

# AWARENESS OF RIGHT TO EDUCATION AMONG PROSPECTIVE TEACHERS

*Dissertation submitted to the Tamil nadu Teachers Education  
University in Partial fulfillment of the requirement for the  
award of the degree of*

## **MASTER OF EDUCATION**

*Submitted by*

**SUNITHA. S**

Reg No. 10916 M1211415

*Under the guidance of*

**Dr. B.C. SOBHA**

Principal N.V.K.S.D College of Education



**N.V.K.S.D. COLLEGE OF EDUCATION  
(NAAC ACCREDITED BY B<sup>++</sup> GRADE)  
ATTOOR, KANYAKUMARI DISTRICT  
JUNE – 2013**

**SUNITHA. S**

M.Ed., Student

N.V.K.S.D. College of Education

Attoor,

Kanyakumari District.

## **DECLARATION**

I hereby declare that this dissertation “**AWARENESS OF RIGHT TO EDUCATION AMONG PROSPECTIVE TEACHERS**” submitted by me for the degree Master of Education is an original and independent research work and it has not been submitted for the award of any degree, diploma and fellowship of any other university or institution.

Place : Attoor

**SUNITHA. S.**

Date :

(M.Ed., Student)

**Dr. B.C. SOBHA**

Principal

N.V.K.S.D. College of Education

Attoor, Kanyakumari District.

## **CERTIFICATE**

This is certifying that the dissertation entitled “**AWARENESS OF RIGHT TO EDUCATION AMONG PROSPECTIVE TEACHERS**” submitted for the award of Master of Education by SUNITHA. S. is an original record of research work carried out by her under my guidance and supervision. This thesis is an original work of the candidate and has not been submitted in part or full for any diploma, degree, fellowship or other similarities in this or anyother university.

Place : Attoor

**Dr. B.C. SOBHA**

Date :

## **ACKNOWLEDGEMENT**

With great pleasure and privilege, I present here with full satisfaction the dissertation on “Awareness of Right to Education among prospective teachers”. I express my deep gratitude to God the Almighty for guiding through infinite wisdom and without whose intercession this dissertation would not have been a reality.

No word can truly express my whole hearted thanks and indebtedness to my supervisor Dr. B.C. Sobha, Principal, N.V.K.S.D. College of Education, Attoor for his valuable guidance and inspiring encouragement during the course of the study.

I also express my sincere gratitude to Dr. V.S. Mini Kumari, former principal for his valuable guidance.

I record my sincere thanks to Mrs. P. Sheela, the librarian for her immense help and suggestion. I also express my thanks to Mr. Jayamohan for his kind co-operation and support during this course.

I also express my sincere gratitude to the principal and prospective teachers of various colleges for their co-operation during data collection.

Finally, I express my sincere whole hearted thanks to my beloved family members, my friends and all those who helped me directly and indirectly for the successful completion of the dissertation.

**SUNITHA. S.**

## **CONTENTS**

<b>CHAPTER – I</b>		
<b>CHAPTER NO</b>	<b>CONTENTS</b>	<b>PAGE NO</b>
<b>I</b>	<b>INTRODUCTION AND CONCEPTUAL FRAME WORK</b>	<b>1 - 23</b>
<b>II</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>24 - 39</b>
<b>III</b>	<b>METHODOLOGY</b>	<b>40 – 68</b>
<b>IV</b>	<b>ANALYSIS AND INTERPRETATION</b>	<b>69 - 80</b>
<b>V</b>	<b>FINDINGS, CONCLUSION,IMPLICATIONS AND SUGGESTIONS</b>	<b>81 - 85</b>
	<b>REFERENCES</b>	
	<b>APPENDICES</b>	

## LIST OF TABLES

<b>Table No</b>	<b>Title</b>	<b>Page No</b>
3.2	Details of items selected from the draft scale	47
3.3	College wise distribution of sample	54
3.7	Gender wise distribution of sample	58
3.8	Locale wise distribution of sample	59
3.9	Community wise distribution of sample	60
3.10	Religion wise distribution of sample	61
3.11	Type of management wise distribution of sample	62
3.12	Parental educational qualification wise distribution of sample	63
3.13	Monthly income wise distribution of sample	64
4.1.1	Descriptive analysis for awareness on right to education	70
4.1.2	Percentage distribution of different levels of awareness on right to education	71
4.2.1	Comparison of awareness on right to education based on gender	72
4.2.2	Comparison of awareness on right to education based on locale	73
4.2.3	Comparison of awareness on right to education based on religion	74
4.2.4	Comparison of awareness on right to education based on community	75
4.2.5	Comparison of awareness on right to education based on	76

	type of management	
4.2.6	Comparison of awareness on right to education based on parental educational qualification	77
4.2.7	Comparison of awareness on right to education based on monthly income	78

## **CHAPTER – I**

# **INTRODUCTION AND CONCEPTUAL FRAME WORK**

**INTRODUCTION**

**NEED AND SIGNIFICANCE OF THE STUDY**

**CONCEPTUAL FRAME WORK**

**STATEMENT OF THE PROBLEM**

**OPERATIONAL DEFINITION OF KEY TERMS**

**OBJECTIVES OF THE STUDY**

**HYPOTHESIS OF THE STUDY**

**METHODOLOGY IN BRIEF**

**ORGANISATION OF THE REPORT**



## **1.1 INTRODUCTION**

Education is the backbone for any society. Education helps to become aware of themselves and their environment. Education helps to know ourselves and to develop qualities like truth, charity, righteousness, honesty, sacrifice, tolerance, punctuality, loyalty and faithfulness.

Human rights are the rights made available to all human irrespective of any discrimination of our nationality, place of residence, gender or any other status by UN. The right to education is aimed to secure all individuals the necessary conditions to lead a minimally good life. So when we discuss about right to Education we have to think about how to inculcate proper awareness and values on different aspects of educational laws and rules among future citizens through education.

The Right of children to free and compulsory Education Act 2009 (RTE Act) came into effect with much fanfare. The right to education act is a detailed and comprehensive piece of legislatives which includes provisions related to schools, teacher, curriculum, evaluation, access and specification division of duties and responsibilities of different stake holders.

## **1.2 NEED AND SIGNIFICANCE OF THE STUDY**

In the Article 25 – A 18<sup>th</sup> Amendment Mr. Kamboh said, “Only making a law for compulsory education will do nothing” So any act implemented by the government should be brought into awareness of the public.

One of the most important problem that our society now facing is violation of rights in every aspects. Even though our government enacted many laws for the beneficial of our younger generations they did not reach the people. The main reason behind this is there is no awareness programmes conducted by the government or any other organizations. The RTE acts clearly defines the obligations of the center, state, local, government schools, officials and parents about their duties. Still, there are certain key questions remain unanswered in the act. To make the act a great success collective efforts are to be made by all parents, teachers, school and society, local and state government. In order to provide collective efforts the lowest level of the people must know about the provisions of this act.

The benefits of RTE Act are to be percolated to the lowest level of population. If the lowest level of population have the knowledge about right to education it will reach the highest level of population. In this prospective teachers play a key role. The prospective teachers should educate the students, parents when they become teachers. By this no child within their knowledge is ever illtreated, exploited, beaten, insulted and deprived of his or her rights.

So this study is must for the bright future of our nation. Therefore there is need to address prospective teachers about right to education act and this study will be useful for future generation also.

## **1.3 CONCEPTUAL FRAME WORK**

### **THE HISTORY OF THE RIGHT TO EDUCATION ACT**

After Independence, Article 45 under the newly framed constitution stated that the state shall endeavor to provide free and compulsory Education to all children until they complete the age of fourteen years within a period of ten years form the commencement of this constitution. 86<sup>th</sup> Amendement Act (2002) via Article 21A (part III) seeks to make free and compulsory education a fundamental right for all children in the age group 6 – 14 years.

The Amendement also introduced a new article 21A which impose a duty on parents and guardians to provide their children with educational opportunities. In October 2003 a first draft of the legislation envisaged in the above article viz; free and compulsory education for children bill 2003 was prepared and posted on this website in October 2003, inviting comments and suggestions from the public at large. In 2004 subsequently, taking into account the suggestions received on this draft a revised draft of the Bill entitled free and compulsory Education Bill 2004 was prepared.

In June 2005, the CABE committee drafted the right to education bill and submitted to the Ministry of HRD. This was revised and become an act in

August 2009, but was not notified for roughly 7 months. RTE was drafted and passed in parliament on August 27, 2009 and it was notified on February 16, 2010 and it came into force from April 1, 2010. This was a historic day for the people of India as from that day the right to education will be accorded the same status as the right to life as provided by Article 21 A of the Indian constitution.

### **TEN FUNCTIONS OF THE RIGHT TO EDUCATION ACT – 2009**

1. It makes education Free
2. It makes education compulsory for the state to provide.
3. It provides for curriculum to be in consonance with constitutional values.
4. It addresses Quality of Teachers.
5. It sets norms for Quality of schools.
6. It has a Social Reform function. (25% seats for disadvantaged and weaker sections in private schools)
7. It protects the child and removes child labour.
8. It simplifies procedures for parents.
9. It provides for local participation in Education (School Management Committee (SMC)).

10. It Removes oppression of Examinations.

## **INVESTIAGIVE OVER VIEW OF FUNCTIONS OF THE RTE ACT**

### **It makes Education Free :**

- 2(b) : No capitation fee
- 3(1) : Right of child to free and compulsory education
- 3(2) : Child not to pay any kind of fees or expanses
- 8(a) : Govt. not liable for free education when parents admit child to private school
- 9(a) : Every local authority shall provide free and compulsory education to every child.
- 12(1) (a), (b), (c) : Extent of school's responsibility for free and compulsory education.

### **It makes education compulsory for the state to provide :**

- 2(a), (h) : Define authorities (Appropriate Govt. and local authority) in relation to schools to provide free and compulsory education.
- 3(1) : Right of child to free and compulsory education

- 4 : Special provisions for children not admitted to or who have not completed education (for older children)
- 5(1), (2), (3) : Right of child to transfer to other school (for transition, for migration)
- 6 : State to provide neighbourhood schools within 3 years from the commencement of the Act
- 7(1). (3) : Concurrent responsibility of central and state Govt. to share financial and other responsibilities
- 8(a) : The appropriate Govt. shall provide free and compulsory education to ever child.
- 9(a) : Every local authority shall provide free and compulsory education to every child.
- 12(1)(a), (b), (c) : Extent of school's responsibility for free and compulsory education.

**It provides for curriculum to be in consonance with constitutional values :**

- 7(6) : Role of Central Govt.
- (a) : To prepare National Curriculum Frame work

- (b) : To provide technical support and resources to the state govt.
- (c) : To provide technical support and resources to the state govt.
- 29(1) : Curriculum and education procedure to be laid down academic authority specified by appropriate govt.
- 29(2) (a) : Conformity with the values enshrined in the constitution
- 29(2) (b) to (h) : Specifies process of education.

**It addresses Quality of Teachers :**

- 23(1) : Minimum qualification to be laid down at central level
- 23(2) : All teachers to acquire minimum qualification within 5 years
- 23(3) : Salary and allowances, terms and conditions of service to be specified by appropriate govt.
- 24(1) : Duties of teachers specified.

- 24(2) : Disciplinary action against teachers' committing default in performance of duties.
- 24(3) : Teacher grievance mechanism to be prescribed
- 25(1) : Maintaining Pupil – Teacher Ratio (PTR) at school level
- 25(2) : Teacher posted to school can not be deployed for office / other purpose.
- 26 : Vacancy in a school can not exceed ten percent
- 27 : Non educational duties of a teacher restricted to elections, decennial census and disaster related task.
- 28 : Private tuition banned.

**It sets norms for Quality of schools :**

9(m) : Every local authority shall decide the academic calendar.

18 : Unrecognized schools not to be allowed to function

19

All schools to fulfill at least the norms and standards specified in the schedule.



- Schedule : PTR for primary not be exceed 1:40 one teacher per class for class 6 – 8 PTR for class 6 – 8 should be 1:35 Teaching Learning Material (TLM) as necessary Minimum working days and hours specified play materials, Games and sports equipment Separate toilet was for boys and girls, safe drinking water facility Play ground, a Kitchen for mid – day meal.
- 21(2) (a) : The school Management Committee (SMC) shall monitor working of the school.
- 21(2) (b) : The SMC shall prepare and recommend school Development Plan (SDP)
- 21(2) (c) : The SMC shall monitor the utilization of grant by the school
- 23(1) : Minimum qualifications for appointment of teachers as laid down by the authority.
- 28 : No teacher shall engage in private tuition or private teaching activity.

**It has a Social reform function :**

- 8(a) : The appropriate Govt. shall provide free and compulsory education to every child.

- 8(c) : Ensure pursuing and completing education of the children belonging to weaker section and disadvantaged group.
- 9(a) : Every local authority shall provide free and compulsory education to every child.
- 9(c) : Ensure admission of children of migrant families.
- 10 : Duty of parents or guardians to admit child in the neighborhood school.
- 12(1) : 25% of strength of class to be from weaker sections
- 12(3) : All schools to furnish any information as required
- 13 : No capitation fees, No screening (only random selection)

**It Protects the child and removes child labour :**

- 8(a) (2) : Duty of every government to ensure that every child is in a school, attends it and complete Elementary Education (EE)
- 9(c) : Ensure admission of children of migrant families.
- 10 : Make it duty of every parent to admit child in a school or cause to be admitted.

- 14(2) : No child shall be denied admission in a school for lack of age proof.
- 15 : No denial of admission
- 16 : No failure, No expulsion
- 17(1) : No physical punishment, no mental harassment
- 29(2)(g) : Child to be free of fear, trauma, anxiety

**It simplifies procedures for parents :**

- 5(1) : A child shall have right to seek transfer to any other school.
- 5(3) : Head Master (HM) or in – charge of the school to issue the transfer certificate (TC) immediately. TC not hamper the admission.
- 9(b) : Every local authority shall ensure availability of a neighbourhood school.
- 14(2) : Child to be admitted first, age proof later. No need of age proof for admission.
- 15 : Child shall be admitted in the school during the year (all year round admission).

29(f) : Medium of instruction shall, as far as possible, be in child's mother tongue.

30(1) : No Board exam till completion of EE.

**It provides for local participation in Education (SMC)**

9 : Local authority (Panchayat / Municipal Corporation) to be responsible for EE.

21 : SMC to be formed consisting of 75% parents, 50% members shall be women and elected members of the local authority.

32(1) : Any person having any grievance relating to the right of child under the Act may make a written complaint to the local authority.

32(2) : The local authority shall hear to the parties concerned and matter of the complaint.

**It removes oppression of Examinations :**

16 : No admitted child shall be held back in any class or expelled from school till the completion of EE.

29 (2) (h) : Comprehensive and continuous Evaluation of child's knowledge and ability to apply the same.

30(1) : No Board exam. Till completion of EE

30(2) : Certificate for completion of EE.

### **FINANCIAL IMPLICATIONS**

The financial implications were enormous. States like Uttar Pradesh and Bihar wanted 100% funds from the Centre, as it would involve Rs. 39,000 crore and Rs. 27,000 crore respectively in these two states. The other states that needed huge sums were West Bengal Rs. 14,000 crore, Andhra Pradesh Rs. 11,000 crore, and Maharashtra Rs. 10,000 crore.

It is estimated that India has 1.19 million schools, of which 87.15% are in rural areas. 65.14% of schools are independent primary schools. In these schools the need of trained teachers is enormous. According to the Government assessment, there is a shortfall of 5.1 Lakh trained teachers over and above the vacancies of 5.23 lakh existing in 2010. The Human Resources Development Ministry admitted in 2011 that the untrained teachers in the country stands at 7.72 lakh, that is 5.48 lakh at the primary levels.

### **SALIENT FEATURES OF RTE ACT 2009 :**

Some of the salient features of the act are :

- Free and compulsory education in a neighbourhood school till elementary education to all children of India in 6 – 14 age group.

- No child shall be held back, expelled or required to pass board examination till completion of elementary education.
- A child who completes elementary education shall be awarded a certificate.
- Calls for a fixed student – teacher ratio.
- RTE Act will apply to the whole of India except Jammu and Kashmir.
- Provides for 25% reservation for weaker section and disadvantaged section in admission to class 1 to in all private schools.
- Ensures good quality of elementary education.
- School teachers will need adequate professional degree within five years.
- No child shall be subjected to physical punishment or mental harassment.
- Screening procedure shall be punishable with fine. No donation and / or capitation fee.
- No teacher shall be deployed for any non – educational purpose other than census, disaster relief duties and election duties.

- To constitute a school Management committee consisting of the elected representatives of the local authority, parents or guardians of the children.
- No teacher shall engage himself or herself in private tuition.
- School infrastructure to be improved in the three years, else recognition cancelled.
- Financial burden will be shared between stated cultural governments.
- Child's mother tongue as medium of instruction and, comprehensive and continuous evaluation system of child's performance will be used.

## **BASIC PROVISIONS OF THE RIGHT TO EDUCATION ACT**

### **Provision for free and compulsory education**

The Act provides that every child between the age of 6 and 14 shall have a right to free and compulsory education in a neighbourhood school till the completion of elementary education, that is, up to class eight. No child can be denied admission, expelled or held back before completing elementary education, and will continue to get free education even beyond the age of fourteen if he does not complete elementary education within that age. In case of transfer from one school to other, either within a state or outside such child shall have a right to seek transfer to any other school (as specified) and delay in producing certificate shall not be a ground for either delaying or denying

admission in school. The Act also provides that no child shall be denied admission in a school for lack of age proof.

### **Respective Obligations of the Centre, States, Local governments, Schools and Parents under the Act**

The Central Government shall develop a frame work of national curriculum, enforce standards for training of teachers and provide necessary technical support and resources to the state government for promoting innovations, researches, planning and capacity building.

The state and local governments shall ensure compulsory admission, attendance and completion of elementary education by every child of the age of 6 to 14 years; ensure availability of a neighbourhood school, ensure that the children belonging to weaker section and disadvantaged groups are not discriminated against, provide infrastructure including school building, teaching staff and learning equipment, ensure good quality elementary education, provide training for teachers, and monitor the working of schools.

While free education would be provided by government schools, even private schools and special category schools have to provide 25% reservation for economically disadvantaged communities in admission to class one. No school can charge any capitation fee or adopt any screening procedure for parents / child. The former can attract a fine of up to ten times the capitation fee, and the later Rs. 25,000/- for first contravention and Rs. 50,000/- for subsequent contravention. No school is to be established without obtaining



certificate of recognition from an authority as prescribed. Schools will have to satisfy norms and standards specified under the Act.

The Act also provides that with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children care and education for all children until they complete the age of 6 years, the appropriate government may make necessary arrangements for providing free school education for such children. It would be the primary duty of every parent to admit their children within 6-14 years of age to school.

### **Improving the Quality of Teaching in schools**

The Act makes a determined effort to discourage rote learning / cramming. The curriculum will also ensure that learning is more through action, discussion and exploration than through textbooks. Minimum qualifications are to be decided for teachers by an academic authority, teachers presently in service will be required to acquire this minimum qualification within five years. A teacher shall maintain regularity in attending school, conduct and complete the curriculum within the specified time, assess the learning ability of each child and supplement additional instructions as required and keep parents apprised of the progress made by the child. The act calls for a fixed teacher students ratio in schools. Vacancies of teachers in a school shall not exceed 10% of sanctioned strength. Further, teachers are not to be deployed for any non – educational work except census, disaster relief or election. No

teacher will be allowed to engage in private tuition. The Act also stipulates a time frame of three years for improvement of school infrastructure from the commencement of the Act.

The act makes provision for all – weather building consisting of at least one class – room for every teacher and office – cum – store – cum – head teacher’s room, barrier – free access, separate toilets for boys and girls, safe and adequate drinking water facility to all children, a kitchen where mid – day meal is cooked in the school, playground and arrangements for securing the school building by boundary wall or fencing.

### **Monitoring the Functioning of School**

Monitoring will be done through school management committees consisting of the elected representatives of the local authority, teachers and parents or guardians of children (at least three fourth, with proportionate representation to parents of children from weak and disadvantaged groups). The School Management committee shall monitor the working of the school, prepare and recommend school development plan, monitor the utilization of the grants received and perform such other functions as may be described.

### **Determining curriculum and Evaluation Procedure**

It will be laid down by an academic authority in conformity with the values enshrined in the constitution and will focus on all round development of the child, building up his knowledge, potential and talent, full physical and

mental development and making him free of fear, trauma and anxiety. No child shall be required to pass any Board examination till completion of elementary education and every child completing his elementary education shall be awarded a certificate.

### **Redressal of the grievances under the act**

The National / State Commission for protection of child rights constituted under provisions of the commissions for protection of child rights act, 2005 shall examine and review the safeguards for rights provided under this act and also inquire into complaints relating to child's right to free and compulsory education. Any person having any grievance relating to the right of a child under this act may make a written complaint to the local authority having jurisdiction. Any person aggrieved by the decision of the local authority may make an appeal to the State Commission for protection of child rights.

### **Function of the Proposed National Advisory Council**

The proposed National Advisory Council will be constituted by the Central Government from amongst persons having knowledge and practical experience in the field of elementary education and child development. The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

## **KEY QUESTIONS STILL REMAIN UNANSWERED UNDER ACT**

In spite of the eminently praiseworthy clauses in the Act, some questioned still remained unanswered.

### **Regarding the Academic Authority which will frame curriculum**

Persons (teachers, parents, members of society) at grassroots level are to be involved in the process of framing the curriculum. Pedagogical experts and educational consultants with little school experience – its problems as well as needs will not be able to do justice to framing of the curriculum.

### **Imparting Quality Teacher Training**

This matter is also a matter of great concern. Of all inputs in education, teacher is the most important input. It is he who can give shape to all policies made and schemes launched. Thus, conducting capacity building programmes to upgrade professional skills of teachers along with providing motivational and leadership training to teachers, principals and other officials is of paramount importance. Teacher training must fulfill the needs of the teachers as well as of the society. But the question remains unanswered as to who will evolve this quality teacher training programmes and how these will be implemented.

### **School Management Committees**

The Act seeks to set up managing committees for all schools other than unaided schools. Representatives of local authorities may interfere in the

process of school admissions and appointment of the teachers. At the same time, there are apprehensions that with a three – fourth majority of parents in the management committees, they may dominate the school decisions and it may turn into parents organizations.

#### **1.4 STATEMENT OF THE PROBLEM**

The Research problem is entitled as AWARENESS OF RIGHT TO EDUCATION AMONG PROSPECTIVE TEACHERS.

#### **1.5 OPERATIONAL DEFINITION OF KEY TERMS**

##### **AWARENESS OF RIGHT TO EDUCATION AMONG PROSPECTIVE TEACHERS**

In the present study the awareness of right to education means the individual's knowledge or consciousness about the right to education act.

##### **PROSPECTIVE TEACHERS**

In this study, refers to the student teachers who are studying B.Ed degree course.

#### **1.6 OBJECTIVES OF THE STUDY**

1. To construct and validate the right to education awareness test
2. To study the level of prospective teachers awareness on right to education.

3. To study the significant difference in the mean scores of awareness on right to education of prospective teachers based on gender, locale, religion, community, type of management, parental educational qualification and monthly income.

### **1.7 HYPOTHESIS OF THE STUDY**

1. The level of awareness of prospective teacher on right to education is average
2. There exists no significant difference in the mean scores of awareness on Right to Education or prospective teachers based on their gender, locale, religion, community, type of management, parental educational qualification and monthly income.

### **1.8 METHODOLOGY IN BRIEF**

#### **SAMPLE**

A study is conducted on a sample of 400 prospective teachers selected from various teacher education institutions in kanyakumari district. The students selected for the investigation differed in terms of gender, locale, religion, community, type of management, parental educational qualification and monthly income.

## **1.9 ORGANISATION OF THE REPORT**

The study has been reported in five chapters.

The first chapter contains an introduction to the study which consists of need and significance of the study, conceptual frame work, objectives, hypotheses, operational definition of terms methodology in brief.

Second chapter consists of studies related to right to education act.

Third chapter consists of procedure adopted and the statistical technique used for the study are presented.

Fourth chapter consists of the collected data are analysed and interpreted by using relevant Statistical techniques and are presented under appropriate heads.

The last chapter deals with the brief summary of the study followed by the major findings. The conclusions and major findings are discussed and suggestions for further research are also given.

The report is followed by a fairly exhaustive bibliography. The bibliography is followed by a series of appendices pertaining of the study.

## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

#### **STUDIES FROM INDIA AND ABROAD**



Review of related literature refers to the brief study and discussion of the related theoretical works and research studies. Through a scanning of the review, the researcher gets a clear vision about the nature of the problem under the investigation. The survey through experience with other relevant documents make the investigator familiar with the methods and techniques selected for various studies. It lays the foundation for the future work and it prevents unnecessary duplication. Thus the review of related literature is an essential part of research work.

## **2.1 MEANING OF REVIEW OF LITERATURE**

The phrase “Review of Literature” consists of two words. Review and literature. The word literature has conveyed different meaning from the traditional meaning. It is used with reference to the languages. Here in research methodology the term literature refer to the knowledge of a particular area of

investigation of any discipline which includes theoretical, practical and its research studies.

The term review means to organize the knowledge of the specific areas 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 the study.

According to W.R. Borg “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.”

## **2.2 COMPONENTS**

Development of the literature review requires four stages.

### **1. Problem formulation**

Which topic or field is being examined and what are its component issues.

### **2. Literature search**

Finding material relevant to the subject being exposed.

### **3. Data Evaluation**

Determining which literature makes a significant contribution to the undertaking of the topic.

### **4. Analysis and interpretation**

Discussing the findings and conclusions of pertinent literature.

## **2.3 IMPORTANCE OF REVIEW OF LITERATURE**

- ❖ To review what has been done already
- ❖ To identify problem and to answer specific question
- ❖ To provide rational to proposed study.
- ❖ To relate the previous studies
- ❖ To defeat conflicting points

## **2.4 PURPOSE OF REVIEW**

- The review of related literature enables the researcher to define the limits of his field.
- By reviewing the related literature the researcher can avoid unfruitful and useless problem areas.
- Through the review of related literature the researcher can avoid unintentional duplication of well established findings.

- The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.
- The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

## **2.5 NEED FOR THE REVIEW**

To state any research work a brief review of literature is a must for all. One must relate one's topic to existing knowledge. A greater understanding of the problem and its crucial aspects ensuring the avoidance of unnecessary duplication. A careful review of the research journal books, dissertation, thesis and other sources of information on problem to be investigated is one of the important steps in planning of any research study.

The review of literature is to enable the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The important specific reason for reviewing the related literature is to know about the recommendations of previous researches for further research which they have listed in their studies (Koul, 1992).

Best (1963) said that a familiarity with the literature in any problem area helps the students to discover what is already known, without others have attempted to find out, what methods of attack have been promotes a grated

under standing of the problem and its crucial aspect as ensures the avoidance of unnecessary duplication.

A research worker to be up-to-date in his knowledge about studies related to his problem already done by others. Study of related literature implies locating relevant researches, study of publishing articles going through related Portion of encyclopedia and research abstract, study of patent pages of comprehensive books on the subjects and going through related manuscript if any. For any worthwhile study, the research needs adequate familiarity with the library and its many resources.

The review of related literature is an important aspect and essential pre requisite of any investigation. One of the early steps in planning a research work is to review the research. It is very essential for every investigator to be up to date in the information provided. It avoids the duplication of the study and its finding to take an advantage form singular or related literature indicates the clear picture of the problem to be solved.

## **STUDIES CONDUCTED IN INDIA AND ABROAD**

**Patnik Malini (2012) conducted a study on perception of pre service women pupil teachers about education and values.**

### **Objectives:**

1. To study the perception of pre-service one year B.Ed two year B.Ed and 4 year integrated B.Sc, B.Ed women pupil teachers about the role of education and values in 21<sup>st</sup> century
2. To compare the perception of one year B.Ed two year B.Ed and four year integrated B.Sc, B.Ed women pupil teachers about the role of education and values in 21<sup>st</sup> century.

### **Hypothesis:**

1. There exists difference in perceptions of the role of education among one year B.Ed, two year B.Ed and 4 year integrated B.Sc, B.Ed women pupil teachers.
2. There exists difference in perceptions of the values among one year B.Ed two year B.Ed and 4 year integrated B.Sc, B.Ed women pupil teachers.

## **Main Findings**

The following are the main findings

- 1) It can be said that more percentage of women pupil teachers have suggested that education should give preference to the needs of every person irrespective of nationality rather than the needs of people in their own country.
- 2) It can be said that 4 year integrated B.Sc, B.Ed women pupil teachers have better socialization due to their longer period staying as compared to other.

**Kumar Dinesh and Sanita Sharma (2011)** conducted a study of parents and teachers awareness towards Right to education act 2009.

### ***Objectives of the study***

1. To assess the level of awareness of teachers and parents of primary to upper primary level students towards the RTE Act.
2. To assess awareness level of primary to upper primary level teachers towards the RTE Act.
3. To assess awareness level of primary to upper primary level students parents towards the RTE act.

### ***Findings***

1. It is concluded that there is a significant difference between the means of awareness levels of RTE of teachers and parents. Teachers are significantly more aware than that of parents.
2. It may be inferred that most of teachers were found at moderately aware of RTE 73.12%. The high and low groups represent 11% and 13% respectively.
3. It may be inferred that most of parents were found at moderately aware of RTE 70%. The high and low groups represent 14% and 16% respectively.

**Jaseena Fathima M.P.M. (2011) conducted a study on Right to Education awareness of M.Ed Trainees**

### ***Objectives***

1. To study awareness of M.Ed., Students on right to education
2. To study the effect of gender and type of management of the institution on the awareness of RTE.



### *Findings*

1. male M.Ed students possess significantly higher awareness RTE than their counterparts.
2. management of the M.Ed Colleges does not effect on the awareness of RTE.

**Dey Niradhar and Binod Beck (2011) conducted a study on Right of children to free and compulsory Education Act 2009. Teachers perception**

### *Objectives of the study*

1. To analyse the provisions made in “The Right of Children to free and compulsory Education Act 2009.”
2. To study the awareness and opinion of teachers towards “The Right of Children to free and compulsory Education Act 2009.”
3. To compare awareness and opinion of Teachers (below and above 40 years) towards” The Right of children to free and compulsory Education Act 2009.
4. To discuss the measures needed for better implementation of “The Right of children to free and compulsory Education Act 2009”.

### *Findings*

1. Most of the teachers were aware about the RTE Act – 2009
2. More than 50 percent teachers were idea about the type of schools in which the RTE Act – 2009 will be effective.
3. More than 40 percent teachers had the idea about the type of schools in which the RTE Act 2009 will be implemented.
4. 65 percent teachers were well aware about the inclusion of RTE Act 2009 in the fundamental right of our constitution.
5. Most of the teachers were not in favour of prohibition of admission test and fail system in elementary education.

**Premlakshmi K. (2011) Conducted a study on Right to Education and common school system perception among teachers.**

### *Objectives of the study*

1. To study the opinion about common school system from school teachers of government and matriculation schools.

### *Findings of the study*

1. There is a significant difference in perceptions between male and female teachers towards common school system.

2. There is no significant difference in perception between urban and rural school teachers towards common school system.
3. In general, the opinion of both the matriculation and Government school teachers differs among common school system.
4. There exists a significant difference in perceptions about common school system between teachers of above 30 years and below 30 years of working experience.

**Dhoot U.M. and S.S. Rathod (2011)** Conducted a study on awareness of educational rights among B.Ed., Girl students.

***Objectives of the study***

1. To check the awareness among B.Ed girls student related to their educational rights.
2. To study the opinion of girls related to right to education
3. Prepare a set at recommendation for improvement present situation of women education.

***Findings of the study***

1. As per the statement form opinion 68% girls student are families with basic human rights. In that 32% girls students are unknown about basic human rights.

2. B.Ed., students have common opinion about education rights for women.
3. Society must be empower women because they are also a human being recommendation suggested by B.Ed girls students.

**Sojuhi Singh (2010)** Conducted a study on the Impact of Right to Education Act on unrecognized schools in Delhi.

### ***Objectives***

1. To study the effectiveness of right to educational act in unrecognized schools.
2. To compare the effectiveness of right to educational act in unrecognized schools and recognized schools.

### ***Findings***

1. The unrecognized schools cannot have an impact on the actual policy making process and out comes.
2. The recognized schools can also help with greater dissemination of correct information. Some unrecognized schools claimed to be recognized and were providing false information to parents.

**Joe (2009)** Conducted a study on The Right to Education examining its meaning and implications.

***Objectives :***

1. To know the purpose of right to education.

***Findings :***

1. To prevail in practice human rights require not only articulation but interpretation, validation, legislation, enforcement by rule and law and finally to be conceived of in a positive formulation.

**Jayantibhai. V. patel (2008)** Conducted as a study on constitutional awareness among M.Ed Teacher trainees.

***Objectives***

1. The extent of constitutional awareness among the M.Ed level prospective teachers.
2. Whether there exists significant difference in the constitutional awareness.
3. Whether there exists significant difference between the male and female prospective teachers.

### *Findings*

1. 60% of student teachers scored less than 48.66 percent in constitutional awareness.
2. Apporximately half of the students teachers have less than 42.66 percent constitutional awareness
3. There is no significant difference in the constituently awareness of student teachers belonging to science, commerce and Arts group.

**Nehuru. S. and Raja Mohan Rao (2008)** Conducted a study on Educational development in Tamil Nadu's recent Trends

### *Objectives*

1. To trace out the educational development in Tamil nadu with special reference to primary to higher secondary education.

### *Findings*

1. The number of Priamary educational institutions has increased significantly which indicates the effective steps taken by the Government of Tamil nadu to provide compulsory primary education to all in the age group of 6-14 years over the study period.
2. The student enrollment in the primary school was found to be on increasing trend during the study period.

**Naseema C (2002) Conducted a study on Primary Teacher's awareness of Rights of children.**

***Objectives***

1. To find out the level of awareness of the rights of the child among primary school teachers.
2. To compare the mean awareness of the rights of the child for the comparable sub samples based on sex, age and teaching experience of the teachers, locality and management.

***Findings***

1. Only 10% of primary school showed high awareness of rights of the child 78% of the teachers have average awareness and 12% showed low awareness of the rights of the child.
2. Awareness of the rights of the child is found significantly high in male primary school teachers than in their female counter parts.
3. Teachers working in rural schools were found more aware of rights of the child than those in urban schools.
4. Teachers in government primary schools were significantly more aware of rights of the child than teachers in Private schools.

5. Primary school teachers having teaching experience below 10 years do not offer significantly from those having good teaching experience in their awareness of rights of the child.

## **2.7. CRITICAL REVIEW :**

Review of related literature helps to link the previous researches with present research. A review of the related literature in the area of the awareness right to education has helped to get adequate insight into the nature of the problem under study. The studies have helped the investigator to locate comparative data for the interpretation of results. It also provide ideas, theories, explanations, hypothesis, method of research valuable in formulating and studying the problem. Review of Indian studies and foreign studies clearly brings out the fact that no attempt has been made to study the awareness of right to education among prospective teachers.



## **CHAPTER – III**

### **METHODOLOGY**

#### **SECTION – A**

#### **TEST DEVELOPMENT**

#### **SECTION – B**

#### **PLAN AND PROCEDURE**

Research may be defined as the application of the scientific method in the study of problems. Research is a systematic attempt to obtain answers to meaningful questions about phenomena or events through the application of scientific procedures. It is an objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations. Principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomena. Research is scientific and as such is not satisfied with isolated facts, but seeks to integrate and systematize its findings. It is concerned with the objective verification of generalizations. Such verification requires logical analysis of problems and devising of appropriate methodologies for obtaining evidence.

Educational research involves application of the main principles of scientific research to the solution of educational problems.

To quote the definition of educational research as given by Lazarsfeld and Sieber, “By educational research is meant here the whole of the efforts carried out by the public or private bodies in order to improve educational methods and educational activity in general, whether involving scientific research at a high level or more modest experiments concerning the school system and educational methods”.

Research methodology may be understood as all those methods / techniques that are used for construction of research. Research methods or techniques thus refer to the methods the researchers use in performing research operations. In other words, all those methods which are used by researcher during the course of studying his research problem are termed as research methods.

Research methodology is a way of systematically solving the research problem. The steps that are adopted by the researchers in solving his research problem can be understood by this. Suitable methodology selected by the researcher will help to save time, energy, money and lot of failures and frustrations. A research can be done effectively with proper methods.

This chapter is divided into two sections

Section A – Test Development

Section B – Plan and Procedure

### **3.1 SECTION A : TEST DEVELOPMENT**

The most important step in any educational research is the collection of relevant data. An appropriate tool or instrument is very essential to serve this purpose. To carry out the study, the investigator can use of appropriate tools and techniques. There also ready- made tools available which may help the investigator to carry out study. In certain cases the investigator has to prepare suitable tools which will work adequately with the variable selected for the study.

The tool for the present study prepared by Sunitha. S. and Dr. B.C. Sobha is meant to find out right to education awareness among B.Ed students in kanyakumari district.

The major steps followed in construction of the tool are,

- i) Planning of the test
- ii) Item writing
- iii) Item Editing
- iv) Arrangement of items
- v) Preliminary try out
- vi) Draft from the test
- vii) Final try out

- viii) Scoring
- ix) Item analysis and Item selection
- x) Establishing Reliability and validity of the test
- xi) Final format of the test

**i) Planning of the test :**

The tool for the present study prepared by Sunitha. S. and Dr. B.C. Sobha aims at measuring the right to education awareness among prospective teachers in K.K. District., Due considerations were given to the variables tested and to the different aspect involved.

**ii) Item writing**

Writing of suitable items is one of the important steps in the construction of any research tool. The investigator collected materials on different aspects of right to education act.

The scale covers the decisive features of the needed data. The method used in items writing was the fixed response method. The respondent must select one response out of the given responses “yes” “No”. The prepared items are then given for item editing.

### **iii) Item editing**

Editing the items needed much care and it is the process of checking and scrutinizing items. The items were given to the experts for modification. As per the suggestion the ambiguous items were rewritten in simple and meaningful language.

### **iv) Item arrangement**

All the items were grouped, ordered and located in a random manner in order to arouse interest and to maintain attention for responding.

### **v) Preliminary try out**

The preliminary try out of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items and a rough estimate of the time – limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable for this purpose the test was given to 20 prospective teachers.

### **vi) Draft Scale**

The first draft was prepared by printing the items with the provisions to mark the response. It was printed in English. Necessary instruction for the respondents was also printed. A sample copy of the draft form of the test is given as Appendix – B.

### **vii) Final try out**

The teacher visited various teacher education institutions which were selected randomly from the population. The tool was administered to a sample of 400 B.Ed students in Kanyakumari District.

### **viii) Scoring**

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by assigning score of '1' for correct answer and '0' for wrong answer.

### **ix) Item analysis**

The validity and reliability of any test depend upon the characteristics of its items. Item analysis makes it possible to increase the validity and reliability of a test. (Anastasi 2003) Item analysis helps to improve tests through the selection substitution or revision of items.

For the validation of right to education awareness test the investigator used Anastasi item analysis method. The procedure is listed below.

- a. The total scores for 50 questions for all the items were found out first.
- b. The questions were divided into Three arbitrary defined groups. The response sheets were arranged in the ascending order on the basis of the total score of the component variable. The top 20 response sheets were taken from the upper group (U). The 20 lowest scores were taken as

lower group (L) and the remaining 20 scores in between were taken as the middle group (M).

The number of respondents who marked the desired response for each item was counted for upper group, middle group and lower group separately and recorded under U, M and L category respectively. Then the difficulty index  $U+M+L$ , were calculated for each item and discriminative power  $U-L$  was also calculated.

### **Establishing reliability and validity of the test**

Reliability refers to the degree of consistency of score yield by the test on repeated occasions.

In the present investigation, the reliability was found by split half method. The score of odd items and even items were taken separately and correlation were calculated by using pearson's product moment method of correlation, the reliability of the whole test was found.

$$R = \frac{2r}{1+r}$$

Where ,

R = reliability coefficient

r = correlation between odd half and even half



Reliability coefficient

Number of samples	100
Number of items	40
Correlation between odd half and even half	0.50
Reliability coefficient	0.67

**xi) The final format of the test**

The final format of the test includes a total number of 40 items. These items are arranged in random order.

**Table : 3.12**

**Details of Items Selected from the draft scale**

Q.NO.	U	M	L	Difficulty Index U+M+L	Discriminative power U-L	Selected items
1	20	19	15	54	5	*

2	19	18	15	52	4	*
3	18	15	14	47	4	*
4	18	15	12	45	7	*
5	18	15	12	45	6	*
6	18	12	10	40	8	*
7	18	15	11	44	7	*
8	19	14	10	43	9	
9	17	15	10	42	7	*
10	16	14	10	40	6	*
11	9	7	4	20	5	*
12	19	16	10	45	9	
13	17	12	10	39	7	*

14	17	11	10	38	7	*
15	16	12	10	38	6	*
16	10	7	5	22	5	*
17	15	12	10	37	5	*
18	16	11	10	37	6	*
19	9	6	5	20	4	
20	10	7	5	22	5	*
21	11	8	6	25	5	*
22	14	11	10	35	4	*
23	12	11	10	33	2	*
24	11	7	4	22	7	*
25	12	10	10	32	2	*

26	13	10	9	32	6	*
27	11	10	8	29	2	*
28	14	12	10	36	4	*
29	14	11	9	34	5	*
30	12	10	8	30	4	*
31	11	10	10	31	1	
32	12	11	8	31	4	*
33	11	10	8	29	3	*
34	13	11	8	32	5	*
35	11	9	5	25	6	*
36	12	11	10	33	2	*
37	13	11	9	33	4	*

38	14	11	10	35	4	*
39	12	11	11	34	1	
40	13	11	10	34	3	*
41	14	12	9	35	5	*
42	13	12	11	36	2	*
43	14	11	10	35	4	*
44	9	6	5	20	4	
45	10	6	4	20	6	
46	11	5	5	21	6	
47	9	7	5	21	5	
48	12	9	8	29	4	*
49	11	10	10	31	1	

50	12	10	8	30	4	*
----	----	----	---	----	---	---

**Item Selected are marked with asterisks**

**Total number of items selected : 40**

## **SECTION – B PLAN AND PROCEDURE**

### **3.2 SAMPLE FOR THE PRESENT STUDY**

The total group from which the sample selected is called population. The sample for the present study consists of 400 prospective teachers selected from various teachers education institutions in kanyakumari district. The details of the sample selected for the present study are given in table 3.3. The investigator has adopted simple random sampling method. While selecting the subjects due representations were given to factors such as gender, locale, religion, community, type of management, parental educational qualification and Monthly income.

The portion of the population selected for observation and analysis is called the sample. By observing the characteristics of the sample, one can make certain inference about the characteristics of the population from which it is drawn.

The sample of the present study consists of 400 B.Ed students from kanyakumari district.

**Table : 3.3****College wise distribution of sample**

<b>Sl.No.</b>	<b>Name of the Institution</b>	<b>Aided Unaided</b>	<b>Total</b>
1.	Holy Trinity college of Education	Unaided	25
2.	Ponjesly college of Education	Unaided	50
3.	Bethlehem college of Education	Unaided	63
4.	N.V.K.S.D. college of Education	aided	100
5.	ImmanuelArasercollege of Education	Unaided	17
6.	Bethanynavajeevancollege of Education	Unaided	6
7.	White Memorialcollege of Education	Unaided	14
8.	Christiancollege of Education	Unaided	35
9.	K.A.B.D. college of Education	Unaided	28
10.	R.P.A.college of Education	Unaided	7
11.	St. Josephcollege of Education	Unaided	15



12.	S.R.K.college of Education	Unaided	40
-----	----------------------------	---------	----

### **3.4 METHODS USED FOR THE PRESENT STUDY**

The present study attempts to find the right to education awareness among B.Ed., students. Since, the problem selected is concerned with survey type. The investigator has selected the normative survey method for conducting the present study.

### **3.5 Normative survey method**

The term “normative survey” is generally used for the type of research which proposes to ascertain what is normal or typical at present time. The normative survey method of educational research is very common. It is a method of investigation which attempt to describe and interpret what exists at present in the form of conditions, practices, processes, trends, attitudes, beliefs etc. It is concerned with the phenomena that are typical of the normal conditions.

#### **Purpose of Survey :**

It provides necessary information which helps the reserach for making decisions.

- ❖ It suggests the course for future developments

- ❖ It surveys as a stepping stone to more precise investigation
- ❖ It is useful in the development of research tools such as questionnaires, checklists, opinionaries.
- ❖ It secures historical perspective through a series of cross sectional picture of similar conditions at different times.

#### Characteristics of Normative survey method

- It gathers data from a relatively large number of cases.
- It is essentially cross sectional
- It is not concerned with the characteristics of the individual, but with generalized statistics of the whole population.
- Survey method may be qualitative or quantitative
- It requires expert imaginative planning
- It is more reliable
- It requires logical and skillful reporting of the findings
- It requires careful analysis and interpretation of data gathered
- It determines the present trends and solves current problems.

### **3.6 TOOLS USED FOR PRESENT STUDY**

For collecting data required for the study one may have to use various scientific devices for gathering facts related to the study. These devices are called tools. A great variety of research tools are widely employed for collecting relevant data. The selection of suitable tool is a necessary condition for any successful research. The investigator depending on the nature of the study used the following tools for data collection.

- a. General data sheet
- b. Questionnaire for awareness on right to education.

#### **a) General data sheet**

The personal data sheet serves to collect the personal information of the prospective teachers. The prospective teachers were asked to write their name, gender, religion, community, locale, type of management, parental educational qualification and monthly income. The specimen copy of the same is given in Appendix – A.

#### **b) Right to education awareness scale**

For measuring the right to education awareness among B.Ed., students a questionnaire was prepared by Sunitha. S and Dr. B.C. Sobha. It consists of 40 items. Yes / No technique is used for collecting the response from the subjects a specimen copy of the right to education awareness questionnaire draft form is in (Appendix B) and final form in (Appendix C)

**TABLE NO : 3.7**

**GENDER WISE DISTRIBUTION OF SAMPLE**

<b>S.No.</b>	<b>Gender</b>	<b>No of students</b>	<b>Percentage</b>
1	Male	120	30%
2	Female	280	70%
Total		400	100

The sample consists of both male (120) and female (280) prospective teachers The percentage corresponding to male and female prospective teachers are 30 and 70 respectively.

**TABLE NO : 3.8**

**LOCALE WISE DISTRIBUTION OF SAMPLE**

<b>S.No.</b>	<b>Locale</b>	<b>No of Students</b>	<b>Percentage</b>
1	Rural	215	53.75
2	Urban	185	46.25
Total		400	100

The sample consists of both rural (215) and urban (185) perspective teachers. The percentage corresponding to rural and urban prospective teachers are 53.75 and 46.25 respectively.

**TABLE : 3.9**

**COMMUNITY WISE DISTRIBUTION OF SAMPLE**

<b>Sl. No</b>	<b>Community</b>	<b>No of students</b>	<b>Percentage</b>
1	FC	110	27.5
2	BC	240	60.0
3	SC / ST	50	12.5
Total		400	100

The sample consists of FC (110), BC (240) and SC / ST (50) perspective teachers. The percentage corresponding to FC, BC and SC / ST are 27.5, 60 and 12.5 respectively.

**TABLE : 3.10**

**RELIGION WISE DISTRIBUTION OF SAMPLE**

<b>S.No.</b>	<b>Religion</b>	<b>No. of students</b>	<b>Percentage</b>
1	Hindu	155	43.75
2	Christian	175	38.75
3	Muslim	70	17.50
Total		400	100

The sample consists of Hindu (155) Christian (175) and Muslim (70) prospective teachers. The percentage corresponding Hindu, Christian and Muslim prospective teachers are 43.75, 38.75 and 17.50 respectively.

**TABLE : 3.11**

**TYPE OF MANAGEMENT WISE DISTRIBUTION OF SAMPLE**

<b>S.No.</b>	<b>Type of Management</b>	<b>No of Students</b>	<b>Percentage</b>
1	Aided	100	25
2	Unaided	300	75
	Total	400	100

The sample consists of prospective teachers with aided (100) and unaided (300) colleges. The percentage corresponding to aided and unaided prospective teachers are 25 and 75 respectively.



**TABLE : 3.12**

**PARENTAL EDUCATIONAL QUALIFICATION WISE  
DISTRIBUTION OF SAMPLE**

<b>S.No</b>	<b>Educational qualification</b>	<b>Father</b>	<b>Mother</b>	<b>Percentage</b>	
				<b>Father</b>	<b>Mother</b>
1	Below SSLC	146	151	36.5	37.75
2	SSLC – HSC	125	105	31.25	26.25
3	UG – PG	70	76	17.5	19
4	Professional	59	68	14.75	17
	Total	400	400	100	100

The sample consists of educational qualification of Parents below SSLC (146), (151), SSLC – HSC (125) (105), UG – PG (70) (76) professional (59) (68). The percentage corresponding to Below SSLC, SSLC – HSC, UG – PG, professional are 36.5, 37.75, 31.25, 26.25, 17.5, 19, 14.75 and 17 respectively.

**TABLE : 3.13**

**MONTHLY INCOME WISE DISTRIBUTION OF SAMPLE**

<b>S.No.</b>	<b>Monthly Income</b>	<b>No. of students</b>	<b>Percentage</b>
1	Below 5000	220	47.5
2	5000 – 10,000	110	35.0
3	Above 10,000	70	17.5
	Total	400	100

The sample consists of prospective teachers from families with monthly income below 5000 (220) 5000 – 10,000 (110) and above 10,000 (70). The percentage corresponding to below 5000, 5000 – 10, 000 and above 10,000 are 47.5, 35 and 17.5 respectively.

### **3.14 ADMINISTRATION OF THE TOOL**

For administration of the tool, the investigator visited different teacher education institutions in Kanyakumari District. Before administering the tool, the investigator explained the purpose of this study. The respondents were given a copy of right to education awareness questionnaire and the investigator explained the instructions clearly. Then they were collected from the respondents after marking the response.

### **3.15 STATISTICAL TECHNIQUES USED**

For the study the investigator used the following statistical technique.

1. Percentage
2. Arithmetic Mean
3. Standard Deviation
4. t-test
5. ANOVA

#### **Percentage**

Percentage is used in the comparative study of fractions. It always means per hundred and hence it is always calculated on 100.

## **Arithmetic Mean**

The Arithmetic mean is the best known measure of central tendency. It maybe defined as the sum of the separate scores or other measure divided by their number. It is denoted by  $\bar{X}$ . The investigator used the following formula for calculating

$$\text{A.M.} = A + \frac{\sum fd}{N} \times C$$

Where,

A.M. - Arithmetic Mean

A - Assumed Mean

f - Frequency of each class interval

d - deviation of scores from the assumed mean

N - total frequency

C - Class interval of the frequency distribution

## **standard deviation**

The square root of average of squares of all deviations of scores from the mean of a given series or frequency distribution is the standard deviation. The investigator used following formula to calculate standard deviation.

$$\sigma = C X \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

Where,

- $\sigma$  - Standard deviation
- C - Class interval
- d - deviation of scores from the assumed mean
- f - frequency
- N - Total frequency

#### **t-test**

The test that can be employed to test the significance difference between the sample mean is known as t-test. The investigator has used the following formula for calculation the t-value

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

- $M_1$  - Mean of the first sample
- $M_2$  - Mean of the second sample

$\sigma_1$  - Standard deviation of the first sample

$\sigma_2$  - standard deviation of the second sample

$N_1$  - Total number of the first sample

$N_2$  - Total number of the second sample

### **ANOVA (Analysis of variance)**

To find out whether there is any significant difference between the means of two random samples t-test is used. To find out analysis of variances and corresponding test of significances f-distribution is used. The investigator has used the following formula for calculating the ANOVA.

$$F - \text{ration} = \frac{\text{Meansquare variance between the groups}}{\text{Mean square variance with in the groups}}$$

## **CHAPTER – IV**

### **ANALYSIS AND INTERPRETATION**

**PRELIMINARY ANALYSIS**

**FINAL ANALYSIS**

**TENABILITY OF HYPOTHESIS**

Analysis and interpretation are the basic components of research process. By analysis we mean the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. The usefulness and utility of research findings lie in proper interpretation.

Analysis is the research for explanation and understanding in the course of concepts and themes will portably be advanced, Considered and developed. Interpretation is the process by which an investigator put his/her and meaning on the data collected and analyzed and compare that meaning with those advanced by others, weldford (1996).

The interpretation aims at the critical examination of the results in the light of the previous studies.

This chapter intended to analyze the prospective teachers awareness on right to education.



The response of 400 prospective teachers studying different teacher education institutions of Kanyakumari district were analysed in the present study.

In the present study the collected data were analyzed by percentage, arithmetic mean, standard deviation, t-test and ANOVA.

#### **4.1 PRELIMINARY ANALYSIS**

awareness on right to education of prospective teachers.

**TABLE : 4.1.1**

**DESCRIPTIVE ANALYSIS FOR AWARENESS ON RIGHT TO  
EDUCATION**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>
Prospective teachers	400	28.1	6.3

From the above table it is clear that the total number of sample selected for the present study is 400. The Arithmetic mean score obtained for the total sample 28.1 and the corresponding standard deviation is 6.3.

**TABLE : 4.1.2**

**PERCENTAGE DISTRIBUTION OF DIFFERENT LEVELS OF  
AWARENESS ON RIGHT TO EDUCATION**

<b>awareness on right to education</b>	<b>Count</b>	<b>Percentage</b>
Low	37	9.25
Medium	240	60.00
High	123	30.75
<b>Total</b>	<b>400</b>	<b>100.00</b>

From the above table 4.2. It is clear that 60% of the prospective teachers have average level of awareness on right to education.

## 4.2 FINAL ANALYSIS

### COMPARISON OF AWARENESS ON RIGHT TO EDUCATION BASED ON BACKGROUND VARIABLES

#### Null Hypothesis :1

There exists no significant difference in the mean scores of male and female prospective teachers in their awareness on right to education.

TABLE : 4.2.1

### COMPARISON OF AWARENESS ON RIGHT TO EDUCATION BASED ON GENDER

Gender	Mean	S.D.	N	t	Table value	Remark
Male	26.9	6	120	2.58	1.97	Significant
Female	28.6	6.2	280			

The calculated t-value is 2.58. It is greater than the table value at 0.05 level. Therefore the null hypothesis “there exists no significant difference in the mean scores of male and female prospective in their awareness on right to education” is rejected. That is prospective teachers differ in their awareness on right to education with respect to gender.

## **Null Hypothesis :2**

There exists no significant difference in the mean scores of rural and urban prospective teachers in their awareness on right to education.

**TABLE : 4.2.2**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON LOCALE**

<b>Locale</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>t</b>	<b>Table value</b>	<b>Remark</b>
Rural	27.8	6.4	215	1.12	1.97	Not significant
Urban	28.5	6.2	185			

The calculated t-value is 1.12. It is less than the table value at 0.05 level. Therefore, the null hypothesis “there exists no significant difference in the mean scores of rural and urban prospective teachers in their awareness on right to education” is accepted. That is, prospective teachers do not differ in their awareness on right to education with respect to locale.

### Null Hypothesis :3

There exists no significant difference in the mean scores of prospective teachers belonging to different religions in their awareness on right to education.

**TABLE : 4.2.3**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON RELIGION**

Religion	Mean	S.D.	Source	Sum of square	Df	Mean square	F	Table value	Remarks
Hindu	28.5	6	Between gp	2072.21	2	1036.10	70.82	3.02	Significant
Christian	27.5	6.4	With in gp	5810.01	397	14.63			
Muslim	29.1	6.5	Total	7882.22					

Critical ratio of F at 5% level is 3.02. The calculated F ratio is greater than the critical value. Hence it is significant at 0.05 level. Hence the null hypothesis that, "there exists no significant difference in the mean scores of prospective teachers belonging to different religions in their awareness on right

to education” is rejected. That is prospective teachers differ in their awareness on right to education with respect to religion.

When the t-test were calculated it is found that there exists significant difference between Hindu and Muslim and Christian and Hindu in their awareness on right to education.

**Null Hypothesis : 4**

There exists no significant difference in the mean scores of prospective teachers belonging to different communities in their awareness on right to education

**TABLE : 4.2.4**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON COMMUNITY**

Community	Mean	S.D.	Source	Sum of square	Df	Mean squares	F	Table value	Remark
FC	28.8	6.0	Between gp	6288.88	2	3144.44	196.65	3.02	Significant
BC	27.8	6.6	Within gp	6349.34	397	15.99			
SC -ST	28.4	5.8	Total	12638.22					

Critical ratio of F at 0.05 level is 3.02. The calculated F ratio is greater than the table value. Hence it is significant at 0.05 level. Hence the null

hypothesis that “there exists no significant difference in the mean scores of prospective teachers belonging to different communities in their awareness on right to education” is rejected. That is prospective teachers differ in their awareness on right to education with respect to community.

When the t-test were calculated it is found that there exists significant difference between FC and BC in their awareness on right to education.

**Null Hypothesis :5**

There exists no significant difference in the mean scores of prospective teachers in aided and un aided colleges in their awareness on right to education.

**TABLE : 4.2.5**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON TYPE OF MANAGEMENT**

<b>Type of Management</b>	<b>Mean</b>	<b>S.D.</b>	<b>N</b>	<b>t</b>	<b>Table value</b>	<b>Remark</b>
Aided	28.4	6.2	100	0.42	1.97	Not significant
Unaided	28.1	6.4	300			

The calculated value of ‘t’ is 0.42. It is less than the table value. Therefore the null hypothesis “there exists no significant difference in the mean

scores of prospective teachers in aided and unaided colleges in their awareness on right to education” is accepted. That is prospective teachers do not differ in their awareness on right to education with respect to type of management.

**Null hypothesis :6**

There exists no significant difference in the mean scores of prospective teachers with parental educational qualification in their awareness on right to education.

**TABLE : 4.2.6**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON PARENTAL EDUCATIONAL QUALIFICATION**

<b>Educational Qualification</b>	<b>M</b>	<b>S.D.</b>	<b>Source</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean squares</b>	<b>F</b>	<b>Table value</b>	<b>Remark</b>
Below SSLC	28.3	6.2	Between gp	41740.21	2	20870.10	476.59	3.02	Significant
SSLC – HSC	28.9	6.0	Within gp	17390.01	397	43.80			
UG – PG	26.8	6.6	Total	59130.22					
Professional	27.9	6.3							

Critical ratio of F at 0.05 level is 3.02. The calculated F ratio is greater than the table value. Hence it is significant at 0.05 level. Hence the null hypothesis that “there exists no significant difference in the mean scores of



prospective teachers with parental educational qualification in their awareness on right to education” is rejected. That is prospective teachers differ in their awareness on right to education with respect to parental educational qualification.

When the t-test were calculated it is found that there exists significant difference between SSLC – HSC and UG, PG in their awareness to right to education.

**Null Hypothesis :7**

There exists no significant difference in the mean scores of prospective teachers based on monthly income in their awareness on right to education.

**TABLE : 4.2.7**

**COMPARISON OF AWARENESS ON RIGHT TO EDUCATION  
BASED ON MONTHLY INCOME**

<b>Monthly Income</b>	<b>M</b>	<b>S.D</b>	<b>Source</b>	<b>Sum of square</b>	<b>Df</b>	<b>Mean squares</b>	<b>F</b>	<b>Table value</b>	<b>Remark</b>
Below 5000	28.5	6.3	Between gp	4022.21	2	2011.10	130.17	3.02	Significant
5000 – 10,000	27	6.5	Within gp	6134.01	397	15.45			
Above 10,000	30	6	Total	10156.22					

Critical ratio of F at 0.05 level is 3.02. The calculated 'F' ratio is greater than the table value. Hence it is significant at 0.05 level. Hence the null hypothesis that "there exists no significant difference in the mean scores of prospective teachers based on monthly income in their awareness on right to education" is rejected. That is prospective teachers differ in their awareness on right to education with respect to monthly income.

When the t-test were calculated it is found that there exists significance difference between the monthly income 5000-10000 and above 10000 in the awareness on right to education.

#### **4.3 TENABILITY OF HYPOTHESIS**

The first hypothesis "There exists no significant difference in the mean scores of male and female prospective teachers in their awareness on right to education is rejected.

The second hypothesis "There exists no significant difference in the mean scores of rural and urban prospective teachers in their awareness on right to education is accepted.

The third hypothesis "There exists no significant difference in the mean scores of prospective teachers belonging to different religions in their awareness on right to education is rejected.

The fourth hypothesis "There exists no significant difference in the mean scores of prospective teachers belonging to different communities in their awareness on right to education is rejected.

The fifth hypothesis “There exists no significant difference in the mean scores of prospective teachers in aided and unaided colleges in their awareness on right to education is accepted.

The sixth hypothesis “There exists no significant difference in the mean scores of prospective teachers based on parental educational qualification in their awareness on right to education is rejected.

The seventh hypothesis “There exists no significant difference in the mean scores of prospective teachers based on monthly income in their awareness on right to education is rejected.

## **CHAPTER – V**

### **FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS**

#### **THE STUDY IN RETROSPECT**

#### **FINDINGS**

#### **CONCLUSION**

#### **EDUCATIONAL IMPLICATIONS**

#### **SUGGESTIONS**

## **5.1 THE STUDY IN RETROSPECT**

The study under investigation is entitled as awareness of right to education among prospective teachers. In this chapter an attempt is made by the investigator to summarize all findings and conclusion drawn from the present study. The investigator also given educational implications of the present study and suggestions for further research.

## **5.2 THE OBJECTIVES FRAMED FOR THE PRESENT STUDY**

1. To construct and validate the right to education awareness test.
2. To measure prospective teachers awareness on right to education.

3. To study whether there exists any significant difference in the mean scores of awareness on right to education of prospective teachers based on gender, locale, religion, community, type of management, parental educational qualification and monthly income.

### **5.3 MAJOR HYPOTHESIS FORMULATED :**

1. The level of awareness of prospective teachers on right to education is average.
2. There exists significant difference in the mean scores of awareness on right to education of prospective teachers based on gender, locale, religion, community, type of management, parental educational qualification and monthly income.

### **5.4 METHODOLOGY IN BRIEF**

The present study is under taken fixed the awareness of right to education among prospective teachers. The sample comprised 400 B.Ed students randomly selected from teacher education institutions located in Kanyakumari District. Normative survey method was adopted in the present study. Tools used in the present study was questionnaire for awareness on right to education. After the collection of data, samples are subjected to different types of statistical treatments like percentage, arithmetic mean, standard deviation t- test, ANOVA.

## **5.5 THE FINDINGS OF THE PRESENT STUDY**

1. There exists significant difference in the mean scores of male and female prospective teachers in their awareness on right to education (t – value is 2.58 at 0.05 level)
2. There exists no significant difference in the mean scores of rural and urban prospective teachers in their awareness on right to education (t – value is 1.12 at 0.05 level).
3. There exists significant difference in the mean scores of prospective teachers belonging to Hindu, Christian and Muslim religion in their awareness on right to education. (f – value is 70.82 at 0.05 level)
4. There exists significant difference in the mean score of prospective teachers belonging to FC, BC and SC-ST community in their awareness on right to education (f- value is 196.65 at 0.05 level)
5. There exists significant difference in the mean scores of prospective teachers in aided and unaided colleges in their awareness on right to education (t – value is 0.42 at 0.05 level)
6. There exists significant difference in the mean scores of prospective teachers with parental educational qualification upto SSLC, SSLC – HSC, PG – UG and professional in their awareness on right to education (f-value is 476.49 at 0.05 level)

7. There exists significant difference in the mean scores of prospective teachers with monthly income below 5000, between 5000 – 10,000/- and above 10,000 in their awareness on right to education (f – value is 130.17 at 0.05 level).

## **5.6 CONCLUSION**

It can be stated that locale has no influence on awareness of right to education and gender, community, religion, type of management, parental educational qualification and monthly income have influence on awareness of right to education.

## **5.7 EDUCATIONAL IMPLICATIONS**

The present investigation has certain educational implications.

1. The present study highlights the need for better awareness of right to education among prospective teachers.
2. The findings of the present study helps to give guidelines to the educational planners to take measurable steps to increase the awareness on right to education of prospective teachers.
3. The findings of the study help to create awareness among higher authorities about the importance of awareness on right to education act.



## **5.8 SUGGESTIONS FOR FURTHER RESEARCH**

Based on the findings of the study the investigator suggest the following areas for further research.

1. The present study can be extended to other districts of Tamil nadu.
2. Similar studies can be conducted at D.TEd., students, M.Ed., students, and teachers also.

## **REFERENCES**

## BOOKS

1. Aggarwal, J.C., (1996) "*Educational Research on Introduction*",  
New Delhi : Arya Book Depot.
2. Best, J.W., (1999) "*Research in Education*", New Delhi : Prentice Hall  
of India Private Limited.
3. Kavel, L., (1992) "*Methodology of Educational Research*", New Delhi  
Vikas Publishing House.
4. Kothari, C.R. (1999) "*Research Methodology, Methods and  
Techniques*", New Delhi. Viswa Prakasam Private Limited.
5. Sharma, R.A., (2002) "*Research Methodology*" New Delhi : National  
Publishing House.
6. Bhandarkar, K.M. (2006) "*Statistics in Education*" New Delhi :  
Neelakamal Publications Private Limited.
7. Kaul, Lokesh (2006) *Methodology Educational Research s; dlk sdf*
8. Sindhu, K.S. (1990) "*Methodology of Research in Education*" New  
Delhi : Sterling Publishers private limited.

## JOURNALS

1. Patnaik Malini (2012) “*A study on perception of pre service women pupil teachers about education and values*”. *psychological research* Vol.3, No1.
2. Kumar Dinesh and Sanita Sharma (2011) “*A study on parents and teachers awareness towards Right to education act 2009*” *Edusearch*, vol.2, No.2
3. Jaseena Fathima M.P.M. (2011) “*A study on Right to Education awareness of M.Ed., trainees*” *Edusearch*, vol.2, No.2
4. Dey Niradhar N and Binod Beck (2011) “*A study on Right of children to free and compulsory education act 2009. Teachers perception*” *Edusearch*, vol.2, No.2
5. Premlakshi. K. (2011) “*A study on right to education and common school system perception among teachers*” *Edusearch* vol.2, No.2
6. Dhoot.U.M. and S.S.Rathod (2011) “*Awareness of educational Rights among B.Ed., Girl Students. A study*” *education* Vol – I issue V.
7. Sonjuhi Singh (2010) “*A study on the impact of Right to Education act on unrecognized schools in Delhi*” *Working paper* No.242, Summer research.
8. Joe (2009) “*A study on the right to education : examining its meaning and implications*”. *International dissertation abstracts*, Vol.69, No.7.

9. Jayantibhai V. Patel (2008) “A study on constitutional awareness among M.Ed., Teacher trainees”.Edutrack Vol.7, No 10.
- 10.Nehru, S and Raja Mohan Rao (2008) “A study on Educational development in Tamil Nadu’s recent Trends” Edutrack, Vol.7, No.2.
- 11.Naseema, C (2002) “A study on Primary Teacher’s awareness of Rights of Children” Edusearch, vol.2, No.2

**WEBSITES :**

- <http://www.right-to-education.org/node/233/7>
- <http://www.right-to-education.org/country-note/353>
- <http://www.education.nic.in/elementary/free%20and%20compulsory.pdf>
- <http://www.rteindia.com/>
- <http://www.indg.in/primary-education/policiesandschemes/right-to-education>
- <http://mindomain.wordpress.com/2011/03/19right-to-education-the-bill-facts-andfaqs/>
- <http://www.educationfroallinindia.com>

## **APPENDICES**

**APPENDIX – A**

**N.V.K.S.D. COLLEGE OF EDUCATION**

**Attoor, Kanyakumari District**

**GENERAL DATA SHEET**

Name of the Candidate :  
Name of the Institution :  
Gender : Male / Female  
Locality : Rural / Urban  
Religion : Hindu / Christian / Muslim  
Community : FC / BC/ SC-ST  
Educational Qualification :  
Father : Below SSLC / SSLC – HSC / UG – PG /  
Professional  
Mother : Below SSLC / SSLC – HSC / UG – PG  
/Professional  
Type of Management : Aided / Un aided  
Monthly Income : Below 5000 / 5000 – 10,000/- above 10,000/-

## APPENDIX – B

### DRAFT SCALE

#### RIGHT TO EDUCATION AWARENESS TEST

*(Prepared by S. SUNITHA and Dr. B.C. SOBHA)*

#### Instruction :

Read each of the following statement carefully. The statement are related to awareness of right to education, each statement has Yes or No response.

After reading each statement carefully indicate your answer by putting a tick mark (✓) against the appropriate Yes or No. Attend all questions your answers will be kept confidential and will be used for research purpose only.

1. Every citizen has the right to Education
2. A child cannot be discriminated on the groups or religion, race, caste, gender of place of birth
3. Children below the age of 14 can be employed in any factory or any hazardous works.
4. Parents have a prior right to choose the kind of Education that shall be given to their children.
5. Education is not a basic human right



6. All children between the age 6 to 14 have the fundamental right to education
7. Our state promotes the education for weaker section
8. Child Labour is also rampant in India
9. Article 45 provides compulsory education upto 14 years
10. Right to education restricted the corporal punishment
11. The vehicle for implementing RTE is SSA
12. The teacher shall be deployed for any non – educational purpose
13. Until the completion of Elementary Education there is no pass – fail – system
14. For Education the upper age limit for differently abled children would be 18 years
15. Child Marriage is prohibited
16. Right to Education extended to the whole of India Except the state of Jammu and Kashmir
17. The pupil, teacher ratio from class I to V shall be 1:30
18. The pupil, teacher ratio from class VI to VIII be 1.35
19. No teacher shall engage himself or herself in private tuition
-

20. Right to Education implemented in India on 1<sup>st</sup> April of 2010
21. RTE Act 2009 is placed in Article 21A
22. Disable children will also be educated in the main stream school
23. Private schools must provide 25% seats to weaker sections.
24. Minimum numbers of working days in an Academic year for class I to V is 200 days
25. 4 A'S are Available, Accessible, Acceptable and Adaptable
26. Teachers should engage pre – service and in – service programmes according to Right to Education Act 2009.
27. Right to Education protect the child and removes the child labour
28. Minimum Numbers of instructional hours in an academic year of class I to V is 800 hours.
29. The school management should not conduct any admission test
30. Teachers Eligibility test is necessary to improve the quality of teachers.
31. Teachers should be allowed to engage in private tuition
32. Working days in an Academic year for Class VI to VIII is 1000 hours
33. Abuse and Exploitation are prohibited
34. Working days in an Academic year for Class I to V is 220 days
35. The frame work of National curriculum was deployed by the central Government
-

36. Government schools are run by central and State Government
37. Three levels of RTE is primary, secondary and higher Education
38. The school must admit children without school leaving certificate
39. Teachers Eligibility test is conducted to maintain quality  
in Elementary Education
40. RTE protect Children from labour, marriage,  
exploitation, abuse, violence
41. NET Means National Eligibility Test
42. The Library is mandatory in Every School
43. TET means Teachers Eligibility Test
44. Teachers should not be deployed in non Educational work  
like census and election duties
45. Right to Education Act discourage mental harassment
46. Article 21A makes free and compulsory Education as a  
fundamental right for all children in the age group 6 – 14 years
47. Teachers who are not adequately qualified have five years  
to acquire necessary qualifications.
48. Working hours per week for teachers shall be 45 including  
preparation hours
49. Right to Education addresses quality of teachers

50. Higher Education should be provided according to the interest and mental level of the students.

Y / N
-------

## APPENDIX – C

### FINAL SCALE

#### RIGHT TO EDUCATION AWARENESS TEST

*(Prepared by S. SUNITHA and Dr. B.C. SOBHA)*

1. Every citizen has the right to Education
2. A child cannot be discriminated on the groups or religion, race, caste, gender of place of birth
3. Children below the age of 14 can be employed in any factory or any hazardous works.
4. Parents have a prior right to choose the kind of Education that shall be given to their children.
5. Education is not a basic human right
6. All children between the age 6 to 14 have the fundamental right to education
7. Our state promotes the education for weaker section
8. Article 45 provides compulsory education upto 14 years
9. Right to education restricted the corporal punishment
10. The vehicle for implementing RTE is SSA

11. Until the completion of Elementary Education there is no pass – fail – system
12. For Education the upper age limit for differently abled children would be 18 years
13. Child Marriage is prohibited
14. Right to Education extended to the whole of India Except the state of Jammu and Kashmir
15. The pupil, teacher ratio from class I to V shall be 1:30
16. The pupil, teacher ratio from class VI to VIII be 1.35
17. Right to Education implemented in India on 1<sup>st</sup> April of 2010
18. RTE Act 2009 is placed in Article 21A
19. Disable children will also be educated in the main stream school
20. Private schools must provide 25% seats to weaker sections.
21. Minimum numbers of working days in an Academic year for class I to V is 200 days
22. 4 A'S are Available, Accessible, Acceptable and Adaptable
23. Teachers should engage pre – service and in – service programmes according to Right to Education Act 2009.

24. Right to Education protect the child and removes the child labour
25. Minimum Numbers of instructional hours in an academic year of class I to V is 800 hours.
26. The school management should not conduct any admission test
27. Teachers Eligibility test is necessary to improve the quality of teachers.
28. Working days in an Academic year for Class VI to VIII is 1000 hours
29. Abuse and Exploitation are prohibited
30. Working days in an Academic year for Class I to V is 220 days
31. The frame work of National curriculum was deployed by the central Government
32. Government schools are run by central and State Government
33. Three levels of RTE is primary, secondary and higher Education
34. The school must admit children without school leaving certificate
35. RTE protect Children from labour, marriage, exploitation, abuse, violence
36. NET Means National Eligibility Test

37. The Library is mandatory in Every School
38. TET means Teachers Eligibility Test
39. Working hours per week for teachers shall be 45 including preparation hours
40. Higher Education should be provided according to the interest and mental level of the students.