well. Thus, CCE is relevant to RTE.

100. What is the recommended medium of instruction under RTE Act?

Under RTE Act, Education ought to be given as far as possible, in the child’s own mother tongue.

101. How long a child is guaranteed of free and compulsory quality education?

A child is guaranteed of free and compulsory quality education till he / she completes elementary education (i.e.) Std VIII.

102. Who is the academic authority of Tamil Nadu as per RTE Act?

The State Common Board of School Education is the academic authority of Tamil Nadu as per RTE Act.

103. How can a School ensure acquisition of required skills for students who are in a different age group say above the age of 6 in Std I and above the age of 8 in Std II?

When a child is admitted directly either in Std II or any other class appropriate to his / her age, special training must be provided to the child in order to be at par with others.

104. A leading private school recognized by the State is complained of collecting capitation fees at LKG. Where should one lodge a complaint for redress?

If the Private School is affiliated to the State Common Board, the Directorate of Elementary Education should conduct an enquiry and initiate proceedings of withdrawing recognition accorded to the Institute for nursery classes, if the initial warnings are not taken notice of.

But if the school has I to X classes under Matriculation banner, then the Directorate of Matriculation Schools needs to take disciplinary action against such a school.

105. Who is called the “Local authority”?

The AEEO for class I to VIII and DEO for class VI to XII are called local authority. They are the competent officers to address grievance lodged against violation of RTE.

106. What is the duration of time earmarked for a local authority to act on a complaint against violation of RTE? Why?

The local authority may take three months to take action on a complaint against violation of RTE. The duration of 3 months is given for hearing the grievances of both the parents and the school management as well.

107. Who are the members of the State Advisory Council?

School Education Minister is the Chairman of the Council. SPD, SSA is the member secretary of the Council. School Education Secretary, DSE, DMS, DEE, DTER, DGE and some of the eminent educationists.

108. Who is competent of prosecute offences committed by school managements of Elementary, Nursery and Pre-Primary Schools in violation to RTE Act?

Director, Elementary Education.

109. Who is authorized by the State to take against erring High and Hr.Secondary Schools?

Director, School Education

110. Who is competent to punish offenders against RTE in Matriculation Schools?

Director, Matriculation School.

111. Who is authorized to take disciplinary action against violation of RTE Act in Anglo-Indian Schools?

Director, School Education.

112. Who is the appellate authority to receive and Act on complaint against violation of RTE in Schools under Directorate of Backward, and Most backward classes?

Director of Backward, Most Back Ward Classes.

113. Who addresses issues pertaining to violation of RTE Act in welfare schools?

Director of Social Welfare.

114. What is the process of selection of 25% students from disadvantaged and weaked section?

Random Selection Welfare.

115. Who will protect the rights of children in the state?

REPA is the alternate body of SCPCR, REPA / SCPCR will protect the Rights of the child in the state. Now, it is under the active consideration of the Government to form SCPCR at the earliest.

116. What about innovation and research?

Providing technical support and resources to the state governments for promoting innovations, research, planning and capacity building is a task assigned to the central government (Section 7(6c)). Model Rule 19(2)(b) prescribes that a teacher may perform the tasks of curriculum formulation, development of syllabi, preparation of training modules and text book development, in a manner that these tasks do not interfere with his / her regular teaching.

117. What will be the redressal mechanism if a child is denied admission, beaten up or discriminated against?

One may assume that a number of complaints would be settled at the school and SMC level itself, through the intervention of civil society groups. If that does not happen, the next step would be for the complaint to be filed with the local authority. The complainant could appeal to the SCPCR if the action of the local authority does not redress the complaint satisfactorily.

118. Can NCPCR / SCPCR act on their own, even if a complaint has not been filed?

Yes, both the NCPCR and the SCPCRs can move on their own, suo moto, without any one specifically filing a complaint. As per Model Rule 25, SCPCRs shall set up child help lines, accessible by SMS, telephone and letter for receiving and registering complaints and can act upon them.

119. What kind of powers do the NCPCR / SCPCR have? Can they punish?

Under the NCPCR Act 2005, the NCPCR and SCPCRs have quasi-judicial powers whereby they can investigate, summon and recommend cases to the courts. They cannot, however, pass judgments and hand out punishments.

120. What about the courts? Which court can one go to and who can go?

As a law flowing out of fundamental right, it is justifiable from the lowest to the highest court of the country. One can file a case in the lowest civil court, or the Supreme / High Court, depending on the nature of complaint.

121. Is there any role for NGO's / civil society group in monitoring the implementation of RTE Act, 2009?

NCPCR has already initiated moves to work through civil society groups in a variety of ways. Independent of that, NGOs and other civil society groups can on their own bring violations to the notice of authorities and courts. An example of that is the civil society group Social Jurist working in Delhi. They can ensure opening of neighbourhood schools, monitoring teacher availability, and help in local redressal mechanisms.

122. What if the problems are not at local levels, like unavailability of funds, insufficient teacher recruitment and so on?

Since the 'compulsion' in the Act is on the governments, the NCPCR / SCPCR and the courts shall have to investigate where the onus of a particular violation rests, and judge accordingly.

123. Does the RTE Act include home-based education or alternative education?

Could a child studying at home seek reimbursements?

No, the Act does not recognize a child's right to education at a site other than a school defined in the Act at section 2 (n) (see Q 18). In that sense, the Act is more like a "Right to Free and Compulsory Schooling". Schooling would in fact be compulsory for all children.

124. Who may issue guidelines at various levels for the implementation of the Act?

- The Central Government may issue guidelines to the State Government.

- The State Government may issue guidelines to local authority or SMC
- The local authority may issue guidelines and directions to the SMC.

125. Can a suit be filed against Government for anything done in good faith?

No, suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for protection of child rights, the State Commission for protection of child rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done in pursuance of the act or rules.

126. Who may make rules for carrying out the provisions of the Act?

The State Government may by notification make rules for carrying out the provisions of this act.

127. Would education through the open schooling system be deemed to be equivalent to formal education as envisaged under the RTE?

Open schooling provides external certification at various levels in the 6 to 14 age group, even when a child is either not in a school, or is in an informal or non-formal school. Since the Act replaces external board examinations by Comprehensive and Continuous Evaluation (CCE) in this age group, and makes education in a neighbourhood school of minimum norms and standards provided by the schedule of Act compulsory, open Schooling certification would no longer be admissible under the Act. The National Institute of Open Schooling has already withdrawn its certification process for the 6 to 14 age group. All children not in school, or previously under an open school situation have a right to be admitted to age-appropriate class to a neighbourhood school, without having to produce any certification of their earlier education.

128. What will be the role of the NAC and SACs?

They shall act as advisory bodies. They could also facilitate research and studies and systemic evaluation to help improve the implementation of the Act.

The NAC is also likely to be the body that will monitor the norms and standards of a school contained in the schedule attached to the Act, and suggest changes to it whenever necessary.

2.14 DUTIES AND RESPONSIBILITIES OF ACADEMIC STAKEHOLDERS:

All the academic stakeholders from HMs to officials need to perform their duties and responsibilities diligently for the effective implementation of the Act. Their roles are furnished below.

2.14.1 Role of Teachers

- Teachers should be regular and punctual in attending school, complete curriculum within the specified time, assess the learning ability of each child, hold regular meeting with parents.
- Teachers should not inflict any physical punishment or mental harassment on any child studying in school.
- Teachers need to contribute for the preparation of school development plan involving with School Management Committee.
- Teachers need to acquire minimum qualifications prescribed within a period of 5 years from the date of commencement of the Act.

2.14.2 Role of Head Masters

- Headmasters should ensure admission of children at any time in the academic year.

- Headmasters should admit drop-out and never enrolled children in age appropriate classes and arrange special training for them.
- Transfer certificate should be issued to children without any delay.
- Admission should not be denied to any child for want of TC or age proof.
- No child shall be detained or expelled from the school until the completion of elementary education.
- Completion certificate should be issued at the end of elementary education.
- Maintenance of record of each child studying in the school.
- Constitution of school management committee and preparation of school development plan.
- Headmaster should submit the proposal for the grant of certificate or recognition to the competent authority in the prescribed format.
- Headmasters of unaided schools should prepare the estimates of reimbursement of per-child expenditure for the 25% of children admitted in their schools and submit to the competent authority.

2.14.3 Role of Supervisory Officials

- Establishment of primary school within 1km and upper primary school within 3 km by undertaking school mapping
- Inspect the schools for the grant of recognition and ensure the fulfilment of norms and standards before granting the certificate of recognition.
- Seeps to withdraw the recognition of schools which fail to fulfil the norms and standards.
- Prosecute the offences punishable under various sections of the Act, like collection of capitation fee, adoption of screening procedure for admission of child; inspect the schools which are run without recognition.

- Redeployment of teachers in schools which do not have correct teacher pupil ratio.
- Ensuring that the 25% children admitted in unaided schools are not discriminated in any way.
- Monitoring constitution of School Management Committee and preparation of school development plan.
- Maintain a record of all the children through house hold survey from their birth till they attain the age of 14 years and of children with disabilities till they attain the age of 18 years.
- Ensure that no child is subjected to discrimination in the ground of caste, class, religious, and gender abuse in school.
- Collection and consolidation of per-child expenditure incurred by the unaided schools for the admission of 25% children and submit the same to the state level authority.
- Ensure the teachers acquiring minimum qualification prescribed within the specified period.
- Supervise the duties of teachers, HMs, Teacher-pupil ration in schools, curriculum completion and evaluation procedure adopted.

2.14.4 Role of block level and district level officer

The Right to Education Act (2009), clearly define the following duties for the block level and district level officer

- Every (Assistant Elementary Educational Officer/ District Elementary Educational Officer/ District Educational Officer/ Inspector of Matriculation Schools/ Regional Officer/ Central Board of Secondary Education/ Authority for Indian Council for Secondary Education and other

types of schools) should maintain a record of all children in their jurisdiction through a household survey up to the age of 14 years for normal children and up to the age or 18 for differently-abled children. (Section 9 (d))

- The Block Resource Teacher Educators of Sarva Shiksha Abhiyan will collect the particulars of house hold survey and co-ordinate with them in the task. The household survey record format should be as per (Rule 7, Para (4)).
- The (Assistant Elementary Educational Officer/ District Elementary Educational Officer/ District Educational Officer/ Inspector of Matriculation Schools/ Regional Officer/ Central Board of Secondary Education) with the help of Block Resource Teacher Educators should identify areas or limits of neighbourhood within which a school shall be establishment of such schools by adhering to the norms given in (Rule 4, Para (1)).
- If it is not possible to establish a school within the limit prescribed, the (Assistant Elementary Educational Officer/ District Elementary Educational Officer/ District Educational Officer/ Inspector of Matriculation Schools/ Regional Officer/ Central Board of Secondary Education) shall make adequate arrangement for free transportation and residential facilities for children by contacting the departments concerned. (Rule (4) (4))
- Safe transportation facilities should be extended to differently-abled children by the above said officials in consultation with the department concerned. (Rule (4) (6))

- The above said officials should ensure that the access of children to school is not hindered by social and cultural factors.
- The officials should ensure that the child belonging to weaker sections and disadvantaged group are not discriminated and prevented from pursuing and completing elementary education on any grounds (Rule 8 (2))
- The officials should make arrangement to provide special training to drop outs and never enrolled students (Section 4)
- The officials should provide training facility for teachers (Section (9))
- The officials should maintain the record of children who seek transfer to another school (Section (9))
- The officials should ascertain that all schools obtain the certificate of recognition following the procedure given in the Act by applying the form-I (Section 18 (1))

2.15 SCHOOL MANAGEMENT COMMITTEE (SMC)

According to Right to Education Act (2009), each school should have a school management committee. Three-fourths of School Management Committee (SMC) members will be from parents or guardians of children. Remaining one-fourth will be from society, local, bodies, teachers and etc.

The SMC perform the following functions according to Right to Education Act (2009).

1. School monitoring, planning, process and development.
2. Managing school assets.
3. Payment of salaries to teachers from grants received from government and local bodies.
4. Initiating disciplinary action against erring teachers.

5. Solving the problems of teachers in their justification.

2.16 MAINTENANCE OF RECORDS

The Right to education act (2009) gives some guidelines regarding the maintenance of records to local authorities and head of the institutions. They are as follow as,

1. Every local authority shall maintain a record of all children in its jurisdiction, through a household survey from their birth till they attain the age of 14 years and of children with disabilities till they attain the age of 18 years and shall maintain such other particulars in respect of each child so as to monitor his enrolment, attendance, learning achievement and transition to next higher classes.
2. The record, referred to in sub-rule (1) shall be updated annually.
3. The record referred to in sub-rule (1) shall be maintained transparently and kept in a manner accessible to the general public.
4. The record referred to in sub-rule (1) shall in respect of every child include
 - a. The principals of every school should maintain a record of all the children admitted up to age of 14 years for normal children and up to the age of 18 years for the differently abled children. (Rule 7 (1))
 - b. The record in respect of every child include
 - c. Name, Sex, date of Birth, Place of Birth
 - d. School or Anganwadi centre that the child attends
 - e. Name, address, occupation of parent/Guardian
 - f. Present address of the child
 - g. Class in which the child is studying and if education is discontinued the cause for such discontinuance

- h. Whether the child belongs to weaker section
- i. Whether the child belongs to disadvantaged group

2.17 SALIENT FEATURES OF RTE ACT

- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; as may be prescribed: provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.
- Free and compulsory education to all children of India in the 6 to 14 age groups;
- For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with provisions of the Births, Deaths and Marriage Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof.
- A child who completes elementary education shall be awarded a certificate;
- There will be a 25 percent reservation for economically disadvantaged communities in admission to Class in all private schools;
- School teachers will need adequate professional degree within five years or else will lose job;
- Financial burden will be shared between state and central government.

- The Act can be considered as a major revolutionary step in the direction of Universalization of education in India; however, the goal of 100 percent literacy in India is still a far cry. Therefore in order to achieve the desired results, it is important to analyze the socio-economic constraints prevailing in the country.

2.18 CONSTRAINTS OF THE ACT

There are some constraints which can hinder the implementation of the Right to Education Act. The State and Central Governments need to allocate more funds to education. It may become a challenging job for the governments. Nowadays quality of Education is not a problem, quality in teacher training is a problem. The state must take initiatives for quality in teacher training and innovation

- The liberal admission policy may hamper the process of achieving equitable quality.
- The act bans teachers from undertaking private jobs to get financial benefit. It bans private tuitions by teachers. There is already a similar ban in states like Andhra Pradesh and Maharashtra. But still some teachers indulge in this Malpractice. To implement this provision it needs attitudinal changes and mechanism.
- The data on school age population available at present is not totally reliable. Figures are changing from survey to survey, do to-day and agency- to-agency. The government has to think about this seriously. It is a big challenge before the authorities without reliable data on children; this Act cannot be implemented properly.
- Banning public examination up to the end of elementary education helps in reducing the number of dropouts. Now the states have to dispense with the

public examinations for 5th or 6th or 7th or 8th classes. But there is a talk of deterioration in quality because of non-detention system in Andhra Pradesh.

The problem has to be tackled intelligently.

The teachers associations need to be consulted about the provisions of this Act.

2.19 CRITICAL ANALYSIS OF RTE ACT BY EMINENT SCHOLAR / MEDIA

The Act is excessively input-focused rather than outcomes-oriented. Even though better school facilities, books, uniforms and better qualified teachers are important; their significance in the Act has been overestimated in the light of inefficient, corrupt and unaccountable institutions of education provision. Then the Act unfairly penalises private unrecognised schools for their payment of market wages for teachers rather than elevated civil service wages. It also penalises private schools for lacking the infrastructural facilities defined under a Schedule under the Act. These schools, which are extremely cost efficient, operate mostly in rural areas or urban slums and provide essential educational services to the poor. However the Act requires government action to shut down these schools over the coming three years. A better alternative would have been to find mechanisms through which public resources could have been infused into these schools. The exemption from these same recombination requirements for government schools is the case of double standards-with the public sector being exempted from the same 'requirements'. By the Act, SMCs (school management committees) are to comprise of mostly parents, and are to be responsible for planning and managing the operations of government and aided schools. SMCs will help increase the accountability of government schools, but SMCs for government schools need to be given greater powers over evaluation of teacher competencies and students learning assessment. Members of SMCs are required to volunteer their time and

effort. This is an onerous burden for the poor. Payment of some compensation to members of SMCs are required of volunteer their time and effort. This is an onerous burden for the poor. Payment of some compensation of members of SMCs could help increase the time and focus upon these. Turning to private but 'aided' schools. The new role of SMCs for private 'aided' schools will lead to a breakdown of the existing management structures. Teachers are the cornerstone of good quality education and need to be paid market-driven compensation. But the government has gone too far by requiring high teacher salaries averaging close to Rs 20,000 per month. These wages are clearly out of line, when compared with the market wage of a teacher, for most schools in most locations in the country. A better mechanism would have involved schools being allowed to design their own teacher salary packages and having autonomy to manage teachers. A major problem in India is the lack of incentive faced by teachers either in terms of carrot or stick. In the RTE Act, proper disciplinary channels for teachers have not been defined. Such disciplinary action is a must given that an average of 25 percent teachers are absent from schools at any given point and almost half of those who are present are not engaged in teaching activity. School management Committees need to be given this power to allow speedy disciplinary action at the local level. Performance based pay scales need to be considered as a way to improve teaching.

2.20 STUDIES DONE IN INDIA

2.20.1 Bhaskara charyulu (2003) wrote an article on "Right to education & Human rights education" in Edutrack Journal. In his paper focused the fourth world conference on adult education Paris. "The theme of the conference "The right to learn" was discussed.

2.20.2 Suhasini A (2003) presented a paper on “Human rights and duties education “in Edutrack Journal. She focussed in her paper the need of awareness of rights and duties among the students.

2.20.3 Adam Paul p (2008) made on research into “Awareness of legal rights among women teachers”. The major hypotheses of this research are, (i) There is no significant difference between normal teachers and divorced teachers in respect of legal right awareness, (ii) There is no significant difference between normal teachers and discriminated teachers in respect of legal right awareness He took 162 women teachers as a sample in Rangareddy district Andhra. A major finding or the research was only 12% teachers have high level legal awareness. Teacher those who are divorced and discriminated have high level awareness.

2.20.4 Jayanthibhai V. Patel (2008) conducted a research into “constitutional awareness among M.Ed Teacher trainees”. The major hypotheses in these studies are, there is no significant difference in constitutional awareness between science and arts group M.Ed students. There is no significant difference in constitutional awareness between arts and commerce group M.Ed students. There is no significant difference in constitutional awareness between science and commerce group M.Ed students. She adopted a survey method and took 105 samples for her research in Henchandracherya North University. She found that there is no difference in constitutional awareness belonging to science commerce and Arts group students.

2.20.5 Sudhakar Rao K (2009) presented an article “Child rights in the classroom NCF 2005”. In Edutrack Journal. In his paper he elaborated the civil rights, political rights, Economic rights social rights. Cultural rights and human rights.

2.20.6 Reddy G.S. (2009) presented an article “A Revolution in Education “. In Edutrack Journal. In his article he discussed the various dimension of right to education act and HRD Minister Kapil sibal”’s speech.

2.20.7 Grewal, Imndeeep Kaur; Singh. Nandita Shukla (2011) has undertaken a research work on “Understanding Child Rights in India”. This research traces the status of child rights in India, with special attention to traditional belie that have shaped and sustain gender discrimination. The article examines the possibilities and limitations of the newly implemented Right of Children to Free and Compulsory Education Act 2009 for operating as an equaliz agent. It further examines the need to go beyond legislation of rights to challenge harmful traditional beliefs the recommendation that raising public awareness and participation along with meaningful and ethical child participation are essential before in India can enjoy the rights already afforded them.

2.20.8 Dhillon, Pradeep (2011) conducted a research into “Role of Education; Educational policy; Civil Rights; Poverty; Freedom”. Education lies at the heart of the Universal Declaration of Human Rights (UDHR): “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. However, when education is mentioned in the philosophical literature on human rights, even within the literature on educational policy, it is usually within the context of its being treated as a specific right—as education as a human right rather than human rights education. Taking rights and obligations to be intimately tied within a full human rights educational regime, I argue for the role of education establishing and realizing freedom from poverty as a human right. The arguments for why this freedom should considered a human right are compelling. I offer five educational moments in the human rights movement in

general, and the arguments for freedom from poverty as a human right, more specifically, in my discussion of human rights education.

2.20.9 Gulavani Mega vishram (2011) presented an Article on “The right to Education-2009”. In Edutrack Journal. In his paper, he focussed the main features of RTE 2009 bill and General responsibilities of the state

2.20.10 Mehrotra, Santosh (2012) made on research into “The cost and Financing of the Right to Education in India”. India’s Parliament passed the Right to Education Act in 2009, which entitles all children 6-14 years old to least eight years of schooling. This paper examines the cost of achieving this right to education, and asks whether India can fill the financing gap that must be filled if the right is to be realized. The paper notes very considerable increase in central and state government allocation implied by the Act, and finds that there will be difficulties in finding the resources, given the large fiscal deficit occasioned by the global economic crisis. However, the paper goes on to suggest a series of measures that can be taken so that the right to schooling is no more denied or delayed.

2.20.11 Stitzlein, Sarah M. (2012) presented a paper on “The Right to Dissent and Its Implications for Schooling”. In Edutrack Journal in this article Sarah Stitzlein highlights an educational right that has been largely unacknowledged in the passé be has recently gained significance given renewed citizen participation in displays of public outcry on our streets at in our town halls. Dissent is typically conceived of as a negative right—a liberty that guarantees that the government will not interfere with one’s public self-expression. Stitzlein argues that, insofar as the legitimacy of the state depends on obtaining the consent of the governed, the state must allow the lively proliferation of dissent. Attending to this negative rights perspective, Stitzlein explores the educational implications of reframing the right to dissent as a positive right. This

includes discussing the state's obligation to cultivate the skills of dissent in its young citizens and, correspondingly, student entitlement to this training. These educational implications, especially for civics education, are far more substantial than the thinner implications the negative right to dissent.

2.20.12 Paul Devanesan (2012) has undertaken a research work on "Right to information act awareness among students at Tertiary level" The study sample comprised 220 Arts and Science students in Namakkal district. The major finding of the study was female students had low level awareness and rural area students had high level awareness.

2.21 STUDIES DONE IN ABROAD

2.21.1 Scholz. Carolyn L. (2011) made on research into "Integrating the Rights of the Child with the Responsibility of the parent". This paper will explore the balance between children's rights and parental responsibility from a family systems perspective. Children do not grow up in a vacuum; they are part of biological, psychological and social system. The interaction of the child and parent within this system must include the development of responsibilities by the parent and the child to further the rights of both. Children do have rights, the right to be nurtured and protected the right to learn boundaries of behaviour and to expand their knowledge. In reviewing the text from the Convention on the Rights of the Child, the responsibilities, rights and duties of parents are addressed in several places. The failure of the United States Senate to ratify this treaty seems to question how much intervention by outside authority is needed to protect children. It is true that many children need the protection of outside party but where do we find a balance between the rights and responsibilities of parents, children and society.

2.21.2 Sudharshana Rana (2011) presented an article on “Right to Education act 2009: Major issues and challenged in BKICS Journal of Education research. His papers he stress out the neighbourhood school identification, free, admission, supervision were difficult.

2.21.3 McCowan, Tristan (2012) has undertaken a research work on “Human Rights within Education”. While respect for human rights has long been endorsed as a goal of education, only recently has significant attention been paid to the need to incorporate rights within educational processes. Current support for human rights within education, however, has a variety of motivations. This paper provides a theoretical exploration of these diverse justifications, leading to a normative proposal. A distinction is made between status-based and instrumental approaches. Human rights within education can be justified from a status-based perspective on the basis of their indivisibility, meaning that the right to education must not entail an infringement of other rights. While rights-respecting environments are important sites of learning, instrumental justifications can be a source concern, if the goals in question are irrelevant or inimical to the enhancement of rights. An argument therefore is put forward for a simultaneous realization of embodiment of an opportunity for learning about human rights.

2.21.4 Bowring, Bill (2012) presented an article on “Human Rights and Public Education”. In Edutrack Journal. This article attempts a contrast to the contribution by Hugh Starkey. Rather than his account of the inexorable rise of human rights discourse, and of the implementation of human rights standards, human rights are here presented as always and necessarily scandalous and highly contested. First, has lagged so far behind its European neighbours in implementing citizenship education. Second, a comparison with France she that the latest UK reforms bring us up to 1789. Third,

the twentieth-century second-generation social and economic rights are still anathema in the UK. Fourth, the failure to come to terms with Empire and especially the slave trade means that the UK's attitude to third-generation rights, especially the right of peoples to self-determination, is heavily compromised. Taking into account the points I raise, citizenship education in the UK might look very different.

2.22 SUMMARY

In chapter II, the review of Related Literature, the investigator has given a brief description about the definition, need, types and the overview about the related studies that are chosen for perusal. The studies were organized on the basis of some recent thinking and research on RTE Act 2009, the broad classification of the studies was conducted in India and abroad. The related reviews of the studies especially conducted in the recent years talks about the importance of the dimension of Right to Education Act 2009.

Thus, the review of the related literature has given the much needed theoretical background to the investigation. The elaborate review of the related literature given in this chapter clearly highlights the different studies in India and Abroad in relation to the problem taken for investigation. The review provided the necessary insight to the investigator to carry out the research study effectively having described the review of the relate literature, the investigator presents the methodology of the study in chapter III.



Research Methodology

CHAPTER III

METHODOLOGY

3.1 INTRODUCTION

Methodology is an important unit in any research study. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose, with economy in procedure. The research design requires a plan which stimulates work, and is such that follow – up work procedure be in conformity with the plan. These are different methods to be followed at various stages of any scientific investigation. The details of such models followed in this study namely, tool selection, sample collected, collection of data, scoring procedure and various statistical methods in the analysis of data are presented in this chapter.

3.2 DESIGN OF THE STUDY

Design is the heart of research. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure says *Claire selitiz et. al., (1961)*.

Best (1983) states that descriptive research sometimes known as non experimental research deals with relationship between variables, the testing of hypothesis and development of generalization principles or theories that have universal validity. It is concerned with functional relationship.

Hence, the present study is a objective study of awareness of RTE Act (2009) among B.Ed student teachers in Coimbatore district in relation to select number of

variables namely Region, type of institutions, gender, and parents income level, Educated and uneducated level qualification.

3.3 SURVEY METHOD

In every study, the research method is the medium by which one can arrive at a solution for the problem. For the problem like this the survey method is found to be useful and appropriate one. As the data is collected directly from the students by the investigator occurrence of mistakes are very much restricted. Moreover a purpose and detailed description were given well in advance. This enabled the teachers to give their response to the questionnaires without any hesitation and compulsion.

Survey type of research studies usually has a larger sample because the percentage to responses generally happens to be low as 20 to 30% especially in mailed questionnaire studies. Thus the survey methods gather data from a relatively large number of cases at a particular time; it is essentially cross sectional.

Survey are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed the researcher does not manipulated the variables or arrange for events to happen.

Surveys are only concerned with conditions or relationships that exist opinions that are held, processes that are going on, effects that are evident or trends that are developing. They are primarily concerned with the presents but at times do consider the past events and influences as they relate to the current conditions. Thus in surveys, variables that exist on have already occurred are selected and observed.

The investigator therefore decided to take up survey method in order to collect data from the population to study the RTE Act awareness among B.Ed student-teachers in Coimbatore district.

3.4 VARIABLES SELECTED FOR THE STUDY

The investigator attempted to study the awareness of B.Ed students on RTE Act. Hence the investigator selected the following variable as

A) Independent Variables

- ❖ Gender (Male and Female)
- ❖ Locality (Rural and Urban)
- ❖ Type of management (Government and Aided and Self-finance)
- ❖ Residential status (Hostellers and Days-scholars)
- ❖ Students qualification (UG and PG)
- ❖ Parents qualification (Literate and Illiterate)
- ❖ Parents income (Above 10,000 and below 10,000)
- ❖ Family type (Joint family and Nuclear family)

B) Dependent Variable

- ❖ Awareness level of the students

3.5 POPULATION FOR THE STUDY

The B.Ed student-teachers those who are studying in colleges of education in Coimbatore district are considered as “population” for the present study. The Government, Aided and Self-finance B.Ed colleges were selected for this study. According to the Tamilnadu Teacher Education University official website on December 2011, there are 32 self finance B.Ed colleges; one Government B.Ed college of education and one Aided B.Ed colleges of education are in Coimbatore. So the B.Ed student-teachers those who are studying in all the 34 colleges of education in Coimbatore district are considered as “population” for the study.

3.6 SAMPLES FOR THE FINAL STUDY

The investigator has adopted the following sampling technique and sample size for the research study.

3.6.1 Sampling Technique

The researcher intended to select 20% samples from the population of each self-finance colleges of education and the total population in Government college of education and aided college of education.

Though various sampling techniques are available, the investigator felt that the purposive sampling technique is suitable for this research and purposively selected the samples from colleges of education.

3.6.2 Sample Size

The population of the study was the B.Ed students in Government College, Government aided college and self-finance colleges in Coimbatore district. The total population of B.Ed students is 3444 in Coimbatore district as per the Tamilnadu Teacher Education University official website on December 2011. The investigator purposively selected 20% samples from each self finance college and selected total population from one Government and one aided B.Ed College of education. The investigator totally collected 550 samples for the investigation from Government (111), Aided (119) and self finance B.Ed colleges (320). The investigator collected data only from student-teachers those who were present at the time of data collection.

3.7 CONSTRUCTION OF THE TOOL

The following are various steps followed by the investigator to prepare the questionnaire used for this study.

- ❖ Meeting and discussing with various persons such as teacher-educators, filed experts, heads of the institutions and the well wishers who have been

associating themselves in teaching. Through this the investigator got suggestions about the tool construction to measure the awareness of RTE Act.

- ❖ The questionnaire was constructed based on the suggestions received from the experts

This RTE Act awareness of tool constructed based on following dimensions

- Responsibilities of Authority
- Responsibilities of Government
- Responsibilities of Management
- Level of General Knowledge
- Responsibilities of Teachers

The investigator constructed the questionnaire which contains 59 statements for the pilot study.

3.8 PILOT STUDY

The following are the some of the advantages of conducting pilot study.

1. To locate weak and defective items.
2. To provide data needed to determine how many items should constitute the finished test.
3. To decide the proper format.
4. Provides opportunities to learn about local culture and build self confidence.
5. Facilitates to estimate the project cost and time.
6. Identifies the needs of tools and equipments for survey.

3.9 ADMINISTRATION OF THE PILOT STUDY

The investigator selected 90 student-teachers from three B.Ed colleges for the pilot study. The distribution of the sample for the pilot study is mentioned below,

Table 3.1

SAMPLES FOR THE PILOT STUDY

S.No	Name of college	Boys	Girls	Total
1.	Government college of Education for women,	-	30	30
2.	SriRamaKrishna MissionVidyalaya collegeofEducation	30	-	30
3.	P.P.G college of Education	15	15	30
	Total	45	45	90

Although experienced item writers and experts can guide to construct items without obvious faults, there is no assurance that any given item will perform exactly as expected when administered to the sample. Thus, the preliminary form of RTE awareness tool was administered to a sample of student-teachers. It helps the investigator to have the most relevant items for data collection.

The RTE awareness tool for student-teachers was administered to 90 students as mentioned above table. Clear instructions were given to them and they were given enough time to mark their answers freely. The collected answer sheets were scored according to the specifications such as 1 or 0. A subject score was the sum total of the correct responses he/she has given.

The minimum time taken for responding the tool by the student-teachers was 40 minutes and the maximum time taken was 60 minutes. Item analyses were done to select the best items for the final study.

ITEM ANALYSIS

The construction of solid and reliable tests requires quantitative information regarding the difficulty and discriminative power of each item. Such information is provided by item analysis method.

Item analysis helps to shorten a test and increases its validity and reliability by indicating the item that can be discovered or included. In order to know whether the test item has the difficulty value or not, the item should be analysed. This can be found out by arranging the scores of students from highest to lowest.

DIFFICULTY INDEX

After arranging the answer script in the descending order of marks, the top 27% of the corrected answer scripts are taken out. This forms the high group. The bottom 27% of the answer scripts are taken out. This forms the low groups. The middle group is discarded.

The difficulty index was computed by continue the correct response to the item in the high group adding the number of correct response in the low group and dividing by the total number of students (Number of students from low and high group). The following formula is used to determine the difficulty index of a test item.

$$P = \frac{R_u + R_L}{N} \times 100$$

Where P = Item difficulty index.

R_u = Number of correct responses from the upper group.

R_L = Number of correct responses from the lowest group.

N = Total number of students who tried them.

DISCRIMINATION POWER

Item discriminating power is the quality which can clearly differentiate between students in the upper level and those in the lower level. A test possesses adequate discriminating power when it is capable of differentiating between high achieving and low achieving students. A commonly used discrimination power is simply the difference in proportion of correct response between the group of those scoring in the top 27% on the total test and the group scoring in the bottom 27% on the same test. The following formula is used to determine the discrimination power of a test item.

$$\text{Discrimination power} = \frac{R_u - R_L}{1/2N}$$

Where

R_u = Number of correct responses from the upper group.

R_L = Number of correct responses from the lower group.

N = Total number of students who tried them.

SELECTION OF ITEMS

After calculating the difficulty index and discrimination power in respect of the 59 items, the following criteria are evolved for the selection of items. Items considered as too easy and too difficult were discarded and only those items having a difficulty index ranging from 25 percent to 75 percent were chosen for the final test. Ambiguous questions are removed.

The discrimination power may range from 0 to 1. Any discrimination power above 0.2 can be considered as good and below 0.2 as poor according to Robert (1968).

The investigator selected 3 colleges for the pilot study. A sample of 90 students has been chosen among those colleges. There are 59 items in the pilot

question paper. The students were requested to answer all the items in the pilot study questionnaire without omitting any test item.

The answer scripts are arranged in the descending order of marks. (The top 27 percent of 90 answer scripts) The top 27 answer scripts are taken out. This forms the high group. The bottom 27 answer scripts are taken out. This forms the low group. The middle group is discarded. Thus difficulty index and discrimination power is found out for each of 59 items in respect of both the high and low group. Out of 59 items knowing difficulty index (ranging from 25 percent to 75 percent) and discrimination power (above 0.2) 37 items are selected for the final study.

3.10 RELIABILITY AND VALIDITY OF THE TOOL

Meheus and Lehman (1973) pointed out “perhaps the two most important technical concepts in measurement are reliability and validity”. The efficiency of any tool used for research is indicated by its reliability and validity. They play a vital role in standardizing a tool used in research.

a) Validity

Garrett (1973) defines that, the validity of a test or of any measuring instrument, depends upon the fidelity with which it measures what it purports to measure.

Rawat (1969) pointed out that the validity is the most important characteristics of a good test. The validity of a test depends on the efficiency with which it measures what it attempts to measure.

Among the different types of validity measures namely content validity, concurrent validity, predictive validity, construct validity and face validity, the investigator employed the content validity for the tool to establish the validity.

Content validity

Content validity is the degree to which a test measures an intended content area. Content validity requires both item validity and sampling validity. Item validity is concerned with whether the test items are relevant to measurement of the intended content area. Sampling validity is concerned with how well the test samples the total content area being tested viz... Role of Headmaster, Role of local authority, Role and Responsibility of School Management, Role of State Government, Role of central Government. It is based on the assessment by the experts in that content domain.

The final tool (RTE act awareness tool) were given to experts (teacher-educators, head masters, teachers and lawyers) to comment on the adequacy of the items, their appropriateness for the theme of the tools and also the specificity of the items. Experts opinionated that all the contained items which were most relevant for the investigation, thereby ensuring content validity.

3.11 RELIABILITY

A test is reliable to the extent that it measures consistency from one time to another. Reliable tests whatever they measure yield comparable score upon repeated administration. The instruments that have a high coefficient of reliability can reduce the error of measurement to a minimum. If it is to be said in more technical terms, every measure of test reliability denotes what proportion of the total variance of test score is error variance.

The reliability of test or scale can be computed by using any one off the following methods depending upon the nature of the reliability required by the investigator.

- ❖ Test – retest method
- ❖ Equivalent or parallel forms

- ❖ Split- half method
- ❖ Coefficient alpha or Kuder-Richardson formula 20 (KR-20)

Among these, On the basis of the experts' suggestion and to strengthen the juries' observation, the investigator employed KR-20 method for identifying the reliability of the tool. Because Kuder-Richardson formula 20 (KR-20) is applicable when the test items are scored dichotomously, that is, simply right or wrong. After analyzing 0.91 is reliability of questionnaire. Experts expressed that the tool has highly significant reliability value.

3.12 ADMINISTRATION OF THE FINAL STUDY

The investigator got appropriate permission from eighteen B.Ed colleges in Coimbatore district. On the appointed day, the investigator visited the above colleges and distributed the questionnaire to the B.Ed students who were studying in these colleges. They were requested to answer the questionnaire. Most of the students took much interest in answering the questionnaire. The investigator collected the answered questionnaire then and there in each college.

3.13 DATA ANALYSIS

Statistical constitutes an important part of every scientific and economic enquiry. Statistics has also an important place in studies like Economics, Mathematics, Education, Psychology etc. The investigator used descriptive statistics (Mean and SD), and parametric statistics (students "t" test) to process the data. A detailed analysis of data is presented in Chapter IV.



Analysis and Interpretation of the Data

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis and interpretation of data are presented in this chapter. The data are collected from B.Ed students in Coimbatore. The unwieldy data should necessarily be condensed into a few manageable groups and tables for further analysis. The investigator then classifies the raw data into purposeful and useful categories. Coding operation is usually done at this stage through which the categories of data are transformed into symbols that may be tabulated and counted. Editing is the procedure that improves the quality of the data for tabulation. Tabulation is a part of the technical procedure where in the classified data are put in form of tables. The mechanical devices can be made use of at this structure. Computers not only save time but also make it possible to study large number of variables affecting a problem simultaneously.

4.2 DIFFERENTIAL ANALYSIS

The 't' test was used in order to study the significance differences between the mean values of RTE awareness of student-teachers with respect to the variables specified.

4.2.1 Analysis of RTE act awareness among the Student-teachers with respect to Gender

RTE act awareness of student-teachers were analysed on the basis of gender. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.1

TABLE 4.1

Comparison of RTE act awareness among the Student-teachers with respect to Gender

Variable	Specification	N	M	SD	t-value 0.01 level
Gender	Boys	278	18.55	6.04	4.18**
	Girls	272	16.59	4.85	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.1 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of boys vs girls is 4.18. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to gender.

Therefore the null hypothesis (Ho1): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of Gender" is rejected.

Boys had better RTE awareness than girls. Compare with girls, boys may have more friendship circle. So they have more chances to discuss the social issues and incidence among the friends group. So they may have better awareness than girls.

4.2.2 Analysis of RTE act awareness among the Student-teachers with respect to Location

RTE act awareness of student-teachers were analysed on the basis of location. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.2

TABLE 4.2

Comparison of RTE act awareness among the Student-teachers with respect to Location

Variable	specification	N	M	SD	t-value 0.01 level
Location	Rural	204	16.58	4.84	3.27**
	Urban	346	18.18	5.89	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.2 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of rural area student-teachers vs urban area student-teachers is 3.27. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to location.

Therefore the null hypothesis (Ho2): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of locality of residence" is rejected.

Urban area student teachers have more RTE awareness rural area student teachers urban area student teachers can easily use the library facility and internet facility. So they may have better awareness than rural area.

4.2.3 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.3

TABLE 4.3

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Government	111	16.79	4.60	0.52 NS
	Aided	119	17.13	5.31	

The table 4.3 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of government college of education vs aided college of education is 0.52. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho3): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management(government and aided)" is not rejected.

Aided college student teachers have better awareness than Government College student teachers compare with Government College. Aided college have good library facility well equipped lab. So they may have better awareness than Government college student teacher.

4.2.4 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.4

TABLE 4.4

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Government	111	16.79	4.60	1.98*
	Self-finance	320	18.03	5.93	

*-significant at 0.05 level

**- significant at 0.01 level

The table 4.4 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of government college of education vs self-finance college of education is 1.98. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho4): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (government and self-finance)" is rejected.

Self finance college student teachers have better awareness than Government college student teachers compare with Government College. Self-finance college have good library facility, internet facility and well established internet facility. So they may have better awareness than Government college student teachers.

4.2.5 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.5

TABLE 4.5

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Aided	119	17.13	5.31	1.44 NS
	Self-finance	320	18.03	5.93	

The table 4.5 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of aided college of education vs self-finance college of education is 1.44. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho5): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (aided and self-finance)" is not rejected.

Hence it may be inferred from the analysis that, the RTE awareness of student-teachers based on the views of aided college of education and self-finance college of education are similar.

4.2.6 Analysis of RTE act awareness among the Student-teachers with respect to educational status of student teachers

RTE act awareness of student-teachers were analysed on the basis of educational status of student teachers. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.6

TABLE 4.6

Comparison of RTE act awareness among the Student-teachers with respect to educational status of student teachers

Variable	Specification	N	M	SD	t-value 0.05 level
Educational qualification	UG	359	17.97	5.69	2.23*
	PG	191	16.86	5.28	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.6 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of UG qualified student-teachers vs PG qualified student-teachers is 2.23. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to educational status of student teachers.

Therefore the null hypothesis (Ho6): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of student teachers (UG and PG)" is rejected.

UG qualified student teachers have better awareness than the PG qualified student teachers PG qualified student teachers are mostly focused on subject content and project areas but UG qualified student teachers have more chances to read extra items other than subject area. So UG student teachers have more RTE awareness.

4.2.7 Analysis of RTE act awareness among the Student-teachers with respect to Residential status of student teachers

RTE act awareness of student-teachers were analysed on the basis of residential status of student teachers. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.7

TABLE 4.7

Comparison of RTE act awareness among the Student-teachers with respect to Residential status of student teachers

Variable	specification	N	M	SD	t-value 0.05 level
Residential status	Hostellers	345	18.08	5.75	2.17*
	Day scholars	205	16.75	5.17	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.7 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of hostellers vs day scholars is 2.17. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to residential status of student teachers.

Therefore the null hypothesis (Ho7): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of Residential status of student teachers (Hostellers and Days scholars)" is rejected.

Hosteller's student teachers have better awareness than the day's scholars. Days scholars student teachers have home based work and limited time to mingle in a group. Hosteller's student teachers have good friendship circle and they may discuss about the social issues and activities whatever happened in the society with their friends. So they may have better awareness than day's scholar student teachers.

4.2.8 Analysis of RTE act awareness among the Student-teachers with respect to Parents educational qualification

RTE act awareness of student-teachers were analysed on the basis of parents educational qualification. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.8

TABLE 4.8

Comparison of RTE act awareness among the Student-teachers with respect to Parents educational qualification

Variable	specification	N	M	SD	t-value 0.05 level
Parents educational status	Literate	380	17.85	5.60	1.67 NS
	Illiterate	170	16.99	5.47	

The table 4.8 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of literate parents vs illiterate parents is 1.67. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to parent's educational qualification.

Therefore the null hypothesis (Ho8): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of parental qualification (Literate and Illiterate)." is not rejected.

Student teachers whose parents are literate have better awareness than the student teachers whose parents are illiterate. Compare with illiterate parents. Literate parent's engaged their children to read newspaper and use internet facility properly.

4.2.9 Analysis of RTE act awareness among the Student-teachers with respect to Socio-Economic Status

RTE act awareness of student-teachers were analysed on the basis of socio-economic status. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.9

TABLE 4.9

Comparison of RTE act awareness among the Student-teachers with respect to socio-economic status

Variable	specification	N	M	SD	t-value 0.01 level
socio-economic status	Above 10,000	349	18.07	5.72	2.70**
	Below 10,000	201	16.74	5.21	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.9 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of parents income above 10000 vs parents income below 10000 is 2.70. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to socio-economic status.

Therefore the null hypothesis (Ho9): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of socio economic status (Above 10,000 and below 10.000)" is rejected.

Student teachers whose parent's income above 10,000 have better RTE awareness than the student teachers whose parent's income below 10,000. Parents those who get high salary spend more money for their children knowledge development like buying newspaper internet facility and etc.

4.2.10 Analysis of RTE act awareness among the Student-teachers with respect to Family Type

RTE act awareness of student-teachers were analysed on the basis of family type. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.10

TABLE 4.10

Comparison of RTE act awareness among the Student-teachers with respect to family type

Variable	specification	N	M	SD	t-value 0.05 level
Family type	Joint	238	17.08	4.96	1.84 NS
	Nuclear	312	17.96	5.98	

The table 4.10 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of joint family vs nuclear family is 1.84. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to family type.

Therefore the null hypothesis (Ho10): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of family (Joint family and Nuclear family)" is not rejected.

Hence it may be inferred from the analysis that, the RTE awareness of student-teachers based on the views of joint family and nuclear family is similar.

4.2.11 Analysis of RTE Act awareness component-Responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.11.

Table 4.11

Comparison of RTE Act awareness component- Responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	2.27	1.03	0.091	0.007
	Girls	271	2.27	1.11		NS
Locality	Rural	204	2.30	0.98	0.094	0.443
	Urban	346	2.26	1.12		NS
Qualification	UG	359	2.22	1.05	0.096	1.587
	PG	191	2.37	1.11		NS
Residential status	Hostellers	345	2.21	1.05	0.0194	1.660
	Day scholars	205	2.37	1.10		NS
Parents qualification	Literate	380	2.24	1.04	0.099	1.091
	Illiterate	170	2.35	1.13		NS

Income	Above 10000	349	2.23	1.05	0.095	1.342
	Below 10000	201	2.35	1.10		NS
Family type	Joint	238	2.28	0.99	0.092	0.168
	Nuclear	312	2.27	1.13		NS

Variables	N	M	SD	Aided	Private
Government	111	2.32	0.97	0.426 NS	0.567 NS
Aided	119	2.27	1.00		0.109 NS
Self-finance	320	2.26	1.13		

The table 4.11 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of authority based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint family vs nuclear family, Government vs Aided, Government vs self-finance and Aided vs self-finance are 0.007, 0.443, 1.587, 1.660, 1.091, 1.342, 0.168, 0.4261, 0.567 and 0.109 respectively. A statistically no significant difference could be noticed between the RTE Act awareness component-Responsibilities of authority based on the variables.

Therefore the null hypothesis (Ho11): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of authority is not rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component-Responsibilities of authority was similar with respect to all variables.

4.2.12 Analysis of RTE Act awareness component-Responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.12

Table 4.12

Comparison of RTE Act awareness component-Responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	3.87	1.50	0.145	2.628 **
	Girls	271	4.25	1.87		
Locality	Rural	204	3.99	1.51	0.150	0.770 NS
	Urban	346	4.10	1.81		
Qualification	UG	359	3.75	1.58	0.148	5.954 **
	PG	191	4.63	1.77		
Residential status	Hostellers	345	3.77	1.57	0.147	5.194 **
	Day scholars	205	4.54	1.81		
Parents qualification	Literate	380	3.78	1.58	0.153	5.803 **
	Illiterate	170	4.67	1.82		

Income	Above 10000	349	3.77	1.57	0.147	5.285 **
	Below 10000	201	4.55	1.82		
Family type	Joint	238	3.94	1.49	0.147	1.458
	Nuclear	312	4.15	1.85		NS

Variables	N	M	SD	Aided	Private
Government	111	4.20	1.57	2.487 *	0.311 NS
Aided	119	3.71	1.38		2.299 *
Self-finance	320	4.14	1.84		

NS – Not Significant *-Sig. at 0.05 level **- Sig. at 0.01 level

The table 4.12 reveals that the calculated ‘t’ values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of government based on the views of boys vs girls, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000 were 2.628, 5.954, 5.194, 5.803 and 5.285 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

Similarly the RTE Act awareness of student teachers on the component-Responsibilities of government based on the views of Government vs Aided and Aided vs self-finance are 2.487 and 2.299 respectively. A statistically significant difference at 0.05 level could be noticed between this two categories.

But the same time, the RTE Act awareness of student teachers on the component-Responsibilities of government based on the view of rural vs urban, joint family vs. nuclear family and Government vs self-finance are 0.770, 1.458 and 0.311 which shows no significant difference between the RTE awareness component

government of student teachers base on the views of Rural vs urban, joint vs nuclear family and Government and self-finance.

Therefore the null hypothesis (Ho12): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of government is rejected in all cases except location and family type.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of government had significant difference with respect to gender, qualification, parent's education, income, religion and type of institution. The RTE Act Awareness of student teachers had no significant difference with respect to locality and family type.

4.2.13 Analysis of RTE Act awareness component-Responsibilities of Management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.13.

Table 4.13

Comparison of RTE Act awareness component-Responsibilities of Management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	1.42	1.27	0.129	8.161 **
	Girls	271	2.47	1.72		
Locality	Rural	204	1.44	1.37	0.137	5.812 **
	Urban	346	2.23	1.64		
qualification	UG	359	1.53	1.34	0.134	8.685 **
	PG	191	2.70	1.76		
Residential status	Hostellers	345	1.54	1.33	0.133	7.870 **
	Day scholars	205	2.60	1.78		

Parents qualification	Literate	380	1.59	1.38	0.139	8.057 **
	Illiterate	170	2.71	1.77		
Income	Above 10000	349	1.55	1.33	0.134	7.954 **
	Below 10000	201	2.61	1.78		
Family type	Joint	238	1.42	1.31	0.132	6.844 **
	Nuclear	312	2.33	1.68		

Variables	N	M	SD	Aided	Private
Government	111	1.52	1.54	0.919 NS	4.265 **
Aided	119	1.36	1.09		5.640 **
Self-finance	320	2.29	1.67		

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.13 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of management based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint vs nuclear family, Government vs self-finance and Aided vs self-finance are 8.161, 5.812, 8.685, 7.870, 8.057, 7.954, 6.844, 4.265 and 5.640 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

But the same time, the RTE Act awareness of student teachers on the component-Responsibilities of management based on the views of Government vs Aided is 0.919, which shows no significant difference between the RTE awareness component-Responsibilities of management based on the views of Government and Aided.

Therefore the null hypothesis (Ho13): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of management is rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of management had significant difference with respect to all variables except the view of government and aided.

4.2.14 Analysis of RTE Act awareness component-Level of General Knowledge of student teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - Level of general knowledge with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.14.

Table 4.14

Comparison of RTE Act awareness component-Level of Gender knowledge of student teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	4.61	1.39	0.143	4.563 **
	Girls	271	5.26	1.92		
Locality	Rural	204	4.65	1.49	0.150	2.977 **
	Urban	346	5.09	1.81		
Qualification	UG	359	4.58	1.45	0.147	6.820 **
	PG	191	5.58	1.95		
Residential status	Hostellers	345	4.59	1.46	0.145	6.304 **
	Day scholars	205	5.50	1.93		
Parents	Literate	380	4.62	1.48	0.152	6.465 **

qualification	Illiterate	170	5.61	1.97		
Income	Above 10000	349	4.60	1.46	0.146	6.200 **
	Below 10000	201	5.50	1.94		
Family type	Joint	239	4.64	1.44	0.45	3.499 **
	Nuclear	312	5.15	1.86		

Variables	N	M	SD	Aided	Private
Government	111	4.60	1.63	0.222 NS	2.641 **
Aided	119	4.65	1.34		2.583 **
Self-finance	320	5.13	1.85		

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.14 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-level of general knowledge based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs illiterate, Above 10,000 vs Below 10,000, joint vs nuclear, Government vs self-finance and Aided vs self-finance are 4.563, 2.977, 6.820, 6.304, 6.465, 6.200, 3.499, 2.641, and 2.583 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

But the same time, the RTE Act awareness of student teachers on the component-level of general knowledge based on the views of Government vs Aided is 0.222, which shows no significant difference between the RTE act awareness of student teachers on the component-level of general knowledge based on the views of Government and Aided.

Therefore the null hypothesis (Ho14): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component - Level of General Knowledge is rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- level of general knowledge had significant difference with respect to all variables except the views of government and aided.

4.2.15 Analysis of RTE Act awareness component-Responsibilities of Teachers with respect to variable gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component-Responsibilities of teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The ‘t’ test was employed to find out the difference, if any, between the mean values based on the variable gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the ‘t’ test is presented in table 4.15.

Table 4.15

Comparison of RTE Act awareness component- Responsibilities of teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	4.06	1.59	0.153	4.404 **
	Girls	271	4.73	1.98		
Locality	Rural	204	4.15	1.59	0.160	2.402 *
	Urban	346	4.53	1.93		
qualification	UG	359	4.14	1.69	0.160	4.536 **
	PG	191	4.86	1.97		
Residential status	Hostellers	345	4.14	1.66	0.158	4.136 **
	Day scholars	205	4.80	2.00		
Parents qualification	Literate	380	4.21	1.69	0.166	3.575 **
	Illiterate	170	4.80	2.03		

Income	Above 10000	349	4.17	1.67	0.159	3.726 **
	Below 10000	201	4.77	2.01		
Family type	Joint	238	4.09	1.59	0.155	3.415 **
	nuclear	312	4.62	1.95		

Variables	N	M	SD	Aided	Private
Government	111	4.07	1.55	0.258 NS	2.563 *
Aided	119	4.13	1.61		2.348 *
Self-finance	320	4.60	1.95		

NS – Not Significant *-Sig. at 0.05 level **- Sig. at 0.01 level

The table 4.15 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of teachers based on the views of boys vs girls, UG vs PG, Hostellers vs day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint vs nuclear are 4.404, 4.536, 4.136, 3.575, 3.726 and 3.415 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

Similarly the RTE Act awareness of student teachers on the component-Responsibilities of teachers based on the views of Rural Vs urban, Government vs self-finance and Aided vs self-finance are 2.402, 2.563 and 2.348 respectively. A statistically significant difference at 0.05 level could be noticed between these categories.

But the same time, the RTE Act awareness component-Responsibilities of teachers based on the views of Government vs Aided is 0.258 which shows no significant difference between the RTE awareness component-Responsibilities of Teachers base on the views of Government and Aided.

Therefore the null hypothesis (Ho15): There is no statistically significant difference exist among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of teachers is rejected

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of teachers had significant difference with respect to all variables except the views of government and aided.

4.3 QUALITATIVE ANALYSIS OF DATA

With the end of the quantitative analysis the investigator has qualitatively analyzed the high achiever and the low achiever with reference to the RTE act awareness scale which are as follows.

CASE STUDY I

CASE STUDY OF STUDENT TEACHER WHO GOT HIGH SCORE IN RTE ACT AWARENESS SCALE. HOW AND WHY?



General Information

S. Balamurugan, 27 years, was doing his B.Ed course in a PPG college of education, Coimbatore. He hails from Madurai and currently stays at the college hostel. He came from middle class family. He is the only son to his parents. He moved from Madurai to Coimbatore because of the need for a quality education that his friends suggested for him.

Comparative Analysis

The subject has scored the maximum marks of 36 out of 37 in the assessment of RTE ACT awareness test. His mark was compared and interpreted with others marks that his performance was good. Interview conducted further with him regarding his performance.

Personal Efforts taken by the Subject

The subject was self-motivated and his attitude towards the society holds very well and this has made him develop a great interest towards the current affairs. He was interested in watching news channels. He discusses the social issues and reforms with his friends occasionally. He also mentioned that he was preparing himself for the competitive exams. He regularly reads the news paper and takes down the important notes from there. He also took special efforts to read lots and lots of books regarding general knowledge and self motivated books. He volunteered himself freely to participate in all the curricular and co-curricular activities conducted in the college especially in group discussion, games and community service. He also extended help to his friends in clarifying doubts and encourages them.

Encouragement given by others

The good performance of the interviewee in RTE ACT awareness was also due to the co-operation and support provided by his friends and specially his parents. Both his parents are illiterates but they provide whatever he wants to concentrate on his studies. His father was a business man and the socio-economic status of the student was good which enabled him to get all his needs satisfied with regard to education. His family being a nuclear family, his parents were able to provide him with a good infrastructure and a desirable environment for studies and lots of books at his disposal to improve his knowledge. His achievement was mostly due to the favourable condition and family atmosphere. His family being located in the rural area, but well established internet facility available in his home. His friends motivate him frequently to achieve lot in his life.

The Investigator's Opinion

With the personal interview conducted with the interviewee, the investigator felt that the student was joyful and motivated towards learning. His interaction was pleasing and confident at many points. He had good communication skills. He was able to ask a lot of sensible questions to the investigator on various concepts regarding RTE Act. The investigator thus ended the conversation wishing him good luck.

CASE STUDY II

A CASE STUDY OF STUDENT TEACHER WHO GOT LOW SCORE IN RTE ACT AWARENESS SCALE. HOW AND WHY?



General Information

E. Priya , 25 years, was doing his B.Ed course in a Hindustan college of education, Coimbatore. He came from an area located near the college as a day scholar. Her family was a nuclear one with father, mother, her sister and herself.

Comparative Analysis

The subject has scored the minimum score of 04 out of 37 in the assessment of RTE ACT awareness test. Her mark was compared and interpreted with others marks that her performance was not satisfactory and she had scored the least marks when

compared to all the students undertaken for the study. The interview conducted further with her regarding her performance.

Personal Efforts taken by the Subject

The subject according to the investigator was shy and lacks faith in her. Her attitude towards the current affairs was very poor which was confirmed when the subject herself mentioned that she does not have news paper reading habit. She seemed to have taken less or no efforts in the process of improving her general knowledge. She also stated that her friends motivated to read newspaper and watch news channels. But she took no effort to improve on it. She focused negatively towards the general knowledge awareness. She seemed to take no effort even to participate in any curricular and extracurricular activities conducted in the college.

Encouragement given by others

The poor performance of subject in RTE ACT awareness test, due to the lack of cooperation and support from her friends and especially from his parents. Both her parents were illiterates and no desirable environment was provided for her to concentrate on her studies. Her father was employed and her mother stayed at home as a home maker. The subject at home tried to help her mother in homework due to her ill health. She had no chance of her needs getting satisfied and this has made her to think negatively. She hailed from a stressful home climate and infrastructure seemed to create no proper motivation for the subject to improve her knowledge.

Investigator's Opinion

The interview conducted with the subject made the investigator feel that the subject needed immediate attention and certain remedial measure needs to be implemented in order to make her well in her future endeavours. The investigator felt the need that the subject should be trained in personality development activities. The

subject scored very low in almost all the components tested for the RTE awareness. The subject seemed to be nervous, submissive and showed no interest or even took any attempt to develop general knowledge. Thus, with all the above mentioned factors, it is inferred that the subject should be taken under immediate attention and should be provided with all the necessary counselling.

4.4 CASE STUDIES OF HIGHER SCORER AND LOWER SCORER IN RTE AWARENESS SCALE

When comparing the two case studies the investigator was able to interpret that the subject's interest, motivation, attitude and the confidence level varied a great level towards current affairs. The student teachers personal factors are influenced greatly towards RTE Act awareness. The qualitative study thus helped tremendously to create some remedial measures for the student teachers to rectify and to improve on their knowledge.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis and interpretation of data are presented in this chapter. The data are collected from B.Ed students in Coimbatore. The unwieldy data should necessarily be condensed into a few manageable groups and tables for further analysis. The investigator then classifies the raw data into purposeful and useful categories. Coding operation is usually done at this stage through which the categories of data are transformed into symbols that may be tabulated and counted. Editing is the procedure that improves the quality of the data for tabulation. Tabulation is a part of the technical procedure where in the classified data are put in form of tables. The mechanical devices can be made use of at this structure. Computers not only save time but also make it possible to study large number of variables affecting a problem simultaneously.

4.2 DIFFERENTIAL ANALYSIS

The 't' test was used in order to study the significance differences between the mean values of RTE awareness of student-teachers with respect to the variables specified.

4.2.1 Analysis of RTE act awareness among the Student-teachers with respect to Gender

RTE act awareness of student-teachers were analysed on the basis of gender. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.1

TABLE 4.1

Comparison of RTE act awareness among the Student-teachers with respect to Gender

Variable	Specification	N	M	SD	t-value 0.01 level
Gender	Boys	278	18.55	6.04	4.18**
	Girls	272	16.59	4.85	

***-significant at 0.05 level**

**** - significant at 0.01 level**

The table 4.1 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of boys vs girls is 4.18. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to gender.

Therefore the null hypothesis (Ho1): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of Gender" is rejected.

Boys had better RTE awareness than girls. Compare with girls, boys may have more friendship circle. So they have more chances to discuss the social issues and incidence among the friends group. So they may have better awareness than girls.

4.2.2 Analysis of RTE act awareness among the Student-teachers with respect to Location

RTE act awareness of student-teachers were analysed on the basis of location. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.2

TABLE 4.2

Comparison of RTE act awareness among the Student-teachers with respect to Location

Variable	specification	N	M	SD	t-value 0.01 level
Location	Rural	204	16.58	4.84	3.27**
	Urban	346	18.18	5.89	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.2 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of rural area student-teachers vs urban area student-teachers is 3.27. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to location.

Therefore the null hypothesis (Ho2): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of locality of residence" is rejected.

Urban area student teachers have more RTE awareness rural area student teachers urban area student teachers can easily use the library facility and internet facility. So they may have better awareness than rural area.

4.2.3 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.3

TABLE 4.3

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Government	111	16.79	4.60	0.52 NS
	Aided	119	17.13	5.31	

The table 4.3 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of government college of education vs aided college of education is 0.52. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho3): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management(government and aided)" is not rejected.

Aided college student teachers have better awareness than Government College student teachers compare with Government College. Aided college have good library facility well equipped lab. So they may have better awareness than Government college student teacher.

4.2.4 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.4

TABLE 4.4

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Government	111	16.79	4.60	1.98*
	Self-finance	320	18.03	5.93	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.4 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of government college of education vs self-finance college of education is 1.98. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho4): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (government and self-finance)" is rejected.

Self finance college student teachers have better awareness than Government college student teachers compare with Government College. Self-finance college have good library facility, internet facility and well established internet facility. So they may have better awareness than Government college student teachers.

4.2.5 Analysis of RTE act awareness among the Student-teachers with respect to Type of management

RTE act awareness of student-teachers were analysed on the basis of type of management. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.5

TABLE 4.5

Comparison of RTE act awareness among the Student-teachers with respect to Type of management

Variable	Specification	N	M	SD	t-value 0.05 level
Type of management	Aided	119	17.13	5.31	1.44 NS
	Self-finance	320	18.03	5.93	

The table 4.5 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of aided college of education vs self-finance college of education is 1.44. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to type of management.

Therefore the null hypothesis (Ho5): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (aided and self-finance)" is not rejected.

Hence it may be inferred from the analysis that, the RTE awareness of student-teachers based on the views of aided college of education and self-finance college of education are similar.

4.2.6 Analysis of RTE act awareness among the Student-teachers with respect to educational status of student teachers

RTE act awareness of student-teachers were analysed on the basis of educational status of student teachers. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.6

TABLE 4.6

Comparison of RTE act awareness among the Student-teachers with respect to educational status of student teachers

Variable	Specification	N	M	SD	t-value 0.05 level
Educational qualification	UG	359	17.97	5.69	2.23*
	PG	191	16.86	5.28	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.6 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of UG qualified student-teachers vs PG qualified student-teachers is 2.23. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to educational status of student teachers.

Therefore the null hypothesis (Ho6): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of student teachers (UG and PG)" is rejected.

UG qualified student teachers have better awareness than the PG qualified student teachers PG qualified student teachers are mostly focused on subject content and project areas but UG qualified student teachers have more chances to read extra items other than subject area. So UG student teachers have more RTE awareness.

4.2.7 Analysis of RTE act awareness among the Student-teachers with respect to Residential status of student teachers

RTE act awareness of student-teachers were analysed on the basis of residential status of student teachers. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.7

TABLE 4.7

Comparison of RTE act awareness among the Student-teachers with respect to Residential status of student teachers

Variable	specification	N	M	SD	t-value 0.05 level
Residential status	Hostellers	345	18.08	5.75	2.17*
	Day scholars	205	16.75	5.17	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.7 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of hostellers vs day scholars is 2.17. The value is greater than the table value and a statistically significant difference at 0.05 level could be noticed between them with respect to residential status of student teachers.

Therefore the null hypothesis (Ho7): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of Residential status of student teachers (Hostellers and Days scholars)" is rejected.

Hosteller's student teachers have better awareness than the day's scholars. Days scholars student teachers have home based work and limited time to mingle in a group. Hosteller's student teachers have good friendship circle and they may discuss about the social issues and activities whatever happened in the society with their friends. So they may have better awareness than day's scholar student teachers.

4.2.8 Analysis of RTE act awareness among the Student-teachers with respect to Parents educational qualification

RTE act awareness of student-teachers were analysed on the basis of parents educational qualification. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.8

TABLE 4.8

Comparison of RTE act awareness among the Student-teachers with respect to Parents educational qualification

Variable	specification	N	M	SD	t-value 0.05 level
Parents educational status	Literate	380	17.85	5.60	1.67 NS
	Illiterate	170	16.99	5.47	

The table 4.8 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of literate parents vs illiterate parents is 1.67. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to parent's educational qualification.

Therefore the null hypothesis (Ho8): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of parental qualification (Literate and Illiterate)." is not rejected.

Student teachers whose parents are literate have better awareness than the student teachers whose parents are illiterate. Compare with illiterate parents. Literate parent's engaged their children to read newspaper and use internet facility properly.

4.2.9 Analysis of RTE act awareness among the Student-teachers with respect to Socio-Economic Status

RTE act awareness of student-teachers were analysed on the basis of socio-economic status. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.9

TABLE 4.9

Comparison of RTE act awareness among the Student-teachers with respect to socio-economic status

Variable	specification	N	M	SD	t-value 0.01 level
socio-economic status	Above 10,000	349	18.07	5.72	2.70**
	Below 10,000	201	16.74	5.21	

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.9 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of parents income above 10000 vs parents income below 10000 is 2.70. The value is greater than the table value and a statistically significant difference at 0.01 level could be noticed between them with respect to socio-economic status.

Therefore the null hypothesis (Ho9): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of socio economic status (Above 10,000 and below 10.000)" is rejected.

Student teachers whose parent's income above 10,000 have better RTE awareness than the student teachers whose parent's income below 10,000. Parents those who get high salary spend more money for their children knowledge development like buying newspaper internet facility and etc.

4.2.10 Analysis of RTE act awareness among the Student-teachers with respect to Family Type

RTE act awareness of student-teachers were analysed on the basis of family type. The t-test was employed to find out the difference, if any, between the mean values. The summary of the t-test is presented in table 4.10

TABLE 4.10

Comparison of RTE act awareness among the Student-teachers with respect to family type

Variable	specification	N	M	SD	t-value 0.05 level
Family type	Joint	238	17.08	4.96	1.84 NS
	Nuclear	312	17.96	5.98	

The table 4.10 reveals that the calculated 't' value between the RTE awareness of student-teachers based on the views of joint family vs nuclear family is 1.84. The value is lesser than the table value and no statistically significant difference at 0.05 level could be noticed between them with respect to family type.

Therefore the null hypothesis (Ho10): "There is no statistically significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of family (Joint family and Nuclear family)" is not rejected.

Hence it may be inferred from the analysis that, the RTE awareness of student-teachers based on the views of joint family and nuclear family is similar.

4.2.11 Analysis of RTE Act awareness component-Responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.11.

Table 4.11

Comparison of RTE Act awareness component- Responsibilities of authority with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	2.27	1.03	0.091	0.007
	Girls	271	2.27	1.11		NS
Locality	Rural	204	2.30	0.98	0.094	0.443
	Urban	346	2.26	1.12		NS
Qualification	UG	359	2.22	1.05	0.096	1.587
	PG	191	2.37	1.11		NS
Residential status	Hostellers	345	2.21	1.05	0.0194	1.660
	Day scholars	205	2.37	1.10		NS
Parents qualification	Literate	380	2.24	1.04	0.099	1.091
	Illiterate	170	2.35	1.13		NS

Income	Above 10000	349	2.23	1.05	0.095	1.342
	Below 10000	201	2.35	1.10		NS
Family type	Joint	238	2.28	0.99	0.092	0.168
	Nuclear	312	2.27	1.13		NS

Variables	N	M	SD	Aided	Private
Government	111	2.32	0.97	0.426 NS	0.567 NS
Aided	119	2.27	1.00		0.109 NS
Self-finance	320	2.26	1.13		

The table 4.11 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of authority based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint family vs nuclear family, Government vs Aided, Government vs self-finance and Aided vs self-finance are 0.007, 0.443, 1.587, 1.660, 1.091, 1.342, 0.168, 0.4261, 0.567 and 0.109 respectively. A statistically no significant difference could be noticed between the RTE Act awareness component-Responsibilities of authority based on the variables.

Therefore the null hypothesis (Ho11): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of authority is not rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component-Responsibilities of authority was similar with respect to all variables.

4.2.12 Analysis of RTE Act awareness component-Responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.12

Table 4.12

Comparison of RTE Act awareness component-Responsibilities of government with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	3.87	1.50	0.145	2.628 **
	Girls	271	4.25	1.87		
Locality	Rural	204	3.99	1.51	0.150	0.770 NS
	Urban	346	4.10	1.81		
Qualification	UG	359	3.75	1.58	0.148	5.954 **
	PG	191	4.63	1.77		
Residential status	Hostellers	345	3.77	1.57	0.147	5.194 **
	Day scholars	205	4.54	1.81		
Parents qualification	Literate	380	3.78	1.58	0.153	5.803 **
	Illiterate	170	4.67	1.82		

Income	Above 10000	349	3.77	1.57	0.147	5.285 **
	Below 10000	201	4.55	1.82		
Family type	Joint	238	3.94	1.49	0.147	1.458
	Nuclear	312	4.15	1.85		NS

Variables	N	M	SD	Aided	Private
Government	111	4.20	1.57	2.487 *	0.311 NS
Aided	119	3.71	1.38		2.299 *
Self-finance	320	4.14	1.84		

NS – Not Significant *-Sig. at 0.05 level **- Sig. at 0.01 level

The table 4.12 reveals that the calculated ‘t’ values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of government based on the views of boys vs girls, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000 were 2.628, 5.954, 5.194, 5.803 and 5.285 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

Similarly the RTE Act awareness of student teachers on the component-Responsibilities of government based on the views of Government vs Aided and Aided vs self-finance are 2.487 and 2.299 respectively. A statistically significant difference at 0.05 level could be noticed between this two categories.

But the same time, the RTE Act awareness of student teachers on the component-Responsibilities of government based on the view of rural vs urban, joint family vs. nuclear family and Government vs self-finance are 0.770, 1.458 and 0.311 which shows no significant difference between the RTE awareness component

government of student teachers base on the views of Rural vs urban, joint vs nuclear family and Government and self-finance.

Therefore the null hypothesis (Ho12): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of government is rejected in all cases except location and family type.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of government had significant difference with respect to gender, qualification, parent's education, income, religion and type of institution. The RTE Act Awareness of student teachers had no significant difference with respect to locality and family type.

4.2.13 Analysis of RTE Act awareness component-Responsibilities of Management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - responsibilities of management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.13.

Table 4.13

Comparison of RTE Act awareness component-Responsibilities of Management with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	1.42	1.27	0.129	8.161 **
	Girls	271	2.47	1.72		
Locality	Rural	204	1.44	1.37	0.137	5.812 **
	Urban	346	2.23	1.64		
qualification	UG	359	1.53	1.34	0.134	8.685 **
	PG	191	2.70	1.76		
Residential status	Hostellers	345	1.54	1.33	0.133	7.870 **
	Day scholars	205	2.60	1.78		
Parents	Literate	380	1.59	1.38	0.139	8.057 **

qualification	Illiterate	170	2.71	1.77		
Income	Above 10000	349	1.55	1.33	0.134	7.954 **
	Below 10000	201	2.61	1.78		
Family type	Joint	238	1.42	1.31	0.132	6.844 **
	Nuclear	312	2.33	1.68		

Variables	N	M	SD	Aided	Private
Government	111	1.52	1.54	0.919 NS	4.265 **
Aided	119	1.36	1.09		5.640 **
Self-finance	320	2.29	1.67		

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.13 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of management based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint vs nuclear family, Government vs self-finance and Aided vs self-finance are 8.161, 5.812, 8.685, 7.870, 8.057, 7.954, 6.844, 4.265 and 5.640 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

But the same time, the RTE Act awareness of student teachers on the component-Responsibilities of management based on the views of Government vs Aided is 0.919, which shows no significant difference between the RTE awareness component-Responsibilities of management based on the views of Government and Aided.

Therefore the null hypothesis (Ho13): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of management is rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of management had significant difference with respect to all variables except the view of government and aided.

4.2.14 Analysis of RTE Act awareness component-Level of General Knowledge of student teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component - Level of general knowledge with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The 't' test was employed to find out the difference, if any, between the mean values based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the 't' test is presented in table 4.14.

Table 4.14

Comparison of RTE Act awareness component-Level of Gender knowledge of student teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	4.61	1.39	0.143	4.563 **
	Girls	271	5.26	1.92		
Locality	Rural	204	4.65	1.49	0.150	2.977 **
	Urban	346	5.09	1.81		
Qualification	UG	359	4.58	1.45	0.147	6.820 **
	PG	191	5.58	1.95		
Residential status	Hostellers	345	4.59	1.46	0.145	6.304 **
	Day scholars	205	5.50	1.93		

Parents qualification	Literate	380	4.62	1.48	0.152	6.465 **
	Illiterate	170	5.61	1.97		
Income	Above 10000	349	4.60	1.46	0.146	6.200 **
	Below 10000	201	5.50	1.94		
Family type	Joint	239	4.64	1.44	0.45	3.499 **
	Nuclear	312	5.15	1.86		

Variables	N	M	SD	Aided	Private
Government	111	4.60	1.63	0.222 NS	2.641 **
Aided	119	4.65	1.34		2.583 **
Self-finance	320	5.13	1.85		

*-significant at 0.05 level

** - significant at 0.01 level

The table 4.14 reveals that the calculated 't' values between the RTE Act awareness of student teachers with reference to the component-level of general knowledge based on the views of boys vs girls, rural vs urban, UG vs PG, Hostellers vs Day scholars, Literate vs illiterate, Above 10,000 vs Below 10,000, joint vs nuclear, Government vs self-finance and Aided vs self-finance are 4.563, 2.977, 6.820, 6.304, 6.465, 6.200, 3.499, 2.641, and 2.583 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

But the same time, the RTE Act awareness of student teachers on the component-level of general knowledge based on the views of Government vs Aided is 0.222, which shows no significant difference between the RTE act awareness of student teachers on the component-level of general knowledge based on the views of Government and Aided.

Therefore the null hypothesis (Ho14): There is no statistically significant difference exists among the student teachers with respect to RTE Act awareness on the basis of component - Level of General Knowledge is rejected.

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- level of general knowledge had significant difference with respect to all variables except the views of government and aided.

4.2.15 Analysis of RTE Act awareness component-Responsibilities of Teachers with respect to variable gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

The RTE Act awareness of student teachers on the component-Responsibilities of teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type were analysed. The ‘t’ test was employed to find out the difference, if any, between the mean values based on the variable gender, locality, type of institution, qualification, residential status, parental qualification, income and family type. The summary of the ‘t’ test is presented in table 4.15.

Table 4.15

Comparison of RTE Act awareness component- Responsibilities of teachers with respect to the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

Variables	Specification	N	M	SD	SE	t-value
Gender	Boys	279	4.06	1.59	0.153	4.404 **
	Girls	271	4.73	1.98		
Locality	Rural	204	4.15	1.59	0.160	2.402 *
	Urban	346	4.53	1.93		
qualification	UG	359	4.14	1.69	0.160	4.536 **
	PG	191	4.86	1.97		
Residential status	Hostellers	345	4.14	1.66	0.158	4.136 **
	Day scholars	205	4.80	2.00		
Parents qualification	Literate	380	4.21	1.69	0.166	3.575 **
	Illiterate	170	4.80	2.03		

Income	Above 10000	349	4.17	1.67	0.159	3.726 **
	Below 10000	201	4.77	2.01		
Family type	Joint	238	4.09	1.59	0.155	3.415 **
	nuclear	312	4.62	1.95		

Variables	N	M	SD	Aided	Private
Government	111	4.07	1.55	0.258 NS	2.563 *
Aided	119	4.13	1.61		2.348 *
Self-finance	320	4.60	1.95		

NS – Not Significant *-Sig. at 0.05 level **- Sig. at 0.01 level

s The table 4.15 reveals that the calculated ‘t’ values between the RTE Act awareness of student teachers with reference to the component-Responsibilities of teachers based on the views of boys vs girls, UG vs PG, Hostellers vs day scholars, Literate vs Illiterate, Above 10,000 vs Below 10,000, Joint vs nuclear are 4.404, 4.536, 4.136, 3.575, 3.726 and 3.415 respectively. A statistically significant difference at 0.01 level could be noticed between the above categories.

Similarly the RTE Act awareness of student teachers on the component-Responsibilities of teachers based on the views of Rural Vs urban, Government vs self-finance and Aided vs self-finance are 2.402, 2.563 and 2.348 respectively. A statistically significant difference at 0.05 level could be noticed between these categories.

But the same time, the RTE Act awareness component-Responsibilities of teachers based on the views of Government vs Aided is 0.258 which shows no significant difference between the RTE awareness component-Responsibilities of Teachers base on the views of Government and Aided.

Therefore the null hypothesis (Ho15): There is no statistically significant difference exist among the student teachers with respect to RTE Act awareness on the basis of component-Responsibilities of teachers is rejected

Hence it may be inferred from the analysis that, the RTE Act awareness of student teachers on the component- Responsibilities of teachers had significant difference with respect to all variables except the views of government and aided.

4.3 QUALITATIVE ANALYSIS OF DATA

With the end of the quantitative analysis the investigator has qualitatively analyzed the high achiever and the low achiever with reference to the RTE act awareness scale which are as follows.

CASE STUDY I

CASE STUDY OF STUDENT TEACHER WHO GOT HIGH SCORE IN RTE ACT AWARENESS SCALE. HOW AND WHY?



General Information

S. Balamurugan, 27 years, was doing his B.Ed course in a PPG college of education, Coimbatore. He hails from Madurai and currently stays at the college hostel. He came from middle class family. He is the only son to his parents. He moved from Madurai to Coimbatore because of the need for a quality education that his friends suggested for him.

Comparative Analysis

The subject has scored the maximum marks of 36 out of 37 in the assessment of RTE ACT awareness test. His mark was compared and interpreted with others marks that his performance was good. Interview conducted further with him regarding his performance.

Personal Efforts taken by the Subject

The subject was self-motivated and his attitude towards the society holds very well and this has made him develop a great interest towards the current affairs. He was interested in watching news channels. He discusses the social issues and reforms with his friends occasionally. He also mentioned that he was preparing himself for the competitive exams. He regularly reads the news paper and takes down the important notes from there. He also took special efforts to read lots and lots of books regarding general knowledge and self motivated books. He volunteered himself freely to participate in all the curricular and co-curricular activities conducted in the college especially in group discussion, games and community service. He also extended help to his friends in clarifying doubts and encourages them.

Encouragement given by others

The good performance of the interviewee in RTE ACT awareness was also due to the co-operation and support provided by his friends and specially his parents. Both his parents are illiterates but they provide whatever he wants to concentrate on his studies. His father was a business man and the socio-economic status of the student was good which enabled him to get all his needs satisfied with regard to education. His family being a nuclear family, his parents were able to provide him with a good infrastructure and a desirable environment for studies and lots of books at his disposal to improve his knowledge. His achievement was mostly due to the favourable condition and family atmosphere. His family being located in the rural area, but well established internet facility available in his home. His friends motivate him frequently to achieve lot in his life.

The Investigator's Opinion

With the personal interview conducted with the interviewee, the investigator felt that the student was joyful and motivated towards learning. His interaction was pleasing and confident at many points. He had good communication skills. He was able to ask a lot of sensible questions to the investigator on various concepts regarding RTE Act. The investigator thus ended the conversation wishing him good luck.

CASE STUDY II

A CASE STUDY OF STUDENT TEACHER WHO GOT LOW SCORE IN RTE ACT AWARENESS SCALE. HOW AND WHY?



General Information

E. Priya , 25 years, was doing his B.Ed course in a Hindustan college of education, Coimbatore. He came from an area located near the college as a day scholar. Her family was a nuclear one with father, mother, her sister and herself.

Comparative Analysis

The subject has scored the minimum score of 04 out of 37 in the assessment of RTE ACT awareness test. Her mark was compared and interpreted with others marks that her performance was not satisfactory and she had scored the least marks when

compared to all the students undertaken for the study. The interview conducted further with her regarding her performance.

Personal Efforts taken by the Subject

The subject according to the investigator was shy and lacks faith in her. Her attitude towards the current affairs was very poor which was confirmed when the subject herself mentioned that she does not have news paper reading habit. She seemed to have taken less or no efforts in the process of improving her general knowledge. She also stated that her friends motivated to read newspaper and watch news channels. But she took no effort to improve on it. She focused negatively towards the general knowledge awareness. She seemed to take no effort even to participate in any curricular and extracurricular activities conducted in the college.

Encouragement given by others

The poor performance of subject in RTE ACT awareness test, due to the lack of cooperation and support from her friends and especially from his parents. Both her parents were illiterates and no desirable environment was provided for her to concentrate on her studies. Her father was employed and her mother stayed at home as a home maker. The subject at home tried to help her mother in homework due to her ill health. She had no chance of her needs getting satisfied and this has made her to think negatively. She hailed from a stressful home climate and infrastructure seemed to create no proper motivation for the subject to improve her knowledge.

Investigator's Opinion

The interview conducted with the subject made the investigator feel that the subject needed immediate attention and certain remedial measure needs to be implemented in order to make her well in her future endeavours. The investigator felt the need that the subject should be trained in personality development activities. The

subject scored very low in almost all the components tested for the RTE awareness. The subject seemed to be nervous, submissive and showed no interest or even took any attempt to develop general knowledge. Thus, with all the above mentioned factors, it is inferred that the subject should be taken under immediate attention and should be provided with all the necessary counselling.

4.4 CASE STUDIES OF HIGHER SCORER AND LOWER SCORER IN RTE AWARENESS SCALE

When comparing the two case studies the investigator was able to interpret that the subject's interest, motivation, attitude and the confidence level varied a great level towards current affairs. The student teachers personal factors are influenced greatly towards RTE Act awareness. The qualitative study thus helped tremendously to create some remedial measures for the student teachers to rectify and to improve on their knowledge.



Summary and Findings

CHAPTER V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

In the present investigation, an attempt has been made to find out the RTE act awareness among the B.Ed student teachers in Coimbatore district. The investigator selected 550 samples through the purposive sampling technique; questionnaire was used to assess the RTE act awareness among the B.Ed student teachers. The obtained data was analyzed quantitatively and qualitatively by the investigator. This chapter summarizes the salient findings which have been analyzed in Chapter IV. Apart from the major findings of the study, the researcher has also presented some areas for further research and recommendations on the basis of the findings.

5.2 FINDINGS RELATED TO THE STUDY

The findings related to the quantitative and the qualitative analyses of the data are given below.

5.3 QUANTITATIVE ANALYSIS

1. There is significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of gender. Male student teachers had better awareness than female student teachers.
2. There is significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of locality of residence. Urban area student teachers had better awareness than the rural area student teachers.
3. There is no significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Government and Aided).

4. There is significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Government and Self finance). Self finance college student teachers had better awareness than Government college student teachers.
5. There is no significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of management (Aided and Self finance).
6. There is significant difference exists among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of student teachers. UG qualified student teachers had better awareness than they PG qualified Student teachers
7. There is significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of residential status of student teachers. Hosteller's student teachers have better awareness than they day's scholars.
8. There is no significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of educational status of parental qualification.
9. There is significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of socio economic status. Student teachers whose parent's income above 10,000 is better RTE awareness than the student teachers whose parent's income below 10,000.
10. There is no significant difference exist among student teachers with respect to the awareness of RTE Act (2009) on the basis of type of family.

11. There is no significant difference exists among the student teachers with respect to RTE Act awareness component-Responsibilities of authority based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.
12. There is significant difference exists among the student teachers with respect to RTE Act awareness component-Responsibilities of government based on the variables gender, type of institution, qualification, residential status, parental qualification and parent's income.
13. There is significant difference exists among the student teachers with respect to RTE Act awareness component-Responsibilities of management based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.
14. There is significant difference exists among the student teachers with respect to RTE Act awareness component-Level of General Knowledge based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.
15. There is significant difference exist among the student teachers with respect to RTE Act awareness component-Responsibilities of teachers based on the variables gender, locality, type of institution, qualification, residential status, parental qualification, income and family type.

5.4 QUALITATIVE ANALYSIS

While compare the qualitative analysis on performance of top scorer and qualitative analysis on performance of lowest scorer in RTE act awareness scale. The investigator founded the following factors for their achievement.

1. The investigator founded the following factors in high achiever which causes for the high achievement.

1. Self-motivation
2. Positive thinking
3. Vigorous reading habit
4. Team player

2. The investigator founded the following factors in low achiever which causes for the low achievement.

1. Negative thinking
2. Lack of reading habit
3. Stressful home environment

5.5 RECOMMENDATION

The recommendations based on the results of the study are as follows:

- ❖ The study revealed that the male student teachers had better awareness than female student teachers. Hence it may be the recommendation of the study that the Institutions may provide proper motivation and orientation to female student teachers to enhance their knowledge in contemporary affairs.
- ❖ The study revealed that the urban area student teachers had better awareness than rural area student teachers. Hence it may be the recommendation of the study that the Institutions may provide proper motivation and facility to rural area student teachers to enhance their knowledge updating and improve their current affairs.
- ❖ The study revealed that the Self-finance college student teachers had better awareness than Government college student teachers. Hence it may be the

recommendation of the study that the Government may provide proper library and facility to Government College of education to enhance students learning.

- ❖ The study revealed that the UG qualified student teachers had better awareness than they PG qualified Student teachers. Hence it may be the recommendation of the study that the institutions may motivate the PG qualified student teachers to show interest on social issues and activities with their learning.
- ❖ The study revealed that hostel student teachers had better awareness than they day's scholars. Hence it may be the recommendation of the study that the Institutions may provide proper motivation to the day scholars to spend more time t to enhance their knowledge updating and improve their current affairs.
- ❖ The study revealed that Student teachers whose parent's income above 10,000 had better RTE awareness than the student teachers whose parent's income below 10,000. Hence it may be the recommendation of the study that the Institutions may provide the proper motivation, library facility and internet facility to the student teachers to enhance their knowledge updating and improve their current affairs.

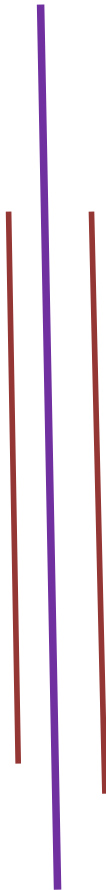
5.6 SUGGESTIONS FOR FURTHER RESEARCH

Research is a vital and comprehensive area. The purpose of any research is to find solution scientifically for the problems related to education, society etc., However investigation of one problem always provide many research questions that can be investigated by other researchers. Some of the areas for research in the future may be as follows.

- The present study carried out the RTE act awareness of B.Ed student teachers in Coimbatore district only. A study may be conducted to extend all over the Tamil Nadu State and India.
- The present study was confined to the student teachers only. This may be extended to the teachers, teacher educators, principals and management authorities.
- This study was conducted for the student teachers of Government College, aided college, self finance colleges only. This may be extended to the student teachers of University education department.
- This study was conducted for the B.Ed student teachers only. This may be extended to the engineering, management and arts college students.
- A study of the personal and environmental factors influencing awareness of RTE act.
- A study may be carried out to explore the attitudes of teachers towards RTE act.
- A study may be conducted to explore the problems encountered by the schools while implement the RTE act.
- The study may be conducted to find out the effects of RTE act in different states of India.
- The study may be conducted to find out the role of constitutions towards education in India.
- The study may be conducted to find out the effects of RTE act on child labour issue in India.

5.7 CONCLUSION

The research activity in specific areas is just the beginning of exploring the unidentified treasures in that area. The importance of RTE act is being highlighted in many educational policies and exponents' speeches but studies on this area are very few. Therefore the present investigation has opened up a new direction in moral qualities among school children at school level. The problems which have been identified by the investigator will give a proper direction to the authorities concerned in developing and modifying the programs regarding RTE act awareness. Through this study it can be understand that by providing the rights to education to the students, government eradicates the child labour problem indirectly.



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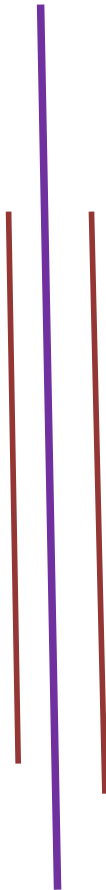
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APPENDIX-I

RTE ACT AWARENESS SCALE

**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (Autonomous),
COIMBATORE – 641 020
2011-2012**

Dear respondents,

I am a M.phil Scholar of Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore. I have taken a research topic on “**A study on the awareness of Right to Education Act (2009) among the B.Ed student teachers**”.

I will be grateful to you if you could kindly fill in this questionnaire honestly. I assure you that the information collected from you will be used only for research purpose and kept strictly confidential. Your kind co-operation is solicited.

Thanking You,

Yours Faithfully,
S.NITHYA

PROFILE OF THE STUDENT TEACHER

Name	:
Gender	: Male / Female
Locality of college	: Rural / Urban
Type of institution	: Govt / Govt Aided / Private
Qualification	: UG / PG
Residential status	: Hostellers / Days scholars
Parental qualification	: Literate / Illiterate
Income	: Above 10,000 / Below 10,000
Family system	: Joint family / Nuclear family

STATEMENTS

Read the following statements and put (✓) marks in the correct answer

- RTE rfl∩Â<go mUfhikæš cŸs gŸëfëš v∩jid taJ tiu cŸs mid∩J FH^aijfS_iF« İytr fElha fšé bfhL_ifŸgl nt∩L«.
m) 6-14 M) 6-18 Ĩ) 6-12 <) 6-16
- RTE rflŸgo bjhl_if_ifšé_ifhd gŸëæ< bjhiyÎ
m) x<W M) _<W Ĩ) eh<F <) İu∩L
- RTE rflŸgo İilâiy fšé_ifhd gŸëæ< bjhiyÎ
m) _<W M) İu∩L Ĩ) x<W <) İt%øš x<Wäšiy
- RTE rflŸgo bjhl_if_ifšé_ifhd MÁça® khzt® é»j«
m) 1:30 M) 1:40 Ĩ) 1:35 <) 1:20
- RTE rflŸgo İilâiyfšé_ifhd MÁça® khzt® é»j«
m) 1:30 M) 1:40 Ĩ) 1:35 <) 1:20
- RTE rfl« Ä<tUtdt%øš vj%F bghU^ajhJ,
m) jáah® gŸë M) ãÂ cje bgW« gŸë
İ) enthjah gŸë <) muR gŸë
- RTE rflŸgo gâæèU_iF« MÁça®fŸ v∩jid M∩L_iFŸ jFÂ bgw nt∩L«.
m) 8 M∩L M) 5 M∩L Ĩ) 3 M∩L <) 2 M∩L
- MÁça® jFÂ nj®éid jäæehfoš el∩JtJ
m) TRB M) TNPSC Ĩ) UGC <) SSC
- midtU_iF« İytr_ifšé vd tēÍW∩Âa rflŸÄçÎ
m) Article 45 M) Article 47 Ĩ) Article 51 <) Article 55
- bjhl_if_ifšé MÁçaU_ifhd fšé jFÂ
m) 10+2+2 M) 10+2+3
İ) 10+2+3+1 <) İt%øš vJÎäšiy

11. RTE rĕlĭygo jâah® gŸĕfĕš mĕjf nt©oa Īytr xJiÑL
 m) 35% M) 15% Ī) 25% <) 45%
12. Ā<tUtdt%ŏš ah® social disadvantaged mšy.
 m) »uhkòw khzt®fŸ M) kh%W ĀwdhĕfŸ
 Ī) Mjut%onwh® <) ĀUešifa®
13. RTE rĕlĭygo fšĕjfhđ fĕlzŏij V%ogJ
 m) kŏĀa khây muR M) khây muR
 Ī) kŏĀa muR <) j<dh®t bjh©L āWtd«
14. RTE rĕlĭygo V%ogLŏjŸgĕl gŸĕfšĕ fĕlzFGĕ< j%onghija jiyt®
 m) uĕuh#< M) nfhĕªjuh#< Ī) r«gŏ <) f%ogfĕchah®
15. fšĕah©ŏ< bjhĭf ehĕš ĪUªJ ----- khj« tiu FHªijfis gŸĕæš nr®i;fyh«.
 m) 6 khj« M) 8 khj« Ī) 3 khj« <) 2 khj«
16. RTE rĕlĭygo MÁça®fSjF ÁwŸò gæ%Á vŏjid M©L bfhLj;fŸgL»wJ.
 m) 9 M©L M) 4 M©L Ī) 6 M©L <) 2 M©L
17. ahUila tĕfhĕLjĕ< go MÁça® jFĀ nj®Ī elŏjŸgL»wJ.
 m) NCTE M) NCERT Ī) NUPEA <) UNESA
18. muR bghJnj®Ī RTE rĕlĭygo vªj tFŸò tiu »ilahJ
 m) 6 M« tFŸò M) 8 M« tFŸò
 Ī) 9 M« tFŸò <) 10 M« tFŸò
19. bjhĭ;ffšĕæ< bghWŸghs®
 m) AEEO M) CEO Ī) DEO <) DEEO
20. RTE rĕlĭygo Anglo Indian Schools rĕlŏij ŪWgt®fis j©oŸgt® ah®
 m) CEO M) DEO Ī) IMS <) Director of School Education
21. RTE rĕlŏij mkšgLŏJ« bghWŸò vªj mikĕrfŏĀ< Ñæ tU»wJ.
 m) āĀ Jiw M) kâjts nk«ghĕL Jiw
 Ī) rĕlŏJiw <) cŸJiw

22. RTE rĕlĭygo 25% éGĭfhL nj@Í brEaYgL« FHªijfY vªj Kiwgo nj@ªbjLĭfYgL»«wd.
 m) thEbkhê nj@Í M) vGªJ nj@Í
 Ĩ) Random Selection <) Ĩt%œš x«W« Ĩšiy
23. mÂfkhf fšéflz« tNèĭF« gYĕfSĭF mguhj bjhifia vªjid klšF ca@ªÂ tNèĭfYgL»wJ.
 m) 8 klšF M) 9 klšF Ĩ) 5 klšF <) 10 klšF
24. RTE rĕlĭygo MÁça® xU thuªÂš Fiwªjgfr« vªjid kâneu« gâah%ow nt©L«.
 m) 35 M) 75 Ĩ) 45 <) 25
25. f%owš FiwghLila khzt@fê« -----taJ tiu gÂntLfis jiyikahÁça® guhkçĭf nt©L«.
 m) 15 taJ tiu M) 20 taJ tiu Ĩ) 18 taJ tiu <) 14 taJ tiu
26. bjhĭffšéæ« MÁça® M©LĭF vªjid ehĕfY gâah%ow nt©L«.
 m) 100 M) 120 Ĩ) 200 <) 180
27. Ĩlâiyĭ fšéæ« MÁça® M©LĭF vªjid ehĕfY gâah%ow nt©L«.
 m) 220 M) 300 Ĩ) 150 <) 200
28. gYĕã@thfĭFGé« jiytuhf brašgLgt®
 m) jiyikahÁça® M) Kĭĭk fšé mYty®
 Ĩ) bg%onwh® MÁça® fhf cWYAd® <) j«dh@t bjh©L āWtd®
29. FHªijfY çĭk ghJfhYò MizašfY rĕl« Ĩa%owYgfl M©L
 m) 2009 M) 2005 Ĩ) 2007 <) 2010
30. FHªijfSĭfhd fšé çĭk rĕl« eilKiwĭF tªj M©L
 m) 2009 M) 2008 Ĩ) 2010 <) 2011
31. FHªijfSĭF vªjéjkhđ j©lidÍ« bhLĭfĭTlhJ vd TW« rĕlĭÃĭ
 m) Rule 53 M) Rule 51 Ĩ) Rule 55 <) Rule 60
32. gYĕãš khzt@fis nj@é« moYgilæš nr@ĭF« jiyikahÁça® brYªJ« mguhj bjhif
 m) 25,000 M) 50,000 Ĩ) 15,000 <) 10,000



APPENDIX-II

Government Gazette notification on RTE Act

(2009)