

**AWARENESS OF PRE-SERVICE AND IN-SERVICE  
TEACHER TRAINEES OF DIET, AIZAWL ABOUT RTE  
ACT, 2009**

**Dissertation Submitted in Partial Fulfilment for Degree of Master of Philosophy in  
Education**

**Submitted by:**

**ZOTHANKIMA**

**Regn.No. MZU/M. Phil/294 of 19.04.2016**

**Under the Supervision of**

**Dr. SWETA DVIVEDI**



**DEPARTMENT OF EDUCATION  
SCHOOL OF EDUCATION AND HUMANITIES  
MIZORAM UNIVERSITY  
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**MIZORAM**



**UNIVERSITY**

**AIZAWL: MIZORAM – 796004 Post Box – 190**

*Dr. SWETA DVIVEDI*

*Phone: 8974303413 (M)*

*Department of Education*

*Date: \_\_\_\_\_*

This is to certify that the work incorporated in this Dissertation entitled **Awareness of Pre- service and in-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009** is a bonafide research work carried out by **Zothankima** under my supervision for his M.Phil Degree and the same have not been submitted previously for any degree.

**(Dr. Sweta Dvivedi)**

**Assistant Professor  
Department of Education  
Mizoram University, Aizawl.**

## DECLARATION

I Zothankima, hereby declare that the subject matter of the dissertation entitled Awareness of Pre- service and in-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009 is a study recorded of the work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other university/institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

Mizoram University  
Aizawl, Mizoram  
Date: \_\_\_\_\_

(Zothankima)

**Candidate**

(Prof. R.P Vadhera)

**Head of Department**

(Dr. Sweta Dvivedi)

**Supervisor**

## ACKNOWLEDGEMENT

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I am also grateful to Principal and faculties of District Institute of Education and Training (DIET), Aizawl for allowing and offering their kind help in data collection.

I am also grateful to the Government of Mizoram, School Education Department for giving me the opportunity to carry out this research and providing all the available relevant documents in regards to RTE Act, 2009 and the Right of Children to Free and Compulsory Education Rules, 2011.

I owe a lot to my family especially to my wife for her tremendous forbearance and support.

Above all, I thank to the God Almighty for all the blessing he had bestowed upon me.

Date: \_\_\_\_\_

Place : Aizawl

**Zothankima**

## **Personal Profile**

### **Research Work**

- **Awareness of Pre-service and In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

**Name** : **Zothankima**

**Father's Name** : **K. Lianzama**

**Address** : **Chawnpui Veng, A-42, Sec-III. Aizawl.**

### **Educational Qualification :**

**NET** - **2004**

**M.A (Edu)** - **2003 (MZU)**

**B.Ed** - **2000 (College of Teacher Education, Aizawl)**

**B.A** - **1994 (Shillong College)**

**P.U.C** - **1992 (Shillong College)**

**HSLC** - **1989 (Helen Lowry School)**

**Phone No** : **0389-2342592/9863197362**

**Email ID** : **thantea9949@gmail.com**

**Area of interest** : **Elementary Teacher Education.**

## PREFACE

This dissertation is an honest effort for fulfillment of degree of Master of Philosophy in Education submitted to Mizoram University, Aizawl, Mizoram.

It contains five chapters namely- Introduction, Review of Related Studies, Methodology and procedure, Analysis and Interpretation of Data and Findings, Suggestions and Conclusion. The First Chapter highlighted the background of RTE Act, 2009 and its status of implementation within the state of Mizoram. Rationales of the study, statement of the problems, objectives and hypothesis as well as delimitation of the study are also part of introduction chapter.

Second Chapter consists of review of related studies. Literature which were studied and reviewed is highlighted in this chapter. Third chapter consist of the methodology and techniques followed in the course of studies such as selection of population and samples, tools used, collection of data, arranging, scoring and tabulation of data and statistical techniques applied in the treatment of data. Fourth Chapter contains analysis and interpretation of data according to the pre-determined objectives. Chapter Five highlights the findings and discussion of the study, recommendations, suggestion for further studies and educational implications of the study.

It is hope that findings of this study have an added value for those engaged in the implementation of RTE Act, 2009.

Date : \_\_\_\_\_

Place: Aizawl

**Zothankima**

## LIST OF TABLES

Sl.No	No. of Table	Title	Pg.No
1	Table No 1	- Implementation of RTE Act 2009 in Mizoram	- 10
2	Table No 3.1	- Statement Showing where Data are Collected	- 35
3	Table No 4.1	- Criteria to Assess the Level of Awareness	- 37
4	Table No 4.2	- Awareness Level of Teacher Trainees of DIET Aizawl about RTE Act, 2009	- 38
5	Table No 4.3	- Mean Score of Male & Female Teacher Trainees	- 40
6	Table No 4.4	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 41
7	Table No.4.5	- Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 42
8	Table No 4.6	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 43
9	Table No 4.7	- Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 45
10	Table No 4.8	- Awareness Level of Male and Female Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 47
11	Table No 4.9	- Awareness Level of Pre-service and In- service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 48
12	Table No 4.10	- Awareness Level of Female Pre-service and Male Pre-service Teacher Trainees about	- 50

RTE Act, 2009		
13	Table No 4.11 - Awareness Level of Male and Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 52
14	Table No 4.12 - Awareness Level of Female Pre-service and Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 54
15	Table No 4.13 - Awareness Level of In-service Male and Pre-service Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 56



## LIST OF FIGURES

<b>Sl.No</b>	<b>No. of Figure</b>	<b>Title</b>	<b>Pg.No</b>
1.	Figure No 4.1	- Awareness Level of Teacher Trainees of DIET, Aizawl about RTE Act, 2009.	- 39
2.	Figure No 4.2	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 20	- 41
3.	Figure No 4.3	- Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 43
4.	Figure No 4.4	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 44
5.	Figure No 4.5	- Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 46
6.	Figure No 4.6	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 47
7.	Figure No 4.7	- Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 47
8.	Figure No 4.8	- Awareness Level of Pre-service Teacher Trainees of DIET Aizawl about RTE Act, 2009	- 49
9.	Figure No 4.9	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 49
10.	Figure No 4.10	- Awareness Level of Male Pre-service Teacher Trainees about RTE Act, 2009	- 51
11.	Figure No 4.11	- Awareness Level of Female Pre-service Teacher Trainees about RTE Act, 2009	- 51

12.	Figure No 4.12	- Awareness Level of Female In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 53
13.	Figure No 4.13	- Awareness Level of Male In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 53
14.	Figure No 4.14	- Awareness Level of Female Pre-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 55
15.	Figure No 4.15	- Awareness Level of Female In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 55
16.	Figure No 4.16	- Awareness Level of Male In-service teacher trainees of DIET,Aizawl about RTE Act, 2009	- 56
17.	Figure No 4.17	- Awareness Level of Male Pre-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 56

## ABBREVIATION

DIET	-	District Institute of Education and Training
RTE	-	Right to Education
SSA	-	Sarva Shiksha Abhiyan
NCPCR	-	National Commission for Protection of Child Rights
SCPCR	-	State Commission for Protection of Child Rights
SMC	-	School Management Committee
SDP	-	School Development Plan
SCERT	-	State Council of Educational Research & Training
DEO	-	District Education Officer
SDEO	-	Sub Divisional Education Officer
CEO	-	Circle Education Officer
DPC	-	District Project Coordinator
DDPC	-	Deputy District Project Coordinator
DISE	-	District Information System for Education
U-DISE	-	Unified District Information System for Education
REPA	-	Right to Education Protection Authority
VEC	-	Village Education Committee
UP	-	Upper Primary
BPL	-	Below Poverty Line
ASER	-	Annual Survey of Education Report
D.El.Ed	-	Diploma in Elementary Education
S.D	-	Standard Deviation
PTR	-	Pupil Teacher Ratio
CTE	-	College of Teacher Education
IASE	-	Institute of Advance Studies in Education
MTET	-	Mizoram Teacher Eligibility Test
LDE	-	Limited Departmental Exam
TEI	-	Teacher Education Institute

# Table of Contents

<u>NUMBER</u>	<u>TITLE</u>	<u>PAGE NO</u>
a.	Declaration	i
b.	Certificate	ii
c.	Acknowledgment	iii
d.	Table of Contents	iv- v
e.	List of Table	vi
f.	List of Figures	vii
g.	Abbreviation	viii
<b>Chapter I :</b>	<b>INTRODUCTION</b>	
1.1	Introduction	1 - 2
1.2	Background of RTE Act, 2009	3 - 9
1.3	Status of RTE Act, 2009 in Mizoram	9 - 11
1.4	Rationale of the Study	12 - 14
1.5	Statement of the Problem	14
1.6	Operational Definitions	14 - 15
1.7	Objectives of the Study	15 -16
1.8	Research Hypothesis	16 - 17
1.9	Null Hypothesis	16 - 17
1.10	Delimitation of the Study	17 -18
<b>Chapter II :</b>	<b>REVIEW OF RELATED STUDIES</b>	
2.1	Introduction	19
2.2	Studies conducted	19 – 28
2.3	Conclusion	29
<b>Chapter III :</b>	<b>METHODOLOGY AND PROCEDURES</b>	
3.1	Introduction	30
3.2	Method of the Study	30
3.3	Population	30
3.4	Selection of the Sample and Sample Size	31
3.5	Tools	31 – 35
3.6	Procedure for Data Collection	35

3.7	Scoring of the Test	36
3.8	Tabulation of Data	36
3.9	Statistical Techniques	36
<b>Chapter IV:</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	
4.1	Objective – 1	37 – 41
4.2	Objective - 2	41 – 42
4.3	Objective – 3	42 - 43
4.4	Objective – 4	43 – 45
4.5	Objective – 5	45 – 47
4.6	Objective – 6	47 – 49
4.7	Objective – 7	49 – 50
4.8	Objective – 8	51 - 52
4.9	Objective – 9	52 - 54
<b>Chapter V:</b>	<b>FINDINGS, SUGGESTIONS AND CONCLUSION</b>	
5.1	Introduction	55
5.2	Rationale of the Study	56 – 58
5.3	Statement of the problem	58
5.4	Objective of the Study	58 – 59
5.5	Research Hypothesis	59 – 60
5.6	Null Hypothesis	60
5.7	Methodology	60
5.8	Population and Sample	60- 61
5.9	Tools	61
5.10	Findings of the Study	61 – 62
5.11	Discussion	62 – 63
5.12	Conclusion	63 – 64
5.13	Recommendation	64
5.14	Educational Implication	65 – 66
5.15	Suggestions for further studies	66 - 67
5.16	Limitation of the study	67
<b>Appendix</b>		
<b>References</b>		

## LIST OF TABLES

Sl.No	No. of Table	Title	Pg.No
1	Table No 1	- Implementation of RTE Act 2009 in Mizoram	- 10
2	Table No 3.1	- Statement Showing where Data are Collected	- 35
3	Table No 4.1	- Criteria to Assess the Level of Awareness	- 37
4	Table No 4.2	- Awareness Level of Teacher Trainees of DIET Aizawl about RTE Act, 2009	- 38
5	Table No 4.3	- Mean Score of Male & Female Teacher Trainees	- 40
6	Table No 4.4	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 41
7	Table No.4.5	- Awareness level of Female teacher trainees of DIET, Aizawl about RTE Act, 2009	- 42
8	Table No 4.6	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 43
9	Table No 4.7	- Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 45
10	Table No 4.8	- Awareness Level of Male and Female Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 47
11	Table No 4.9	- Awareness Level of Pre-service and In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 48
12	Table No 4.10	- Awareness Level of Female Pre-service and Male Pre-service Teacher Trainees about RTE Act, 2009	- 50
13	Table No 4.11	- Awareness Level of Male and Female In-service Teacher Trainees of DIET,Aizawl	- 52

		about RTE Act, 2009		
14	Table No 4.12	- Awareness Level of Female Pre-service and Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	-	54
15	Table No 4.13	- Awareness Level of In-service Male and Pre-service Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	-	56

## LIST OF FIGURES

<b>Sl.No</b>	<b>No. of Figure</b>	<b>Title</b>	<b>Pg.No</b>
1.	Figure No 4.1	- Awareness Level of Teacher Trainees of DIET, Aizawl about RTE Act, 2009.	- 39
2.	Figure No 4.2	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 20	- 41
3.	Figure No 4.3	- Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 43
4.	Figure No 4.4	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 44
5.	Figure No 4.5	- Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 46
6.	Figure No 4.6	- Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 47
7.	Figure No 4.7	- Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 47
8.	Figure No 4.8	- Awareness Level of Pre-service Teacher Trainees of DIET Aizawl about RTE Act, 2009	- 49
9.	Figure No 4.9	- Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009	- 49
10.	Figure No 4.10	- Awareness Level of Male Pre-service Teacher Trainees about RTE Act, 2009	- 51
11.	Figure No 4.11	- Awareness Level of Female Pre-service Teacher Trainees about RTE Act, 2009	- 51



12.	Figure No 4.12	- Awareness Level of Female In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 53
13.	Figure No 4.13	- Awareness Level of Male In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 53
14.	Figure No 4.14	- Awareness Level of Female Pre-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 55
15.	Figure No 4.15	- Awareness Level of Female In-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 55
16.	Figure No 4.16	- Awareness Level of Male In-service teacher trainees of DIET,Aizawl about RTE Act, 2009	- 56
17.	Figure No 4.17	- Awareness Level of Male Pre-service Teacher Trainees of DIET,Aizawl about RTE Act, 2009	- 56

# **CHAPTER – I**

## **INTRODUCTION**

### **1.1 - Introduction**

Providing free and compulsory education to all children below 14 years of age is our country's effort to attain the aims of universal elementary education laid out in the Indian Constitution. As education plays a vital role not only in enriching the lives of individuals but also for its functional value in the development of the nation, it is also a powerful tool for reducing poverty, unemployment and inequality, improving health, promoting and sustaining human development. In the present Indian elementary education system, significant progress has been made towards the achievement of the goals laid out in the Constitution in the form of higher levels of funding, access, enrolment and infrastructure. However critical challenges continue to remain in areas such as retention, quality of education and equitable opportunities for all. Therefore, enhancing the quality in education must be based on developing educational system that is integrated and responsive to the multiple obstacles to children's learning. Quality education redresses gender and other inequalities, children's health and nutrition, issues of parental and community involvement and the management of the education system itself. The benefits and impact of quality education also make valuable contribution to all areas of human development, improving the status of women and helping to achieve and eventually eradicate poverty.

In the lack of quality education, many children drop out before completing five years of primary education; many of those who stay on learn little. Girls belonging to

marginalized social and economic groups are more likely to drop out of school at an early age.

In addition, equality in education is also essential. Equality of education means, equality in educational and related resources, equality of respect and recognition, equality of power, equality of love, care and solidarity, equality of access, equality of opportunity, and equality of outcomes. By combination of both i.e. quality education and equality in education school can transform into truly egalitarian institution. Hence, universalization of elementary education is essential as it cater and implies four things namely – universal access, universal enrolment, universal retention, and universal achievement.

Despite a major improvement in literacy rates in India during the 1990s, the number of out of school children still remain high. Gender disparities in education persist; far more girls than boys fail to complete primary school. The literacy rate jumped from 52 per cent in 1991 to 65 per cent in 2001. Ninety million females in India are non-literate but 20 per cent of children aged 6 to 14 are still not in school and millions of women remain non-literate despite the spurt in female literacy in the 1990s. Several problems persist: issues of ‘social’ distance – arising out of caste, class and gender differences – deny children equal opportunities. Child labour in some parts of the country and resistance to sending girls to school remain real concerns. There are also concerns relating to teacher training, the quality of the curriculum, assessment of learning achievements and the efficacy of school management.

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as RTE Act, 2009 is the most substantive declaration of the government's responsibility towards education is a milestone in the journey towards achieving the goal of universal, equitable and quality education.

## **1.2- Background of RTE Act, 2009**

After independence, India inherited a legacy of illiteracy at a larger scale. There was no proper provision for education for the people before 1950. The first census report in the year 1951 shows only nine percent of women and twenty seven percent of men were literate. This situation moved the Government of India to make intensive and fruitful efforts in providing free and compulsory education to all children up to the age of fourteen. As the Constitution came into force on 1950, provision for free and compulsory education to all children up to the age fourteen was kept under the category of the Directive Principles of State Policy to be achieved by the year 1960. No doubt, some progress has been made but not up to the level of satisfaction so far.

The 86<sup>th</sup> amendment of the constitution in the year 2002 made three specific provisions in the Constitution to facilitate the realization of free and compulsory education to children between the age of 6 to 14 years a fundamental right. These were; (i) adding Article 21A in Part III (Fundamental Right) directing that - “The state shall provide free and compulsory education to all children of the age 6 to 14 years in such manner as the state may, by law, determine”. (ii) Modifying Article 45, and (iii) Adding new clause (k) under Article 51A (fundamental duties), making the parent or guardian responsible for providing opportunities for education to their children between 6 to 14 years. ‘Free Education’ means removal of any financial barrier by the appropriate government that prevents a child from completing eight years of schooling and ‘Compulsory Education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group.

After much dithering for almost seven years subsequent to the 86<sup>th</sup> amendment of the constitution, "The Right of Children to Free and Compulsory Education Act, 2009" which is popularly known as RIGHT TO EDUCATION ACT, 2009 came to its present form after it was passed by the parliament in July, 2009 and came into force on 1<sup>st</sup> April, 2010. The enforcement of this Right was made a joint responsibility of Central and State Governments to provide free and compulsory education to all children by all means.

At the state level, the State Government and the Sarva Shiksha Abhiyan (SSA), by revising its norms and framework for implementation to correspondent with the provision of RTE Act was the main vehicle for implementing the RTE Act. The Rights perspective under the RTE Act has also brought in new monitoring mechanism to ensure that child rights under the Act are protected by creating independent bodies such as the National Commission for Protection of Child Rights (NCPCR) and State Commission for Protection of Child Rights (SCPCR) to perform this role.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) has become operative with effect from 1<sup>st</sup> April 2010.

**1.2.1 - Salient Features of the Right to Education Act, 2009**(Source: The Gazette of India. 2009)

### **1.2.2 - Introduction**

As mentioned at para3 of Chapter 1.2, the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) had become operative with effect from 1<sup>st</sup> April 2010 to the whole of India except Jammu & Kashmir. During 2010 -2011, Article – 21-A of the Constitution of India and the Right of Children to Free and Compulsory Education Act, 2009 became operational to make elementary education a fundamental

right of all children. The RTE Act, 2009 provides that all children who are in the 6-14 age groups have a right to get free and compulsory Education in a neighborhood school.

The salient features of the RTE Act, 2009 are:

### **1.2.3 -Chapter I (Preliminary)**

- It shall extend to the whole part of the India except Jammu and Kashmir (Section 1.2).
- In this chapter meanings of the appropriate government, capitation fee, child, child belonging to disadvantaged group and weaker section, elementary education, guardian, local authority, National Commission for protection of Child Rights, notification, parents, prescribed, schedule, school, special category, State Commission for Protection of Child Rights are clearly mentioned( Section 2.a to 2.g).

### **1.2.4 - Chapter II (Right to Free and Compulsory Education)**

- Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education (Section 3.1).
- 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 the elementary education (Section3.2).
- A child above six years of age has not been admitted in any school or through 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( section 4).
- Where in a school, there is no provision for completion of elementary education, a child shall have the right to seek transfer to any other school excluding the special schools (Section 5.1).

### **1.2.5 - Chapter III (Duties of Appropriate Government, Local Authority and Parents)**

- Appropriate government and the local authority shall establish, within such area or limits of neighborhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act (Section 6).
- The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provision of this Act (Section 7.i).
- The Central government shall develop a frame work of national curriculum with the help of academic authority( Section 6.a); develop and enforce standards for training of teachers (Section 6.b); provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building( Section 6.c).
- The appropriate government shall provide free and compulsory elementary education to every child ( Section 8.a); ensure compulsory admission, attendance and completion of elementary education by every child of the age six to fourteen years(Section 8.b); ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any ground( Section 8.c); provide infrastructure including school building; teaching staff and learning equipments (8.d); ensure and monitor admission, attendance, and completion of elementary education by every child.

### **1.2.6 - Chapter IV (Responsibilities of Schools and Teachers)**

- No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure (section 13.1).
- No child shall be denied admission in a school for lack of age proof (Section 14.2).
- No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education (Section 16).
- No child shall be subjected to physical punishment or mental harassment (Section 17.1).
- No school shall be established, or recognized, unless it fulfills the norms and standards specified in the schedule (Section 19.1).
- A school, other than a school specified in sub- clause (IV) of clause (n), of section 2, shall constitute a School Management Committee (SMC) consisting of elected representatives of the local authority, parents or guardians of children admitted in such schools and teachers (Section 21.).
- The School Management Committee shall perform monitor the working of the school(21.2.a.); prepare and recommend School Development Plan(21.2.b.); and monitor the utilization of the grants received from the appropriate Government or Local authority or any other source(21.2.c); perform such other functions as may be prescribed (21.2.d).
- Any person possessing minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as teacher (section 23.1).



- A teacher appointed under sub-section (I) of the section 23 shall maintain regularity and punctuality in attending school (Section 24.1.b.); complete the entire curriculum within the specified time 924.1.c); assessing the learning ability of each child and accordingly supplement additional instructions (Section 24.1.d); hold regular meetings with the parents and guardians and appraise them about the regularity in attendance, ability to learn, progress made in learning etc. (Section 24.1.e.)
- No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to logical authority or the State Legislation or Parliament (Section 27).
- No teacher shall engage himself or herself in private tuition or private teaching activity

#### **1.2.7 - Chapter V (Curriculum and Completion of Elementary Education)**

- The curriculum and the evaluation procedure for elementary education shall be laid down by academic authority (Section 29.1).
- No child shall be required to pass any Board Examination till completion of Elementary education (Section 30.1).
- Every child completing his elementary education shall be awarded a certificate (Section30.2).

#### **1.2.8 - Chapter VI (Protection of Right of Children)**

- The National Commission for Protection of Child Rights (NCPCR), or the State Commission for the Protection of Child Rights Act 2005 shall have the power to examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation (Section 31.1.a);

inquire into complaints relating to child's right to free and compulsory education.

### **1.3 - Status of RTE in Mizoram**

As the State of Mizoram is also belongs to the federal government of India and as enshrined and mandated by the RTE Act, 2009 notified the "Right of Children to Free and Compulsory Education Rules, 2011" in the year 2011. The Department of School Education, Mizoram SSA Mission and the State Council of Educational Research & Training (SCERT) are responsible for implementation of RTE Act in the state.

The Secretary, Government of Mizoram is the administrative head of the School Education Department. The Directorate of School Education, Mizoram is headed by the Director, School Education Department. He is assisted by one Additional Director, two Joint Director, one State Project Director, SSA Mission and a Finance Controller at the State level.

In the district level, 8 (eight) District Education Officers (DEOs), 19 (nineteen) Sub Divisional Education Officers (SDEOs) and 29 (twenty nine) Circle Education Officers (CEOs) are responsible for implementation of mainstream elementary education. Besides, 8 (eight) District Project Coordinator (DPCs) are responsible for administration, management, implementation as well as monitoring of RTE Act in the respective district. Under the DPCs, 10 (ten) Deputy District Project Coordinators, 26 (twenty six) Block Resource Centre and 159 (one hundred fifty nine) Cluster Resource Centre are responsible for implementation and monitoring of RTE Act.

The State Council of Educational Research & Training (SCERT), Mizoram is responsible for formulation of appropriate syllabus and text books and imparting in-

service teachers training in the State. The Director, SCERT is the head of the State Council of Educational Research & Training (SCERT), Mizoram and assisted by two Joint Directors and six Deputy Directors.

According to the District Information System for Education (DISE) maintained by the SSA Mission, Mizoram, the status of implementation of RTE Act, 2009 was highlighted below.

**Table No. 1**

**Implementation of RTE Act, 2009 within Mizoram.**

1	Notification of State Rules	Notified
2	Constitution of SCPCR/REPA	Notified
3	Notification of academic authority	SCERT
4	Policy on eight year elementary education	In place
5	No detention	Notified
6	No corporal punishment	Notified
7	No board examination upto Elementary level	Notified
8	Banning screening procedure and capitation	Notified
9	Working days	Notified 200(P), 220(UP)
10	No board examination up to Elementary level	Notification issued
11	Decentralized grievance redressal mechanism	Notified
12	Local Authority	Notified VEC
13	% Schools with SMC	Constituted 88%
14	25% Admission in private unaided schools at entry level	Not Notified

*(source DISE(District Information System for Education 2013)*

### **1.3.1 - Enrolment or Coverage of Children**

The Unified District Information System for Education (U-DISE), a record maintained by SSA Mizoram revealed that within Mizoram, 121040 children were enrolled in the primary school and 93277 children were enrolled in the Upper primary or Middle School during 2016. There are also 13491 dropout in Primary School and 4797 in UPS or Middle School during 2016.

### **1.3.2 - Facilities for Disabled Children**

No arrangement of transport facilities were made by the department for disabled children, however, transport allowances and escort allowances at the rate of Rs. 250/- per month for 10 months were provided to the identified disabled children for hiring of conveyance to attend the schools. Ramps are also constructed in several schools.

### **1.3.3 - Identification of Children with Disadvantaged Group**

As per the Mizoram RTE Rules, 2011, a child belonging to the weaker section or disadvantaged group mean a child belonging to the BPL family in the approved list of Rural Development Department, Government of Mizoram. However, children having disabilities in the form of physical or mental are not included in the Mizoram RTE Rule, 2011. Children living with HIV/AIDS are also not included among the disadvantaged group under the Mizoram RTE Rules, 2011.

### **1.3.4 – Provision of 25 Percent Reservation in Unaided Schools**

In violation of Clause (C) of Section 12 (1) of RTE Act, 2009, no system of 25 percent reservation of children belonging to disadvantage and weaker section was implemented during 2010 – 2016 in unaided and specified category schools in the state.

## **1.4 Rationale of the Study**

Out of 121 crore population of the country, 25 crore are children between the age of 6 to 14 years (Census 2011), which implies that every 1 in 5 persons in the whole country is a child waiting quality education for his/her bright future. Moreover, according to the latest census, the child population of the country is rising at the rate of 3.8% per annum which adds nearly 1 crore children every year to the existing population. The RTE Act, 2009 being enacted by the Government of India has to ensure quality for the rapid increasing population of the children of India.

However, the government's efforts and the quality as well as quantity of teacher are grossly inadequate to ensure quality education to the entire population of 25 crore children of India while the very Right to Education mandated to uphold the fundamental right of every children.

It is an admitted fact that even a laborers, who earns his daily wages by toiling hard day and night wants quality education for his children. In this pursuit, he prefers to send his children to a fee-charging private school to provide quality education to his ward rather than sending him to a free of cost government schools. Within the state of Mizoram there were 2, 51,723 children at elementary during 2014-15 (School Education Annual Publication, 2014-15) among these 1,18,665 (almost 50 percent) children studied in fee charging private schools. This indicates that almost 50 percent of elementary school children seek quality education in a fee charging private schools. Hence, it is clear that neither the Government nor private aided schools are alone capable of providing quality education for all the elementary school going children in Mizoram.

Although some progress was seen in student enrollment due to identification of out of school children and basic infrastructure, towards the quality education in terms of student learning outcome there has been a very poor achievement (Annual Survey of

Education Report-ASER-2012). Due to lack of awareness or apathy in teachers, the concept of quality education is sometimes remained on paper only. Unless and until these issues are resolved, the chances of providing free and compulsory education are quite diminishing as these are hampering the proper implementation of the RTE, 2009.

The RTE Act 2009 under section (6) directed the state government to establish new schools in areas where they do not exist. Contrary to this provision of the Act, various states are shutting down thousand of government Primary Schools due to falling enrolments because of poor quality education. During 2014-15, the state of Rajasthan closed down 18,000 government primary schools, Maharashtra closed down 4,000 government primary schools and Chhatisgarh closed down 2,913 government primary schools, in Mizoram, 5 Govt. Primary school were closed down and 62 elementary schools were amalgamated into 30 elementary schools so far. This is clearly an indicator that teachers who are at the forefront for the successful implementation of the RTE Act are not fully aware of the mandated provision provided by the RTE Act and does not take the responsibilities for the same.

Many such research studies carried out outside the state of Mizoram come with the findings that teacher awareness towards Right to Education Act, 2009 is very poor. It was also found out that there is a significant difference between male and female teachers and urban and rural teachers. Some studies (Kumar & Sharma -2011) also reported that there were few teachers as well as parents who had heard about the Act and most of them were not aware of the basic provisions provided by the Government under the Right to Education Act. It was also very disheartening to observe that no research studies among DIET trainees about awareness of RTE Act was conducted which may in turn bring research gap in the instant cases. Therefore, as a research scholar, we need to adhere to these possible gaps and tries to fill the gap and in the process seek remedies to solve it.

It is also imperative that increase in levels of funding, access, enrolment and infrastructure do not necessarily bring an outcome of quality education under the RTE Act. A lot has to do with teacher awareness and training towards successful implementation of RTE Act. This study of awareness about RTE Act, 2009 among pre-service and in-service teachers of DIET, Aizawl will bring light to certain aspects for the success and failure of RTE, Act 2009 in the state of Mizoram.

### **1.5 – Statement of the Problem**

Keeping this in view, the researcher undertakes the following problem for research:

**AWARENESS OF PRE-SERVICE AND IN-SERVICE TEACHER TRAINEES OF DIET, AIZAWL ABOUT RTE ACT, 2009.**

### **1.6 - Operational Definitions**

#### **Awareness on RTE Act**

It consists of familiarity and consciousness of trained teachers in admiration of history, background, current scenario and implementation of RTE act. Awareness is associated with trained teachers who belong to primary and upper primary schools.

**D.I.E.T (District Institute of Education and Training):**Teacher Education Institute (TEI) offering Diploma in elementary Education (D.El.Ed) course of 2 year duration for elementary school teachers for pre-service and in-service school teachers within a district.

**Elementary Education:** Elementary education is considered as primary and upper primary education. In Mizoram primary and upper primary/middle school education are structured as I to IV and V to VIII class respectively. Primary education or elementary education offer in primary school or elementary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

**Pre- service Teacher Trainee:** This refers to those student teachers who undergo teacher training of two years course i.e Diploma in Elementary Education (D.El.Ed) at Teacher Education Institute e.g. DIET before they have undertaken any teaching profession on regular basis.

**In-service Teacher Trainee:** Refers to those untrained elementary school teachers of government schools who undergo D.El.Ed course of two years at DIET.

### **1.7 - Objective of the Study:**

The present study is proposed with the following objectives:

The present study is proposed with the following objectives:

1. To assess the awareness of teacher trainees of DIET, Aizawl about RTE Act, 2009.
2. To assess the awareness of male teacher trainees of DIET, Aizawl about RTE Act, 2009.
3. To assess the awareness of female teacher trainees of DIET, Aizawl about RTE Act, 2009.
4. To assess the awareness of in-service teacher trainees of DIET, Aizawl about RTE Act, 2009



5. To assess the awareness of pre-service teacher trainees of DIET, Aizawl about RTE Act, 2009
6. To compare awareness about RTE Act, 2009 between male and female teacher trainees of DIET, Aizawl.
7. To compare awareness about RTE Act, 2009 between pre-service and in-service trainees of DIET, Aizawl.
8. To compare awareness about RTE Act, 2009 between female pre-service and male pre-service trainees of DIET, Aizawl.
9. To compare awareness about RTE Act, 2009 between female in-service and male in-service trainees of DIET, Aizawl.
10. To compare awareness about RTE Act, 2009 between female pre-service and female in-service trainees of DIET, Aizawl.
11. To compare awareness about RTE Act, 2009 between male pre-service and male in-service trainees of DIET, Aizawl.

## **1.8– Research Hypothesis**

To make the study precise on the basis of previous researches, the researcher has formulated the following research hypothesis:-

- There is low level of awareness about RTE Act, 2009 among teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among male teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among female teacher trainees of DIET, Aizawl.

- There is low level of awareness about RTE Act, 2009 among in-service teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among pre-service teacher trainees of DIET, Aizawl.
- There is difference between male and female teacher trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between pre-service and in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between female pre-service and male pre-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There difference between female in-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between female pre-service and female in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between male pre-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.

### **1.9 – Null Hypothesis**

1. There is no significant difference between male and female teacher trainees of DIET, Aizawl about awareness of RTE Act, 2009.
2. There is no significant difference between pre-service and in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
3. There is no significant difference between female pre-service and male pre-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.

4. There is no significant difference between female in-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
5. There is no significant difference between female pre-service and female in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
6. There is no significant difference between male pre-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.

### **1.10 –Delimitation of the Study**

There are some limitations or restrictions in this study regarding the tool, sample, and nature of data. The time proposal of the investigator was limited, so the study is not so extensive, even though thorough attention was taken to make the study dependable and reliable. The investigator takes data only from the District Institute of Education and Training (DIET), Aizawl. The investigator has taken data from in-service and pre-service teacher trainees who had undergone their D.El.Ed training at DIET, Aizawl with a limited sample of 100 teacher trainees.

## **CHAPTER - II**

### **REVIEW OF RELATED STUDIES**

#### **2.0 - Introduction**

In order to have adequate familiarity with the literature available in the field of studying awareness about “The Right of Children to Free and Compulsory Education Act, 2009”, a detailed review of researches conducted in similar area was done by the investigator. The review of related literature and related studies leads and enables the investigator in delimiting and defining the problem and also in choosing and adopting the appropriate methodology.

#### **2.1- Studies Conducted on Awareness about RTE Act, 2009**

The investigator gone through exhaustive survey to what has already been studied concerning awareness about RTE Act, 2009, which is being highlighted as follow:

**Kamath (2011)** conducted a study on RTE Act 2009 about awareness on Right to Education Act -2009 among Primary School Teachers in the district of Chamarajanagar in Karnataka. The study was undertaken with a view of finding out the awareness of Elementary school teachers on RTE Act with respect to Gender and Locale. A Questionnaire was developed by the investigators which covered five aspects of the Act such as Responsibilities of schools and teachers, Norms and standard for a school, School management Committee, Appropriate Government and Protection of Right of Children. There were a total of 30 multiple choice questions and each right answer was awarded one mark. The study revealed that there is no significant difference in the

awareness level of male and female teachers as well as urban and rural teachers on RTE Act.

**Dey & Beck (2011)** has conducted a study on “The Right of Children to Free and Compulsory Education Act 2009: Teachers Perception” to study the awareness and opinion of teachers towards the Right of Children to Free and Compulsory Education Act, 2009. The findings of the study reveal that in most of the cases it was observed that the senior teachers were less aware about the RTE Act, 2009. Senior teachers were not interested to materialize the Act by heart and hand. Though the junior teachers were little bit more ahead than seniors still then it was not impressive and satisfactory. It was also found that most of the teachers were not in favour of prohibition of admission test and fail system in elementary education.

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

**Kumar & Sharma (2011)** have conducted a study on “A Study of Parents and Teachers Awareness towards Right to Education Act, 2009” to assess the level of awareness of teachers and parents of primary to upper primary level students towards the RTE Act, 2009. The findings of the study reveal that the teachers are more significantly aware than that of parents.

**Patra (2011)** revealed in her study that there was a significant difference between female and male government school teachers in which female teachers had a high level of awareness rather than the male teachers with regard to the rights of the children in education.

**Kumar (2011)** conducted a study on the awareness of right to education among prospective teachers to compare the RTE awareness among the elementary teachers belonging to urban and rural areas. Descriptive survey method is used for the study. A sample of 200 prospective teachers (100 Rural + 100 Urban) from Rohtak, Haryana were given a questionnaire on Awareness of Right to Education. Analysis of the data revealed that the urban and rural prospective teacher's ratio is high, there is necessity to develop the awareness towards RTE Act, which in turn helps them to develop the same among their students.

**Rajput and Aziz (2012)** studied the level of awareness regarding Right to Education Act, 2009 among urban slum dwellers of JJ colony of Madanpur Khadar of New Delhi. Data was collected through a Questionnaire developed by the researchers to – i) Check the educational level and basic facilities provided by the school. ii) Examine the level of awareness of Right to Education among slum dwellers. iii) To make slum dwellers aware by providing in-depth knowledge of Right to Education Act. The researcher was disheartened to observe that there is lack of awareness regarding Right to Education Act. Most of them are not aware of the basic provisions provided by the Government under the Right to Education Act. Although a particular area has been chosen, it is expected that the findings of the study would have implication for Awareness of Right to Education, 2009 among the deprived in urban areas in general and among those of slums in particular.

**Malik, Serohi and Tayal (2012)** conducted study to find out awareness of right to education among prospective teachers. A sample of 120 prospective teachers (60 Rural + 60 Urban) from Rohtak, Haryana were given a questionnaire on Awareness of Right to Education with an objectives to- i) Find out the difference in RTE awareness among male and female elementary teachers. ii) To compare the RTE awareness among the elementary teachers belonging to urban and rural areas. Analysis of the data revealed that the urban and rural prospective teacher's ratio is high. The researchers suggested that there is necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students. .

**Vyas (2012)** conducted a study on the awareness on RTE (Right to Education) Act, 2009 among elementary school teachers in the National Capital region. The sample of 160 elementary school teachers was drawn from Delhi and NCR. The study has brought out that the level of awareness among teachers included in this study is not up to mark, even after more than one year of implementation of this Act. Major finding of the study reveals that Government teachers are comparatively more aware as compared to Non- Government teachers.

**Aslam (2013)** cited that the awareness on RTE among the public is low due to the pitiable awareness of teachers, result the lesser number of admissions of pupil in school. To know the importance of education for the upliftment of human life every Parents should be literate as well as their children, because large amount of population are illiterates and not aware of the value of education for their life.

**Gadam (2013)** conducted a study on “Teacher Awareness of the Responsibility under Right to Free and Compulsory Education Act” reveal that there is significant impact of teachers working experience on their awareness of the responsibility under

RTE Act, 2009. Those teachers whose working experience is high, his/her awareness of the responsibility under the Right to Free and Compulsory Education Act is high and those teachers whose working experience is low his/her awareness of the responsibility under the Right to Free and Compulsory Education Act is low. And there is significant impact of the educational qualification of the teacher on their awareness of the responsibility under RTE Act, 2009. Those teachers whose educational qualification is high, his/her awareness of the responsibility under Right to Free and Compulsory Education Act is high and those teachers whose educational qualification is low his/her awareness of the responsibility under Right to Free and Compulsory Education Act is low.

**Islam and Chakraborty (2013)** found significantly poor awareness among the female teachers rather than male teachers in respect of Right to Education Act, 2009.

**Gandhi and Yadav (2013)** in their study about Awareness of Trained Teacher in relation to RTE Act, 2009 revealed that male teachers were more aware than female teachers towards Right to Education Act, 2009.

**Kaur (2013)** found in his study that most of the teachers, educator and the common man were not aware of the salient features of right to education act therefore, many people missed the opportunity of right to education. She also revealed that for disable students, special facilities and special trained teachers are required. Regular teacher are not sufficient for children with disability because of the lack of awareness of the concept of disability and education of special children.

**Krishan Lal (2013)** in his study conducted on the awareness of Right to Education Act -2009 among Primary School Teachers to compare awareness towards Right to Education of male and female prospective teachers of Urban Area. He had collected data from 120 prospective teachers (60 Rural + 60 Urban) and found that awareness



about RTE Act, 2009 among prospective teachers were very unsatisfactory and also found that there is no significant difference between male and female prospective primary school teacher.

**Seema (2013)** in his study “Implementing Right to Education: Issues and challenges” to explore the status of the implementation, awareness and understanding of the provisions of RTE amongst teachers, parents and children in some rural schools of Haryana. He found out that many of them are not aware of the benefits provided to the children. Similarly students are also not aware of their rights. Therefore, as per the findings he suggested that parents and children should be made aware about the benefits and provisions provided in the RTE Act.

**Thote, Mathew and Rathoure (2013)** studied the awareness on Right to Education Act -2009 among Primary School Teachers of Morena District, Central India. The information was gathered through a questionnaire constructed for this purpose. A survey was conducted among 200 respondents by using the questionnaire. The data collected were grouped and analyzed using mean, SD and 't' test. Findings revealed that the primary school teachers of the Morena district have significant awareness on Right to Education Act, 2009. The result of the survey showed that the Right to Education Act, 2009 awareness must still be promoted.

**Uma (2013)** revealed in her study that the primary education had been neglected by India since independence knowingly or unknowingly and the quality education to all was very difficult to bring out among the learners owing to the absence of good teachers and sound awareness.

**Singh & Jain (2014)** conducted ‘An Exploratory Study of Teachers and Parents’ Awareness and Attitude of Elementary School Students towards the Right to Education, Act 2009 (RTE)’ among teachers of Elementary schools and parents of Elementary

school students within Agra city. The researchers try to – i) find out the level of Awareness of the Male Elementary school teachers towards Right to Education Act. ii) find out the level of Awareness of the Female Elementary school teachers towards Right to Education Act. iii) find out the level of the Awareness of the Parents (father) of Elementary school students towards Right to Education Act. iv) find out the level of the Awareness of the Parents (mother) of Elementary school students towards Right to Education Act. The schools were selected through purposive sampling. To make a sample of 120, the researchers selected 60 Elementary School Teachers and 60 Parents of Elementary School Students. The study reveals that Male and female teachers are well aware about the Act because of daily updates through news papers and through Government Orders. The awareness level of father is more than the awareness level of mother. Mothers have also scored less than the Average level.

**Mandal & Barman (2014)** study the attitude of secondary school Headmasters and Teachers towards the “Right to Education Act, 2009 or RTE Act, 2009” in the district of Purulia, West Bengal. The sample consists of 30 Headmasters and 150 Teachers from 30 (Thirty) selected secondary schools which are situated in the district of Purulia, West Bengal. The overall results indicate that the attitude of secondary school Headmasters of the district of Purulia is neither Favorable nor Unfavorable i.e. Moderate towards the Right to Education Act, 2009. But on the other side, it is found that the secondary school Teachers of the district of Purulia possessed Favorable attitude towards the Right to Education Act, 2009. Therefore, it can be said that there is a significant difference between Headmasters and Teachers regarding their attitude towards the Right to Education Act, 2009. It is reflected through the present study that the Secondary School Teachers have more favorable attitude than that of the Headmasters about the various aspects enshrined in the Right to Education Act, 2009.

**Thakur (2015)** study the level of awareness on RTE act in relation to trained school teachers, the study compare the level of awareness on RTE act of trained male and female school teachers and the level of awareness among rural and urban trained teachers in relation to RTE act at Elementary level in the Malda, North Dinajpur, South Dinajpur and Mursidabad in West Bengal. Data was collected by self made questionnaire form from eighty different primary and upper primary schools, ten from urban and ten from rural from four districts of West Bengal. Result revealed the level of awareness on RTE act was poor, there was no significant difference in the level of awareness about RTE Act among the male and female trained teachers and there was a significant difference between the urban and rural trained teachers. The researcher suggested that the act will be successful only when teachers will have sound awareness in relation to RTE act by training through mass awareness programmes such as seminars, workshop, refresher courses, orientation programmes etc. Hence, the teachers should be given appropriate training for inculcating knowledge associated to the awareness on Right to Education Act, 2009.

**Talawar (2015)** conducted a study to find out awareness of Right to Education Act, 2009 among prospective teachers. A sample of 120 prospective teachers (60 Rural + 60 Urban) from Rohtak, Haryana were given a questionnaire on Awareness of Right to Education. Analysis of the data revealed that there is no significant difference between urban and rural prospective teachers. There is no significant difference in the mean score of urban prospective teachers in comparison to their gender. There is no significant difference in the mean score of rural prospective teachers in comparison to their gender. The study suggested that RTE should be made a compulsory at all levels of education and adequate place should be awarded to it, in the curriculum.

**Krishnarao & Mangesh (2015)** conducted a study to explore the role and responsibilities of teachers in implementing RTE Act 2009 and study of awareness about RTE among school teachers of Satara District. Data were collected through researcher made questionnaire. The study reveals that- there is significance difference in awareness of male and female primary school teachers towards Right to Education Act, 2009. Hence, the awareness among teachers towards Right to Education Act is affected by their sex. The study also find out that - there is significance difference in awareness of male and female primary school teachers working in government school towards Right to Education Act, 2009. There is also significant difference in awareness of male and female teachers working in private School towards Right to Education Act, 2009. On the other hand, the study also reveals that - there is no significance difference in awareness of teachers working in government and private school towards Right to Education Act, 2009. The findings of present study also show that male teachers are more aware than female teachers towards RTE Act, 2009.

The findings of the present study show that there is strong need of teacher training program on right to education act. The researchers also suggested that the government should organize seminars, in-service teacher training programmes (workshop, refresher course) for female teachers in order to generate awareness.

**Patel (2015)** conducted study to find out the level of awareness among B.Ed. Trainees, who are future's teachers of Gandhinagar City. The objective of the study was – i) To find the differences in RTE awareness among male and female B.Ed. trainees of Gandhinagar. ii) To Compare the RTE awareness among the B.Ed. Trainees belonging to rural and urban areas. iii) To Compare the RTE awareness among the B.Ed. Trainees belonging to Science and General Streams. Questionnaire was used on 138 B.Ed.

trainees of Gandhinagar and selected by random sampling method. The study found that there is no significant difference on awareness among male and female B.Ed. trainees of rural and urban area. But the average score of this group have remarkable differences. General streams B.Ed. trainees are not well aware about RTE Act-2009. The researcher suggested that B.Ed. colleges should organize seminars and workshops on RTE Act-2009. They should give this point as a part of syllabus. Government should make it compulsory to learn RTE Act in B.Ed. / M.Ed. colleges. The government needs to plan and organize one week/three days short term course with sufficient study material. Such initiatives are necessary to create awareness among all B.Ed. and M.Ed. colleges, who will give their best to achieve the goals of RTE to make it attainable and successful.

**Kumari & Nisha (2015)** study the awareness of RTE Act among urban and rural parents of Faridabad . The objective of the study are:- i) To compare the awareness of male and female parents towards RTE act. ii). To compare the awareness of the rural male and female parents towards RTE act. iv) To compare the awareness of the urban male and female parents towards RTE act. The study found that there is no significant difference between rural and urban parents and no significant relationship between rural male and female parents. It is also found that there is no significant difference between urban male and female parents. The researchers concluded that the awareness level among male and female parents is quite equal.

## **2.2 - Conclusion**

Review of related literature shows that research about Right to Education Act, 2009 is very new in India with a very limited research works. However, it had been noticed that the research studies which had earlier been conducted mostly confined to specific area covering district, city or specific schools only. Study of related literatures also highlighted that awareness level about RTE Act, 2009 was unsatisfactory in terms of teacher, gender, rural and urban, in-service and prospective teachers and parents within certain state or district and no specific studies had been conducted to study awareness about RTE Act, 2009 among teacher trainees of DIET in the state of Mizoram. Therefore, it was evident that there is a research gap in the study of awareness about RTE Act, 2009 among teacher trainees who had undergone training in different teacher training institute.

## **CHAPTER -III**

### **METHODOLOGY AND PROCEDURE**

#### **3.1 – Introduction**

In order to have reliable research findings, the methodology adopted plays a very vital role in any type of research. The most reliable conclusion depends upon the selection of appropriate or suitable method. Arvil S. Barr (1953) rightly stated that “*The machinery occupies a very important position in any kind of research. The vehicle of research cannot perform its functions without it. Since it is the methodology which lays out the way that formal research is to be carried out and outlines the detailed description of the research variables and procedures*”. The success of any research depends largely upon the suitability of the methods and the tools and techniques the researcher follows to collect adequate data and interpretation of it.

This chapter deals with the methodology adopted for the present study which have been described below in details.

#### **3.2- Method of the Study**

The present study used descriptive method to study awareness about the RTE Act 2009 among pre-service and in-service trainees of DIET, Aizawl.

#### **3.3 - Population**

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. Population of the present study consists of all the teacher trainees of DIET, Aizawl that include all individuals of the in-service and pre-service trainees at DIET, Aizawl.

### **3.4- Selection of the Sample and Sample Size**

A sample is a small portion of a population that are selected for observation and analysis. The investigator selected 100 samples from pre-service and in-service by random sampling method from DIET, Aizawl belonging to pre-service and in-service trainees. Keeping in the mind the objectives of the study, the investigator choose equal number of students of both gender and pre-service and in-service. A total of 100 teacher trainees were randomly selected wherein 50 consist of female and another 50 for male. Out of which 25 female and 25 male belongs to pre-service teacher trainees and other 25 female and 25 male belongs to in-service teacher trainees.

### **3.5 - Tools**

The tools used for this study is the investigator self-made test. The test contains multiple choice items related to important provisions provided in the RTE Act 2009. The test consists of different variety of items base on the objectives of the test from all the Sections of RTE Act, 2009. (Appendix-A)

The test was designed to have a total of thirty questions and each question carry one mark. 1 point was awarded for correct answer and 0 for wrong answer or not attempting it.

#### **3.5.1 - Construction of the Test.**

The investigator follows essential steps involve in standardizing the test such as planning, preparation, trying out and evaluation to assess the awareness level about RTE, Act 2009 among pre-service and in-service trainees of DIET, Aizawl.

#### **3.5.2 - Planning and Preparation of the Test.**

In order to ensure that the test measured what it is intended to measure, objectives were organized as follow:



- To focus on general or basic knowledge about RTE Act, 2009.
- Content of the test should not be too difficult or too easy for the respondent.
- The test should be interesting so as to obtain valid and meaningful responses in order to manifest their level of awareness about RTE Act, 2009.

This was followed by preparation of blue print keeping in mind the above objectives.

The investigator for the purpose of measurement of awareness about RTE Act, 2009 collected different variety of items base on the objectives and blue print from all the Sections of RTE Act, 2009. The investigator collected 60 different test items to be brought to the content expert to judge the adequacy and relevance of each item to ascertain the content validity of the test. Based on the comments and opinions given by content experts necessary improvements and modifications were done in some items. Accordingly, some items were re-written and some items were deleted by the investigator and finally 30 test items have been selected for preliminary try-out.

### **3.5.3 - Preliminary Try-Out of the Test**

The investigator conducted preliminary try-out to ascertain necessary information like language appropriateness and the time required. The investigator for preliminary try out of the test selected 10 elementary school teachers out of which 5 belongs to Primary School Teachers and another 5 from Middle School Teachers. The test item was limited from 60 to 30 items. The duration of the test was recorded and the approximate time was determined by the investigator. However, the participants were instructed not to waste time on an item if they were unable to answer it.

### **3.5.4 –Final Try-Out of the Test**

The investigator conducted the final try out to find out the following:

- To find out items that is too easy or difficult.

- To find out the test question that is confusing or too ambiguous in order to improve clarity of the test question.
- To find out the number of test items for the final test.
- To ascertain the duration of time for administering the final test.

The investigator selected two Elementary Schools i.e. one Govt. Primary School and 1(one) Govt. Model Middle School located at Chawnpui Veng, Aizawl for the final try-out of the tests. The investigator performed the final try among 9 Primary School teachers, 1 Primary Headmaster, 4 Middle School Teachers and 1 Middle School Headmaster.

The investigator administered the final try-out test by going himself at the two elementary schools. Before conducting the try-out test, necessary information such as self-introduction, filling up the test paper and method of answering the test was highlighted. They are also asked not to waste time in answering the test and not to hesitate to ask for any clarification.

After the test was completed, the investigator had a short interaction with the school teachers and observed the following points:

- There are certain items that need clarification or that can be made clearer if the sentences and wording of the question was slightly modified.
- Arrangement of each test item according to difficulty level for the purpose of final test need to be determined.
- Numbers of 30 test item seem suffice.
- The duration of time for the test need to be limited to 30 minutes.
- Determination of Scoring for each item need to be determined.

### **3.5.5 - Selection of Items for the Final Form of the Test**

- The investigator after careful examination of the observation made during the try-out test selected the final form of the test items subjected to tests of reliability and validity.

### **3.5.6 - Reliability of the Test**

Reliability refers to the precision or accuracy of the measurement or score. It is the consistency of scores or measurement which is reflected in the reproducibility of the results. The investigator used split half correlation. In the split half reliability test, the test is split into two parts and then both parts were given to one group of students at the same time. The score from both parts of the test are correlated.

The investigator administered the split half test among 30 elementary school teachers; the test question was randomly divided into two parts by separating even questions from odd questions. Score of each half of the test of each teacher was recorded and find out the correlation. The coefficient correlation for the two test halves was 0.74023321.

### **3.5.7 - Validity of the Test**

Validity of a test implies whether the test measures what it is supposed to measure or not. It also refers to the accuracy with which a test closely measures what it intends to measure. For establishing the validity, the investigator used content validity to indicate how adequate the content of the tests was.

### **3.5.8 - Content Validity**

Content validity refers to the degree for which the test actually measured or is specifically related the traits for which it was designed. Content validity is based upon careful examination and systematic examination of the relevant course textbook, syllabi, objective and the judgment of the subject matter specialist.

In order to ensure that all the test items had content validity, the investigator carefully analyzed the content area to be tested keeping in mind that all the major aspects were in proportion and adequately covered. Suggestion of subject expert helps the investigator in scrutiny of the items for inclusion in the test for selecting the final test items.

### **3.6 -Procedure for Data Collection**

The investigator administered the test among pre-service and in-service teacher trainees by going himself at DIET, Aizawl. At the start, the investigator gave essential information about the test and also requested them to fill up all necessary information before attempting the questions. They were also informed to observe silence, not to share information with each other and try to attempt all the questions of their own. The respondent were also allowed to ask for clarification to any question if they so desire and the investigator also gives instruction to tick mark the correct answer from among the four multiple choice answer. The investigator was also accompanied by one Lecturer of DIET, Aizawl.

No difficulty was felt by subjects for responding to the test. The distribution from where the data was collected is given in table.

**Table No: 3.1**

#### **Statement Showing Where Data are Collected**

<b>Sl.No</b>	<b>Types of training</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	In-service	25	25	50
2	Pre-service	25	25	50
	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

### **3.7 - Scoring of the Test**

Scoring of the test was done by the investigator by awarding 1 mark to every correct answer and no negative mark was awarded for wrong answer.

### **3.8 - Tabulation of Data**

The data so collected from the test was given a code and entered into tabulation sheet prepared in the form of table.

### **3.9 -Statistical Techniques**

The collected data was analyzed through application of different statistical techniques such as; Frequency, Percentage, Mean, Standard Deviation (S.D.) and 't' test.

## CHAPTER - IV

### ANALYSIS AND INTERPRETATION OF DATA

“The data has no meaning unless these are analyzed. However adequate, reliable and valid the data may be, it does not serve any worthwhile purposes unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded”(Aggarwal,2002).

This chapter highlights the analysis of the data obtained from the test. Analysis of the data needs to be done properly and very carefully because even a very small mistake can change the entire results. The present chapter provides details about the data collected, analyzed and interpreted.

In this study the investigator collected data from the 100 in-service and pre-service trainees of District Institute of Education and Training (DIET), Aizawl. All the data are collected through the test. The data is analyzed using frequency, percentage, mean, Standard deviation and ‘t’ test.

#### **Criteria for measuring the Level of Awareness:**

The criteria for determining the level of awareness about RTE Act, 2009 was shown at Table No 4.1 below:

**Table No. 4.1**

#### **Criteria to Assess the Level of Awareness.**

<b>Score Range</b>	<b>Percentage</b>	<b>Level of awareness</b>
1 – 6	1 - 20 %	Very Unaware
7 – 12	21 – 40 %	Unaware

13 – 18	41 – 60 %	Moderate
19 – 24	61 – 80 %	Aware
25 – 30	81 – 100 %	Very Aware

After all the items are scored, the investigator, in order to determine the level of awareness of the respondents, awareness criteria was drawn into 5 levels for interpretation of the level of awareness namely – very unaware, unaware, moderate, aware and very aware.

#### **4.1 – Analysis and Interpretation**

**Objective No. 1:** *To assess the awareness of teacher trainees of DIET, Aizawl about RTE Act, 2009.*

*Overall view of awareness level of Teacher Trainees of DIET, Aizawl about RTE Act, 2009.*

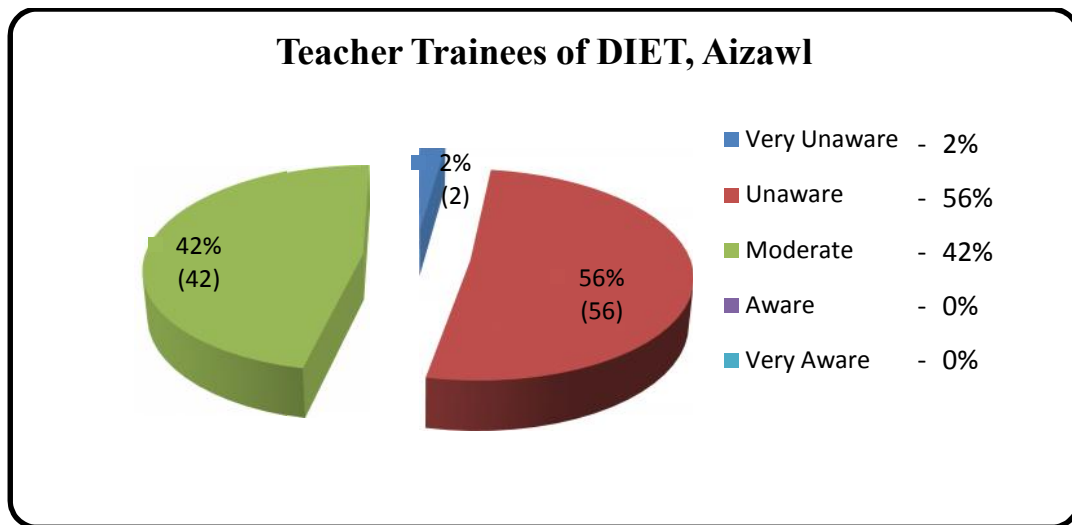
**Table No 4.2**

**Awareness Level of Teacher Trainees of DIET, Aizawl about RTE Act, 2009.**

<b>Criteria</b>	<b>Number of Teacher Trainees</b>
<b>Very unaware</b>	<b>2</b>
<b>Unaware</b>	<b>56</b>
<b>Moderate</b>	<b>42</b>
<b>Aware</b>	<b>0</b>
<b>Very Aware</b>	<b>0</b>
<b>Total</b>	<b>100</b>

**Figure No 4.1**

**Awareness Level of Teacher Trainees of DIET, Aizawl about RTE Act, 2009.**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware**

Table No 4.2 & Fig. No. 4.1 reveals about the awareness level of teacher trainees of DIET, Aizawl about RTE Act, 2009. Out of the 100 teacher trainees, 2 female in-service teachers fall within the “very unaware” category while there is no pre-service teacher trainee who was very unaware about the RTE Act, 2009. 56 teacher trainees were “unaware” about RTE Act, 2009 and the remaining 42 teacher trainees had average awareness about RTE Act, 2009. It is also unfortunate to observe that there are no teacher trainees of DIET, Aizawl who was aware’ and very aware about the RTE Act, 2009.

This is consistent with finding of Rajput and Aziz (2013) who found poor awareness of teachers about Right to Education Act, 2009 where most of them were not aware of the basic provisions provided by the Government under the RTE, Act, 2009. This similar result had been found by Thakur (2015) in his studies conducted among



elementary teachers in West Bengal stating that the level of awareness about RTE Act, 2009 was poor and unsatisfactory.

**Table No 4.3**

**Mean Score of Male and Female Teacher Trainees.**

Gender	Male			Female			Total mean score	SD	Overall	
	N	Mean	SD	N	Mean	SD			Mean	SD
In service	25	11.04	2.263	25	11.76	3.443	11.4	2.907	11.97	2.735
Pre service	25	12.2	2.021	25	12.88	2.818	12.54	2.451		
Total	50	11.62	2.203	50	12.32	3.165				

From Table No. 4.3, we can also see the awareness level of male and female teacher trainees about RTE Act, 2009. From the table, it is found that the mean value of male teacher trainees is 11.62 with SD 2.203 which shows that male teacher were unaware about RTE Act, 2009. At the same time, the mean value of female teacher trainees is 12.32 with SD 3.165 and had average awareness about RTE Act, 2009.

We can also observe from Table No. 4.3 the difference between pre-service teacher trainees and in-service teacher trainees about RTE Act, 2009. It is found that the mean value of pre-service teacher trainees was 12.54 and SD was 2.451. Meanwhile the mean value of in-service teacher trainees is found to be 11.4 with SD 2.906 which also shows that pre-service teacher trainees had better awareness than in-service teacher trainees about RTE Act, 2009. Obtained Mean value of both the in-service and pre-service teacher trainees is found to be 11.97 with SD 2.735 which indicates that the in-service and pre-service were un-aware about RTE Act 2009. Therefore, we can say that

the overall awareness level of in-service and pre-service teacher trainees of DIET, Aizawl, Mizoram about RTE Act, 2009 is poor or unsatisfactory.

The same result is found by Rajput and Aziz (2013) and Thakur (2015) in their studies.

**4. 2 - Objective No. 2: To assess the awareness level of male teacher trainees of DIET, Aizawl about RTE Act, 2009**

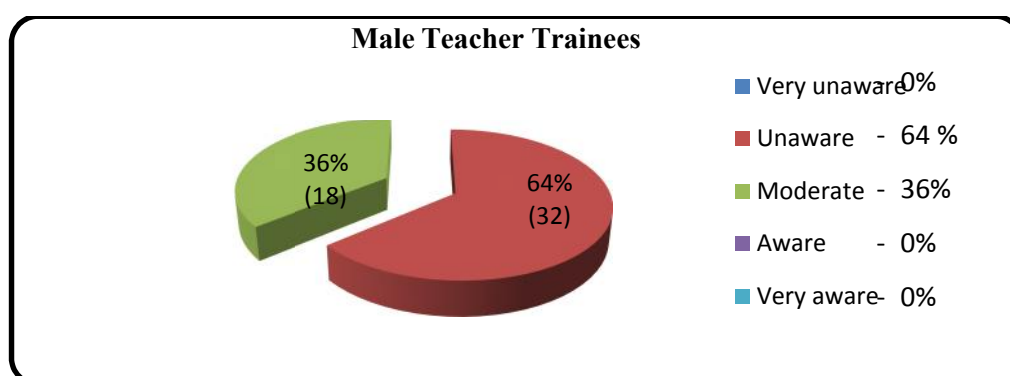
**Table No. 4.4**

**Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

Criteria	Pre-service	In-service	Total Score	Mean	SD
Very unaware	0	0	0	11.62	2.203
Unaware	15	17	32		
Moderate	10	8	18		
Aware	0	0	0		
Very aware	0	0	0		
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>50</b>		

**Figure No. 4.2**

**Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Male teacher trainees consist of 25 in-service male teacher trainees and 25 pre-service male teacher trainees.

Table No 4.4 shows the awareness level of male teacher trainees of DIET Aizawl about RTE Act, 2009. From the table we can see that there were no male teacher trainees who were very unaware about RTE Act, 2009. 32 male teacher trainees, i.e. 15 pre-service and 17 in-service were “unaware” about the RTE Act, 2009. The remaining 18 male teacher trainees (10 pre-service and 8 in-service) is found to have average level of awareness about RTE Act, 2009. There were no male teacher trainees who were ‘very unaware’, ‘aware’ or ‘very aware’ about RTE Act, 2009.

We can also observe from Table 4.4 that the mean value of male teacher trainees was 11.62 with SD 2.203 which reveals that the male teacher trainees of DIET, Aizawl were “Unaware” about RTE Act, 2009.

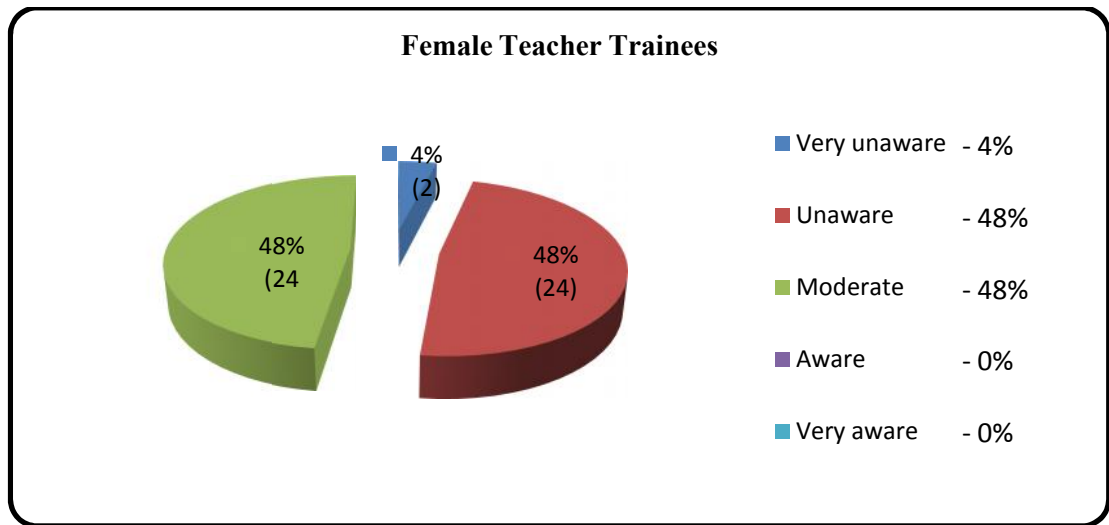
**4. 3 - Objective No. 3: To assess the awareness level of female teacher trainees of DIET, Aizawl about RTE Act, 2009**

**Table No. 4.5**

**Awareness level of Female teacher trainees of DIET, Aizawl about RTE Act, 2009**

<b>Criteria</b>	<b>Pre-service</b>	<b>In-service</b>	<b>Total Score</b>	<b>Mean</b>	<b>SD</b>
<b>Very unaware</b>	0	2	2	12.32	3.165
<b>Unaware</b>	13	11	24		
<b>Moderate</b>	12	12	24		
<b>Aware</b>	0	0	0		
<b>Very aware</b>	0	0	0		
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>50</b>		

**Figure No. 4.3**  
**Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Female teacher trainees were 50 in total in which 25 belong to in-service female teacher trainees and another 25 from pre-service female teacher trainees.

Table No 4.5 shows about the awareness level of female teacher trainees of DIET, Aizawl about RTE Act, 2009. We can see from the table that there are 2 female in-service teacher trainees who were very unaware about RTE Act. 24 female teacher trainees (i.e. 13 female pre-service and 11 female in-service) were ‘unaware’ about the act. Another 24 (12 female pre-service and 12 female in-service) had moderate level of awareness about RTE Act, 2009. Like the male teacher trainees, there were no female teacher trainees who fall within the ‘aware’ and ‘very aware’ range.

Table 4.5 also showed that the female teacher trainees had fall in 3 different score range with overall mean value 12.32 with SD 3.165 which indicates that they had average level of awareness about RTE Act, 2009.

**4.4 - Objective No 4 : To assess the awareness level of in-service teacher trainees of DIET, Aizawl about RTE Act, 2009**

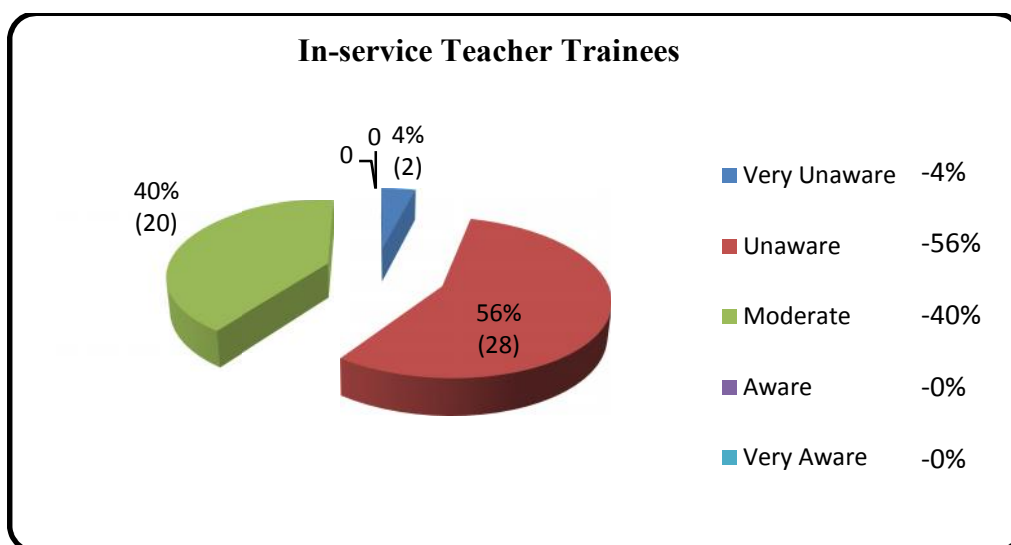
**Table No. 4.6**

**Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

Criteria	Male	Female	Total	Mean	S.D
Very Unaware	0	2	2	11.4	2.907
Unaware	17	11	28		
Moderate	8	12	20		
Aware	0	0	0		
Very Aware	0	0	0		
<b>Total</b>	25	25	50		

**Figure No. 4.4**

**Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.6 and Figure 4.4 show the awareness level of in-service teacher trainees of DIET Aizawl about RTE Act, 2009. From the table we can see that there were 2 female in-service teacher trainees who were very unaware about RTE Act, 2009. 28 in-service teacher trainees (17 male and 11 female) were “unaware” about the RTE Act, 2009. The remaining 20 in-service teacher trainees (8 male and 12 female) were found to have average level of awareness about RTE Act, 2009. There were no in-service teacher trainees who were ‘aware’ or ‘very aware’ about RTE Act, 2009.

We can also observe from Table 4.6 that the mean value of in-service teacher trainees was 11.4 with SD 2.907 which falls in unaware range. So, it reveals that the in-service teacher trainees of DIET, Aizawl were “Unaware” about RTE Act, 2009.

**4.5 - Objective No. 5 : To assess the awareness level of pre-service teacher trainees of DIET, Aizawl about RTE Act, 2009**

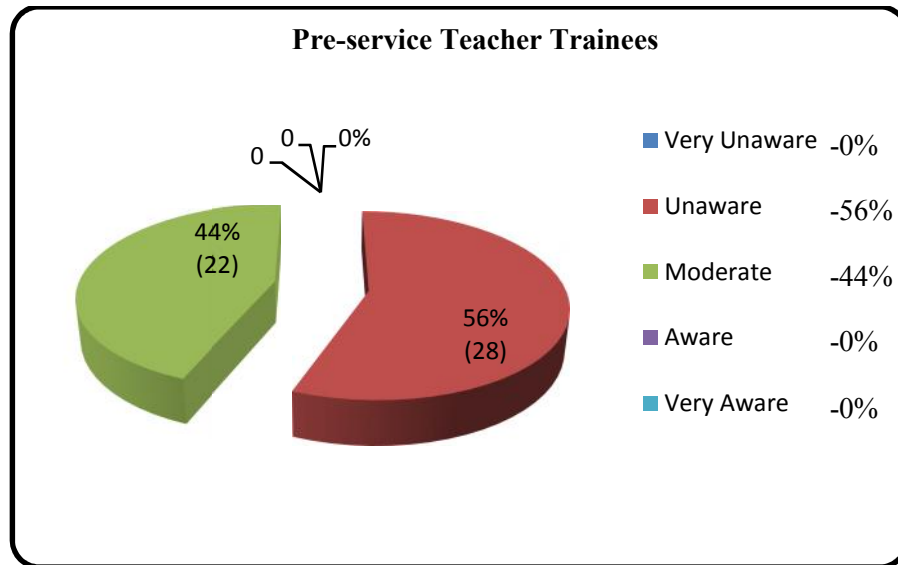
**Table No. 4.7**

**Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

<b>Criteria</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Mean</b>	<b>S.D</b>
<b>Very Unaware</b>	0	0	0	12.54	2.451
<b>Unaware</b>	15	13	28		
<b>Moderate</b>	10	12	22		
<b>Aware</b>	0	0	0		
<b>Very Aware</b>	0	0	0		
<b>Total</b>	25	25	50		

**Figure No. 4.5**

**Awareness Level of Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.7 and Figure 4.5 show the awareness level of pre-service teacher trainees of DIET Aizawl about RTE Act, 2009. From the table we can see that there were no any pre-service teacher trainees who were very unaware about RTE Act, 2009. 28 pre-service teacher trainees (15 male and 13 female) were “unaware” about the RTE Act, 2009. The remaining 22 pre-service teacher trainees (comprised by 10 male and 12 female teacher trainees) were found to have average level of awareness about RTE Act, 2009. There were no pre-service teacher trainees who were ‘aware’ or ‘very aware’ about RTE Act, 2009.

We can also observe from Table 4.7 that the mean value of in-service teacher trainees was 12.54 with SD 2.451 which reveals that the pre-service teacher trainees of DIET, Aizawl had average awareness about RTE Act, 2009.

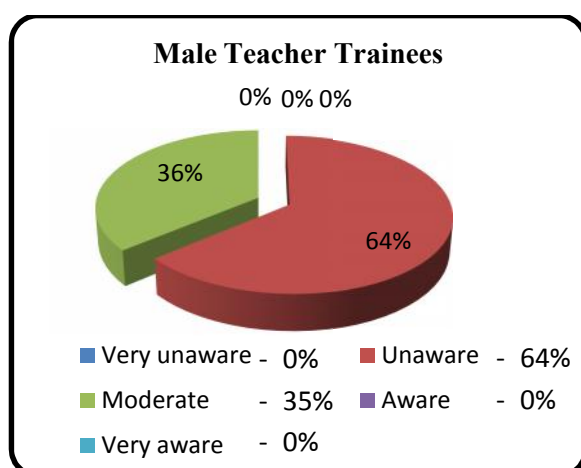
**4.6 - Objective No 6 : To compare awareness about RTE Act, 2009 between male and female teacher trainees of DIET, Aizawl.**

**Table No: 4.8**

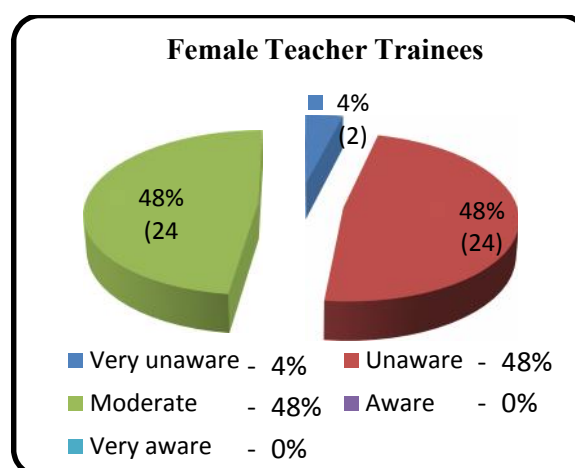
**Awareness Level of Male and Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

Male Teacher Trainees		Female Teacher Trainees		df	't' value
Percentage	38.73%	Percentage	41.067%	98	0.217
Mean	11.62	Mean	12.32		
SD	2.203	SD	3.165		
SEM	0.440	SEM	0.633		
N	50	N	50		

**Figure No 4.6**  
**Awareness Level of Male Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Figure No 4.7**  
**Awareness Level of Female Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.8 reveals about awareness level of male and female teacher trainees of DIET, Aizawl about RTE Act, 2009. From the table we can see that the mean value



of male teacher trainees is 11.62 with SD 2.203 and SEM 0.440. At the same time the mean value of female teacher trainees is found to be 12.32 with SD 3.165 and SEM 0.633. It is clearly observed from the table that mean value of female teacher trainees is slightly higher than mean value of male teacher trainees which means that the female teacher trainees had higher level of awareness about RTE Act, 2009 than male teacher trainees.

Although there is difference in the mean value of both the male and female teacher trainees, but when it is also observed from Table No. 4.8 that on particular mean, SD and SEM, the calculated ‘t’ value was 0.217 on df 98 which is less than table value of 0.05 level of significance. Therefore, the result is not significant and it indicates that there is no significant difference between male teacher trainees and female trainees of DIET, Aizawl regarding their awareness about RTE Act. 2009. Thus, the **null hypothesis (H<sub>0</sub>)**: “**There is no significant difference between male and female teacher trainees of DIET, Aizawl about awareness of RTE Act, 2009**” is accepted.

**4.7 - Objective No 7: To compare awareness about RTE Act, 2009 between pre-service and in-service trainees of DIET, Aizawl.**

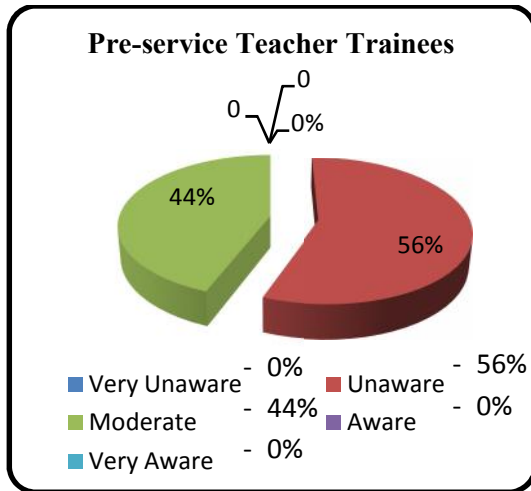
**Table No: 4.9**

**Awareness Level of Pre-service and In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

Pre-Service		In-Service		df	t -value(at 0.05 level of significance)
<b>Percentage</b>	41.80%	<b>Percentage</b>	38%	<b>98</b>	<b>0.0366</b>
<b>Mean</b>	12.54	<b>Mean</b>	11.4		
<b>SD</b>	2.451	<b>SD</b>	2.907		
<b>SEM</b>	0.490	<b>SEM</b>	0.581		
<b>N</b>	50	<b>N</b>	50		

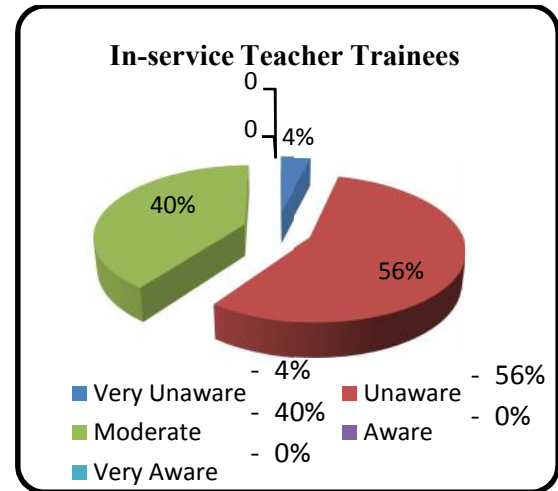
**Figure No. 4.8**

**Awareness Level of Pre-service Teacher Trainees of DIET Aizawl about RTE Act, 2009**



**Figure No. 4.9**

**Awareness Level of In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.9 and Fig. No. 4.8 & 4.9 reveals about level of awareness between in-service and pre-service teacher trainees of DIET, Aizawl about RTE Act, 2009. The difference between level of awareness between in-service teachers and pre-service teachers can be observed from this as well. According to table no. 4.5 the mean value of prospective teachers (pre-service teacher trainees) is found to be 12.54. The standard deviation of score of the group was 2.451 with SEM 0.490. Mean score of their counterparts is found to be 11.40 with 2.907 SD and 0.581 SEM. The mean value is clearly reveals that pre-service teacher trainees were better than in-service teacher trainees with average level of awareness regarding RTE Act 2009. As per the table in-service teacher trainees were “unaware” about this Act.

It was also observed from Table No. 4.9 that the calculated ‘t’ value is 0.037 which is less than the table value of 0.05 level of significance. Therefore, the result says that there is no significant difference between in-service and pre-service teacher trainees of DIET, Aizawl regarding their awareness about RTE Act. 2009. Hence, **the null hypothesis (H<sub>0</sub>): “There is no significant difference between pre-service and**

in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009” is accepted.

Now education is fundamental right as well as duty of us as a citizen of India but the teacher who have responsibility on their shoulders to make this act successful were not aware of this act or don't know most of the points related to the act.

**4.8 - Objective No. 8: To compare awareness about RTE Act, 2009 among female pre-service and male pre-service trainees of DIET, Aizawl.**

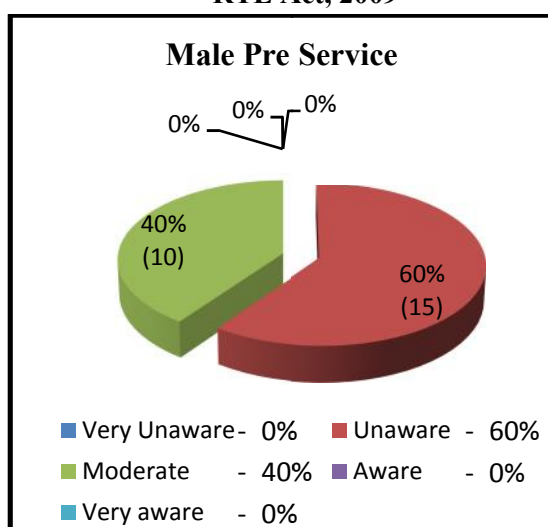
**Table No. 4.10**

**Awareness Level of Female Pre-service and Male Pre-service Teacher Trainees about RTE Act, 2009**

Pre-Service Male		Pre-Service Female		t –value (at 0.05 level of significance)
Percentage	40.66%	Percentage	42.93%	
Mean	12.2	Mean	12.88	
SD	2.0207	SD	2.8184	
SEM	0.40414	SEM	0.56368	
N	25	N	25	

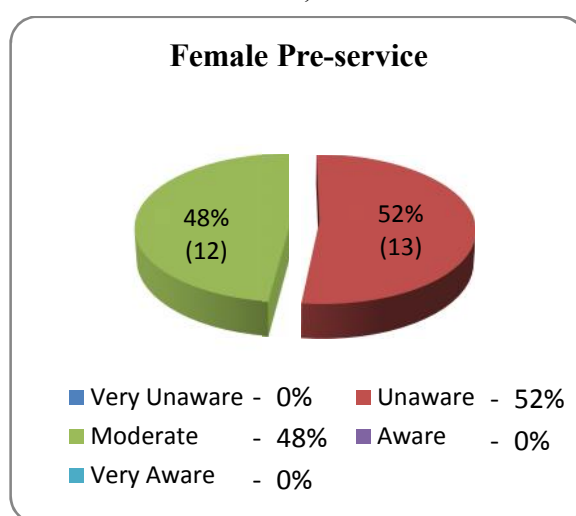
**Figure No. 4.10**

**Awareness Level of Male Pre-service Teacher Trainees about RTE Act, 2009**



**Figure No. 4.11**

**Awareness Level of Female Pre-service Teacher Trainees about RTE Act, 2009**



Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.

Table No. 4.10 shows about level of awareness of male and female Pre-service teacher trainees of DIET, Aizawl about RTE Act, 2009. It can be observe from the table that the mean value of male pre-service teacher trainees about understanding of RTE Act is found to be 12.2 with SD 2.021 and SEM 0.404. In the mean time the mean value of female pre-service teacher trainees about understanding of RTE Act is found to be 12.88 with SD 2.818 and SEM 0.564. This shows that there is a slight difference in the mean value where the female pre-service teacher trainees are slightly higher than the mean value of male pre-service teacher trainees.

It is also observed from table that the calculated 't' value is found to be 0.3323 which is less than table value of 0.05 level of significance. So it can be said that there is no significant different between male and female pre-service teacher trainees for awareness about RTE Act, 2009. Thus the **null hypothesis (H<sub>03</sub>) :“There is no significant difference between female pre-service and male pre-service trainees of DIET, Aizawl about awareness of RTE Act, 2009”** is accepted.

Patel (2015) also found out in his studies conducted to find out the differences in RTE awareness among male and female B.Ed. trainees who are future's teachers of Gandhinagar City that there is no significant difference on awareness among male and female B.Ed. trainees. This is also consistent with the findings of Talawar (2015) who conducted a study to find out awareness of Right to Education Act, 2009 among prospective teachers also revealed that there is no significant difference among prospective teachers in comparison to their gender.

**4.9 - Objective No. 9: To compare awareness about RTE Act, 2009 among female in-service and male in-service trainees of DIET, Aizawl.**

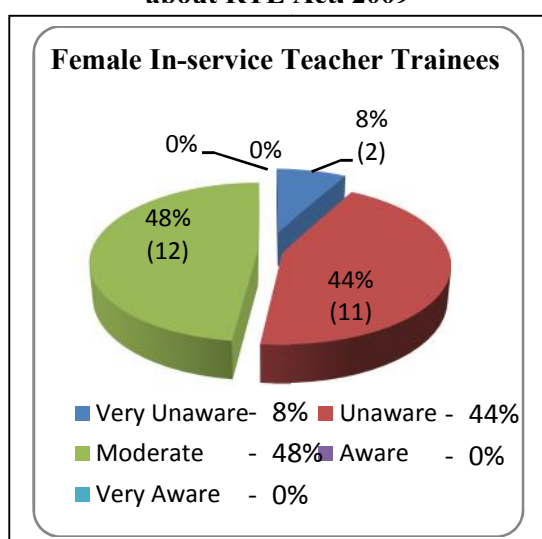
**Table No 4.11**

**Awareness Level of Male and Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

In-Service Male		In-Service Female		df	t -value(at 0.05 level of significance)
Percentage	36.80%	Percentage	39.20%	48	0.38734
Mean	11.04	Mean	11.76		
SD	2.263	SD	3.443		
SEM	0.453	SEM	0.689		
N	25	N	25		

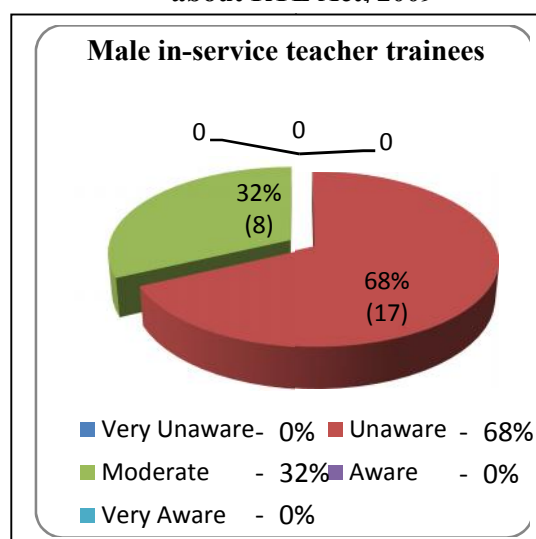
**Figure No. 4.12**

**Awareness Level of Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Figure No. 4.13**

**Awareness Level of Male In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.11 clearly indicates about differences between male and female in-service teacher trainees regarding awareness about RTE Act, 2009. In the table we can see that the mean value of in-service male teacher trainees about understanding of RTE Act, 2009 is found to be 11.04 with SD 2.263 and SEM 0.453. At the same time the mean value of female in-service teacher trainees is found to be 11.76 with SD 3.443 and SEM 0.689. It is clear from table No. 4.11 that mean value of female in-service teacher trainees is slightly higher than mean value of in-service male teacher trainees which shows that awareness of female in-service teacher trainees is better than their counterparts.

It can be also observed from Table No. 4.11 that on the particular mean value of male and female in-service teacher trainees, the 't' value is found to be only 0.387 with df 48 which is less than table value of 0.05 level of significance. So it can be said that there is no significant different between male and female –in-service teacher trainees for awareness about RTE Act, 2009. Therefore the **null hypothesis (H<sub>0</sub>) :“There is no significant difference between female in-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009”** is accepted.

From the mean score it is clear that male and female in-service teacher trainees were unaware about RTE Act, 2009 even after 7 years of implementation of it. This result is consistent with finding of Ashak and Kamath (2011) about awareness on Right to Education Act -2009 among Primary School Teachers in the district of Chamarajanagar in Karnataka who also found that there is no significant difference in the awareness level of male and female teachers about RTE Act, 2009.

**4.10 - Objective No. 10 : To compare awareness about RTE Act, 2009 between female pre-service and female in-service trainees of DIET, Aizawl.**

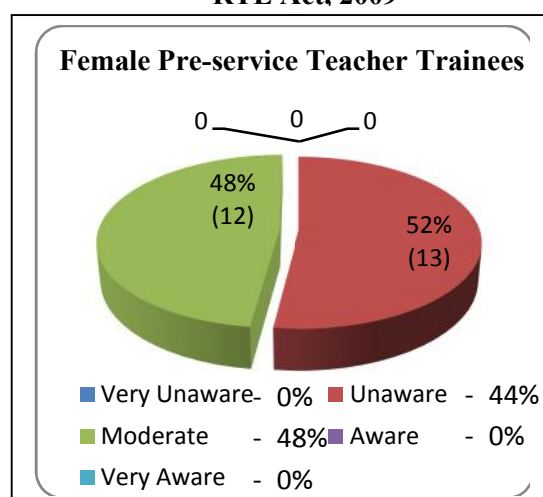
**Table No.4.12**

**Awareness Level of Female Pre-service and Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**

Female In-Service		Female Pre-Service		df	t –value (at 0.05 level of significance)
Percentage	39.20%	Percentage	42.93%		
Mean	11.76	Mean	12.88	48	0.214532
SD	3.4434	SD	2.8184		
SEM	0.68868	SEM	0.56368		
N	25	N	25		

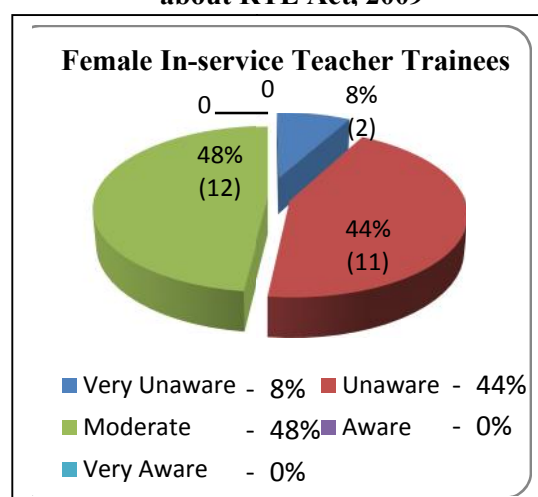
**Figure No. 4.14**

**Awareness Level of Female Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Figure No. 4.15**

**Awareness Level of Female In-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

From Table No 4.12 we can see the differences between female pre-service and in- service teacher trainees regarding awareness about RTE Act, 2009. From the table

we can observe that the mean value of female pre-service teacher trainees' awareness about RTE Act, 2009 is 12.88 with SD 2.818 and SEM 0.564. In the mean time female in-service teacher trainees' mean value is found to be 11.76 with S.D 3.443 and SEM 0.689. The table also reveals that the mean value of female pre-service teacher trainee is higher than the mean value of female in-service teacher trainees. This shows that awareness of female pre-service teacher trainees is better than that of female in-service teacher trainees.

It can be seen from Table No. 4.12 that the 't' value is found 0.214 with df 48 which is less than the table value of 0.05 level of significance. Therefore, it can be said that there is no significance difference between female pre-service and in-service teacher trainees' for awareness about RTE Act, 2009. Therefore, the null hypothesis ( $H_0$ ) : "There is no significant difference between female pre-service and female in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009" is accepted.

**4.11 - Objective No. 11 : To compare awareness about RTE Act, 2009 between male pre-service and male in-service trainees of DIET, Aizawl.**

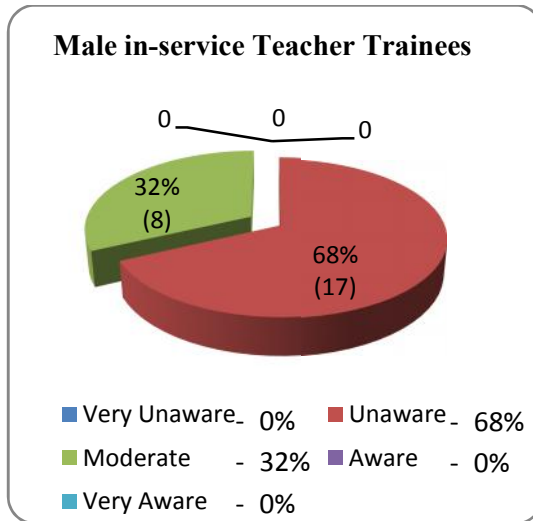
**Table No: 4.13**  
**Awareness Level of In-service Male and Pre-service Male Teacher Trainees of DIET,Aizawl about RTE Act, 2009**

In-Service Male		Pre-Service Male		df	t –value (at 0.05 level of significance)
<b>Percentage</b>	36.8%	<b>Percentage</b>	40.66%		
<b>Mean</b>	11.04	<b>Mean</b>	12.2		
<b>SD</b>	2.263	<b>SD</b>	2.021		
<b>SEM</b>	0.453	<b>SEM</b>	0.404		
<b>N</b>	25	<b>N</b>	25		



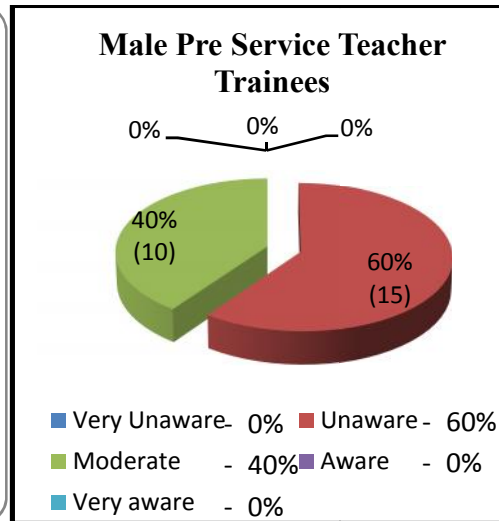
**Figure No. 4.16**

**Awareness Level of Male In-service teacher trainees of DIET, Aizawl about RTE Act, 2009**



**Figure No.4.17**

**Awareness Level of Male Pre-service Teacher Trainees of DIET, Aizawl about RTE Act, 2009**



**Note: 1-6 (1-20%) = Very unaware, 7 – 12 (21-40%) = Unaware, 13-18 (41-60%)= Moderate, 19-24 (61-80%) = Aware, 25 – 30 (81-100%)= Very Aware.**

Table No 4.13 shows about differences between male in-service teacher trainees and male pre service regarding awareness about RTE Act, 2009. In the table we can see that the mean value on male in-service teacher trainees about understanding of RTE Act, 2009 is found to be 11.04 with SD 2.263 and SEM 0.453. At the same time the mean value of male pre-service teacher trainees is found to be 12.2 with SD 2.021 and SEM 0.404. It is clear from table No. 4.13 that mean value of male pre-service teacher trainees is higher than mean value of in-service male teacher trainees which shows that awareness of male pre-service teacher trainees is better than in-service male teacher trainees. However, there is no male in-service and pre-service teacher trainee who was ‘aware’ or ‘very aware’ about RTE Act, 2009 (Fig. No. 4.16 and Fig. No. 4.17).

Table No. 4.13 also reveals that on the particular mean value of male in-service and pre-service teacher trainees, the ‘t’ value is found to be only 0.062 with df 48 which is less than table value of 0.05 level of significance. So it can be said that there is

no significant different between male in-service and male pre-service teacher trainees for awareness about RTE Act, 2009. Therefore the **null hypothesis (H<sub>0</sub>)** :**“There is no significant difference between male pre-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.”** is accepted.

## CHAPTER – V

### FINDINGS, SUGGESTIONS AND CONCLUSION

This section includes a brief introduction, re-statement of the problem, a description of the procedure used, finding of the study, discussion of findings, educational implications, suggestion, conclusion and limitation of the study.

#### 5.1- Introduction

The Right to Education Act (RTE Act) passed by the Indian Government in 2009, is undoubtedly a significant landmark in the history of Indian Education System. This Act made changes in the traditional system by making the education fundamental right up to 14 years of age for every child in India. This Act has imposed so many vital role and responsibilities upon the both Central and State Government, parents or guardians, teachers and headmasters.

The RTE Act, 2009 consists of seven Chapters accompanied by Schedule. The Act effectively sums-up all actions which are required to achieve Universalization of Elementary Education. The Act has been framed keeping holistic view of education, equity, access to all especially traditionally excluded categories, gender concern, centrality of teacher, moral compulsion on all stake holders, convergent and integrated system of educational management. It also provides flexibility to States to modify some norms as per requirement. The Act lays down minimum norms and standards for all schools, government and private, through a mandatory Schedule. This includes minimum number of teaching days in an academic 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, PTR etc.

## **5.2 - Rationale of the Study**

Out of 121 crore population of the country, 25 crore are children between the age of 6 to 14 years (Census 2011), which implies that every 1 in 5 persons in the whole country is a child waiting quality education for his/her bright future. Moreover, according to the latest census, the child population of the country is rising at the rate of 3.8% per annum which adds nearly 1 crore children every year to the existing population. The RTE Act being enacted by the Government of India has to ensure quality for the rapid increasing population of the children of India.

However, the government's efforts and the quality as well as quantity of teacher are grossly inadequate to ensure quality education to the entire population of 25 crore children of India while the very Right to Education mandated to uphold the fundamental right of every children.

It is an admitted fact that even a laborers, who earns his daily wages by toiling hard day and night wants quality education for his children. In this pursuit, he prefers to send his children to a fee-charging private school to provide quality education to his ward rather than sending him to a free of cost government schools. Within the state of Mizoram there were 2,51,723 children at elementary during 2014-15 (School Education Annual Publication, 2014-15) among these 1,18,665 (almost 50 percent) children studied in fee charging private schools. This indicates that almost 50 percent of elementary school children seek quality education in a fee charging private schools. Hence, it is clear that neither the Government nor private aided schools are alone capable of providing quality education for all the elementary school going children in Mizoram.

Although some progress was seen in student enrollment due to identification of out of school children and basic infrastructure, towards the quality education in terms

of student learning outcome there has been a very poor achievement (Annual Survey of Education Report-ASER-2012). Due to lack of awareness or apathy in teachers, the concept of quality education is sometimes remained on paper only. Unless and until these issues are resolved, the chances of providing free and compulsory education are quite diminishing as these are hampering the proper implementation of the RTE, 2009.

The RTE Act 2009 under section (6) directed the state government to establish new schools in areas where they do not exist. Contrary to this provision of the Act, various states are shutting down thousand of government Primary Schools due to falling enrolments because of poor quality education. During 2014-15, the state of Rajasthan closed down 18,000 government primary schools, Maharashtra closed down 4,000 government primary schools and Chhatisgarh closed down 2,913 government primary schools, in Mizoram, 5 Govt. Primary school were closed down and 62 elementary schools were amalgamated into 30 elementary schools so far. This is clearly an indicator that teachers who are at the forefront for the successful implementation of the RTE Act are not fully aware of the mandated provision provided by the RTE Act and does not take the responsibilities for the same.

Many such research studies carried out outside the state of Mizoram come with the findings that teacher awareness towards Right to Education Act is very poor. It was also found out that there is a significant difference between male and female teachers and urban and rural teachers. Some studies (Kumar & Sharma -2011) also reported that there were few teachers as well as parents who had heard about the Act and most of them were not aware of the basic provisions provided by the Government under the Right to Education Act. It was also very disheartening to observe that no research studies among DIET trainees about awareness of RTE Act was conducted which may in turn bring research gap in the instant cases. Therefore, as a research scholar, we need to

adhere to these possible gaps and tries to fill the gap and in the process seek remedies to solve it.

It is imperative that increase in levels of funding, access, enrolment and infrastructure do not necessarily bring an outcome of quality education under the RTE Act. A lot has to do with teacher awareness and training towards successful implementation of RTE Act. This study of awareness about RTE act among pre-service and in-service teachers of DIET, Aizawl will bring light to certain aspects for the success and failure of RTE, Act 2009 in the state of Mizoram.

### **5.3 – Statement of the Problem**

Keeping this in view, the researcher undertook the following problem for research:

**AWARENESS OF PRE-SERVICE AND IN-SERVICE TEACHER TRAINEES OF DIET, AIZAWL ABOUT RTE ACT, 2009.**

### **5.4 – Objective of the Study**

The present study is proposed with the following objectives:

1. To assess the awareness of teacher trainees of DIET, Aizawl about RTE Act, 2009.
2. To assess the awareness of male teacher trainees of DIET, Aizawl about RTE Act, 2009.
3. To assess the awareness of female teacher trainees of DIET, Aizawl about RTE Act, 2009.
4. To assess the awareness of in-service teacher trainees of DIET, Aizawl about RTE Act, 2009
5. To assess the awareness of pre-service teacher trainees of DIET, Aizawl about RTE Act, 2009

6. To compare awareness about RTE Act, 2009 between male and female teacher trainees of DIET, Aizawl.
7. To compare awareness about RTE Act, 2009 between pre-service and in-service trainees of DIET, Aizawl.
8. To compare awareness about RTE Act, 2009 between female pre-service and male pre-service trainees of DIET, Aizawl.
9. To compare awareness about RTE Act, 2009 between female in-service and male in-service trainees of DIET, Aizawl.
10. To compare awareness about RTE Act, 2009 between female pre-service and female in-service trainees of DIET, Aizawl.
11. To compare awareness about RTE Act, 2009 between male pre-service and male in-service trainees of DIET, Aizawl.

### **5.5. Research Hypothesis**

- There is low level of awareness about RTE Act, 2009 among teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among male teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among female teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among in-service teacher trainees of DIET, Aizawl.
- There is low level of awareness about RTE Act, 2009 among pre-service teacher trainees of DIET, Aizawl.
- There is difference between male and female teacher trainees of DIET, Aizawl about awareness of RTE Act, 2009.

- There is difference between pre-service and in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between female pre-service and male pre-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There difference between female in-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between female pre-service and female in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
- There is difference between male pre-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.

## **5. 6 - Null Hypothesis**

1. There is no significant difference between male and female teacher trainees of DIET, Aizawl about awareness of RTE Act, 2009.
2. There is no significant difference between pre-service and in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
3. There is no significant difference between female pre-service and male pre-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
4. There is no significant difference between female in-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
5. There is no significant difference between female pre-service and female in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.
6. There is no significant difference between male pre-service and male in-service trainees of DIET, Aizawl about awareness of RTE Act, 2009.



## **5.7– Methodology**

The present study used descriptive survey method.

## **5.8 –Population and Sample**

Population of the present study consists of all the teacher trainees of DIET, Aizawl. The simple random sampling technique has been used for this study. The samples selected for the study were elementary teacher trainees of District Institute of Education and Training (DIET), Aizawl District, Aizawl, Mizoram. The sample was stratified on the basis of in-service and pre-service and gender (Male and Female).The size of the sample was 100 elementary teacher trainees taken from District Institute of Education and Training (DIET), Aizawl District, Aizawl, Mizoram.

## **5.9 - Tools**

The tools used for this study was the investigator self-made test. The test contains multiple choice items related to important provisions as provided in the RTE Act 2009.

The test was designed to have a total of 30 (thirty) questions and each question carry one mark. 1 point was awarded for correct answer and 0 for wrong answer or not attempting it. The investigator used split half correlation for reliability with co-efficient correlation of 0.74023321 of the two split-half test and content validity to indicate the validity of the tests.

## **5.10 – Finding of the Study**

Finding of the present study was presented below with regard to the objective of the present study:

1. It was found that teacher trainees of DIET, Aizawl were unaware about RTE Act, 2009.
2. It was found that male teacher trainees of DIET, Aizawl were unaware about RTE Act, 2009.
3. It was found that female teacher trainees of DIET, Aizawl had moderate awareness about RTE Act, 2009.
4. It was found that in-service teacher trainees of DIET, Aizawl were unaware about RTE Act, 2009.
5. It was found that pre-service teacher trainees of DIET Aizawl had average or moderate awareness about RTE Act, 2009.
6. It was found that pre-service teacher trainees are more aware than in-service teacher trainees about RTE Act, 2009 but difference is not significant.
7. It was found that Pre-service male teacher trainees and pre-service female trainees of DIET, Aizawl had moderate level of awareness about RTE Act, 2009.
8. It was found that In-service male and female teacher trainees of DIET Aizawl were unaware and had poor or unsatisfactory level of awareness about RTE Act, 2009
9. It was found out that in-service female teacher trainees and pre-service female trainees of DIET, Aizawl, had average awareness about RTE Act, 2009.
10. It was found that in-service male teacher trainees and pre-service male teacher trainees of DIET, Aizawl were unaware and had unsatisfactory level of awareness about RTE Act, 2009.
11. It was found that both male and female teacher trainees of DIET, Aizawl were unaware and had a poor or unsatisfactory awareness level about RTE Act, 2009.

## **5.11 – Discussion**

Related studies, as showed at chapter -II revealed that teachers as well as parent awareness level about RTE Act, 2009 was unsatisfactory. The major findings of this study were discussed here in relation to the awareness of Pre-Service and In-Service Teacher Trainees of DIET, Aizawl about RTE Act, 2009.

The present study came to the finding that teacher trainees of DIET, Aizawl had a low or unsatisfactory level of awareness about RTE Act, 2009. Out of the 100 respondent, 2 female teachers were very unaware, 56 teacher trainees were unaware and the remaining 42 teacher had average awareness about RET,Act 2009. There are no teacher trainees who possessed satisfactory awareness level about the act.

It is also surprising that in-service teachers who had better opportunity for acquiring higher level of awareness through seminar, workshop, refresher course etc about RTE Act were more unaware about the RTE Act than those of the pre-service teachers who had not undergone such kind of opportunity enjoyed by the in-service teachers.

Among the teacher trainees, female teachers were more aware than male teacher trainees. However, no significant difference was found between in-service and pre-service as well as male and female teacher trainees of DIET Aziawl toward their level of awareness about RTE,Act, 2009.

## **5.12 – Conclusion**

The education scenario in the state of Mizoram has also made some positive stride since the introduction of RTE Act in the state especially in increasing the enrolment of eligible children at elementary level, providing free textbooks and uniforms. However, several flaws in implementation of RTE Act have been prevailed at the ground level due to unsatisfactory involvement and cooperation of

stakeholder particularly the School Education Department, SCERT, SSA Mission, the local authorities and parent or guardian as well.

After the implementation of the act for more than 7 years, finding of this study are disheartening that teacher trainees of DIET, Aizawl were unaware about the RTE Act. Among the teacher trainees, female teacher were more aware than male teachers and the pre-service outperformed and more aware than the in-service in the awareness test as well. The reasons discernible for these poor or unsatisfactory level of awareness was not addressed in the present study but it is assumed that the provisions contained by the RTE Act were not adhered to by the teacher training institute in the form of inclusion in the syllabus as well as by organizing workshop, seminar, refresher course etc. to inculcate awareness about RTE Act, 2009 amongst its teacher trainees.

As the future of school student depend upon the present teacher trainees, the RTE Act will bear no fruits unless teachers as well as all the stakeholders in the education system are alert and aware about it. Otherwise all the provisions of this act will remain a piece of paper.

### **5.13 - Recommendation**

The following points were recommended by the researcher in light with the present research findings:

1. RTE Act, 2009 should be included in the curriculum and syllabus of Teacher Training Institute such as DIET, CTE & IASE in order to inculcate adequate awareness to its trainees/students.
2. RTE Act, 2009 should be given due weightage in the syllabus of Mizoram Teacher Eligibility Test (MTET) as well as in the syllabus of Limited Departmental Exam conducted for promotion to Headmaster in Primary, Middle and High School.

3. No evaluation study or impact assessment of implementation of RTE Act, 2009 in the state has been taken up by any agency during 2010 – 2016. Therefore, a Joint Review Mission should be organized by the appropriate Government in a regular interval to monitor the overall programme implementation in all the states and district in the country.
4. Special training programme in regards to RTE At, 2009 for in-service teacher be organized.
5. The responsibilities and duties specified and entrusted upon appropriate Government, Local authority and parents in providing free and compulsory education for children between the age group of 6 – 14 years as provided in the RTE Act, 2009 should be strictly carried out in a planned and economical manner.

#### **5.14 – Educational Implication**

1. The study revealed that the awareness level on RTE Act, 2009 among teacher trainees is low or unsatisfactory. This showed that there is urgent need to develop awareness among all the teacher trainees who had undergone training in the Teacher Education Institute. Once awareness is created among the in-service as well as prospective teacher the implementation of RTE Act will become easier.
2. The findings of present study will serve as guides to administrators and stakeholder in creating awareness about RTE Act, 2009 among elementary school teachers. The findings of the present study show that there is strong need of teacher training program on RTE Act, 2009 that can be undertaken through mass awareness programmes by organizing seminars, in-service teacher training programmes (workshop, refresher course)etc

3. The finding of the study is expected to have implication for curriculum planners for planning D.El.Ed curriculum, syllabus and all other activities undertaken in DIET.
4. The finding of the study may also help parent and guardian what to expect from teachers for proper implementation of RTE Act, 2009.
5. The finding of the study will help and enlighten the school authorities the need for organizing different orientation programmes, workshops and seminars for giving the knowledge, provisions and features of RTE Act to teachers.
6. The findings of present study will also serve as basic data for the research scholars who are conducting research related to RTE Act, 2009.
7. The finding of the study might open opportunity in giving more weightage on RTE Act, 2009 at the time of revising the syllabus of Mizoram Teacher Eligibility Test (MTET) as well as in the syllabus of Limited Departmental Exam (LDE) conducted for promotion to Headmaster in Primary, Middle and High School.

### **5.15 – Suggestion for Further Research**

In light of the present research findings, the researcher suggested the following for conducting further research:-

1. Research study can be done extended to Teacher Education Institute (TEI) of other district within Mizoram.
2. A study can be done to find out the reason for poor or unsatisfactory awareness about RTE Act, 2009 among in-service as well as prospective teachers.

3. A specific research study is also suggested to find out whether important sections or provisions under RTE, Act. 2009 are successful implementation by the State Government.
4. A study may be conducted whether the RTE Act achieved its objective to make elementary education as fundamental right for all children between 6 – 14 years within three (3) years of its implementation.
5. A research study may be conducted whether the RTE Act, 2009 was being implemented and monitored in a planned manner.
6. A study may be conducted whether the fund allocated by the Central or state Government for the implementation of RTE were being utilized in an economical and efficient manner.
7. Further study can be done on whether the provisions provided, such as free textbook, free uniform, midday meal, no detention, no corporal punishment etc. under RTE Act, 2009 is fully provided to children between 6 – 14 years.
8. Further research study may be conducted to assess the level of awareness of elementary school teachers about RTE Act, 2009.

### **5.16– Limitation of the Study**

There are some limitations or restrictions in this study regarding the tool, sample, and nature of data while the researcher had tried to be very objective, valid and

reliable. The time proposal was limited, so the study is not so extensive, even though thorough attention was taken to make the study dependable and reliable.



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## APPENDIX – A

### TEST QUESTION

Name: \_\_\_\_\_ Age \_\_\_\_\_ Gender: Male/Female

Locality: \_\_\_\_\_ Type of training: In-service/Pre-Service

Teaching Experience: \_\_\_\_\_

Tick ( ✓ ) the correct answer

1. The RTE Act, 2009 came into force on
  - a) 1.4.2010
  - b) 2.10.2009
  - c) 1.1.2010
  - d) 16.2.2010
2. RTE Act, 2009 extend to the whole of India except
  - a) Andaman & Nicobar
  - b) Goa
  - c) Jammu & Kashmir
  - d) None of the above
3. Elementary Education means the education from
  - a) KG I to Class VIII
  - b) Class I to Class VIII
  - c) Class I to Class IV
  - d) Class V to Class VIII
4. Child means a female or male child of
  - a) 6 to 14 years
  - b) 4 to 14 years\
  - c) 6 to 12 years
  - d) 5 to 10 years
5. 'Specific category' in relation to school are
  - a) Private Un-aided school
  - b) Private aided school
  - c) Government School
  - d) Kendrya Vidaylaya, Navoday Vidaylaya,
6. Example of 'Special Training' given to child admitted to a class appropriate to his/her age to enable him/her to be at par with other children.
  - a) Coaching class
  - b) Age appropriate remedial teaching based on specially designed.
  - c) Tuition class

- d) None of the above.
- 7. Delay in proceeding or issuing transfer certificate shall not be a ground for
  - a) Delaying or denying admission.
  - b) Subjecting screening procedure
  - c) Collecting capitation fee.
  - d) Charging admission fee.
- 8. In area where elementary school is not established, it is the duty of the appropriate Government/local authority to establish school within a period of
  - a) 2 years from the commencement of RTE,Act. 2009.
  - b) 3 years from the commencement of RTE,Act. 2009.
  - c) 4 years from the commencement of RTE,Act. 2009.
  - d) 5 years from the commencement of RTE,Act. 2009.
- 9. The Central Government shall develop a framework of curriculum with the help of
  - a) State Government.
  - b) Academic Authority.
  - c) Board of School Education.
  - d) Finance Commission
- 10. According to RTE Act, 2009, academic calendar shall be decided by
  - a) The Central Government
  - b) The Headmaster of the School.
  - c) The Local Authority.
  - d) The controlling School Board.
- 11. Appropriate government shall provide free Pre-School for children between the age of
  - a) two years to six years
  - b) three years to six years
  - c) four years to six years
  - d) five years to six years.
- 12. Specified School and private un-aided school shall admit children belonging to weaker/disadvantages group in Class I
  - a) At least 15% of the strength of that class.
  - b) At least 20% of the strength of that class
  - c) At least 25% of the strength of that class
  - d) At least 30% of the strength of that class
- 13. Any School or person who conducted screening procedure shall be punishable with a fine which may extend to
  - a) Rupees twenty thousand.
  - b) Rupees twenty five thousand.
  - c) Rupees thirty thousand.
  - d) Rupees thirty five thousand.
- 14. Getting a child admitted to an elementary school is the duty of

- a) Parents and guardian.
  - b) School Teacher
  - c) School Headmaster
  - d) School Management Committee.
15. Any school or person who receives capitation fee shall be punishable with fine of
- a) Two times the capitation fee.
  - b) Three times the capitation fee.
  - c) Five times the capitation fee.
  - d) Ten times the capitation fee.
16. School established or run before the commencement of RTE Act, 2009 shall take steps to fulfill the norms and standard prescribed by the act at its own expenses within a period of
- a) Three years from the date RTE Act, 2009 came into force.
  - b) Four years from the date RTE Act, 2009 came into force.
  - c) Five years from the date RTE Act, 2009 came into force.
  - d) Two years from the date RTE Act, 2009 came into force.
17. The power to amend any norms and standard in the RTE Act, 2009 is vested upon
- a) The State Government.
  - b) The School Management Committee.
  - c) The Central Government.
  - d) Academic Authority.
18. The School Management Committee shall consist of at least
- a) 75% of its member from parents or guardians.
  - b) 50% of its member from parents or guardians.
  - c) 25% of its member from parents or guardians.
  - d) 20% of its member from parents or guardians.
19. Teacher who does not possess minimum qualification shall acquire such minimum qualification within a period of
- a) 3 years from the date of commencement of RTE,Act. 2009.
  - b) 4 years from the date of commencement of RTE,Act. 2009.
  - c) 5 years from the date of commencement of RTE,Act. 2009.
  - d) 6 years from the date of commencement of RTE,Act. 2009.
20. Minimum number of working hour for teacher in a week including preparation hours
- a) 36 hours
  - b) 40 hours
  - c) 45 hours
  - d) 46 hours.
21. Pupil Teacher Ration for Class I – V with total enrolment below 120 is
- a) 30:1
  - b) 35:1
  - c) 40:1

- d) 45:1
22. Providing training facility to teachers is the duty and responsibility of
- Headmaster of the school
  - Village Education Committee
  - School Management Committee.
  - Government and local authority
23. According to RTE Act, 2009, vacancy post of teacher in a school shall not exceed
- 5% of the total sanctioned post.
  - 10% of the total sanctioned post.
  - 15% of the total sanctioned post.
  - 20% of the total sanctioned post.
24. Rupees 1 lakh shall be liable to fine in case of contravention of
- Corporal punishment
  - Collecting Capitation fee
  - Runs or established school without certificate of recognition
  - Denying admission.
25. Free and Compulsory Education of all children in the age group of 6 to 14 years becomes Fundamental Right under
- Article 45
  - Article 51A
  - Article 21
  - Article 21A
26. Provision for protection of the right of children to free and compulsory education and a decentralized grievance redressal mechanism was provided under
- Section 24 and 25 of the RTE Act, 2009
  - Section 31 and 32 of the RTE Act, 2009
  - Section 33 and 34 of the RTE Act, 2009
  - Section 31 and 32 of the RTE Act, 2009
27. The State Government shall reimburse to private un-aided school the expenditure incurred for providing free elementary education to a child belonging to economically weaker section at a rate of
- Per-child expenditure spent by the State Government in Government school.
  - Admission fee charge by the private un-aided school.
  - Admission fee and monthly charge by the private un-aided school.
  - Admission fee, monthly fee and expenditure on uniform charge by private un-aided school
28. Teacher of un-aided private school who does not possess minimum qualification shall acquire such minimum qualification within a period of
- 3 years from the date of commencement of RTE,Act. 2009.
  - 4 years from the date of commencement of RTE,Act. 2009.



- c) 5 years from the date of commencement of RTE, Act. 2009.
  - d) No provision for private un-aided school teacher
29. Certificate of completion shall be issued at the school level within one month of the completion of
- a) Class VIII
  - b) Class IV
  - c) After completing each class from class I to VIII
  - d) None of the above
30. Where the State Commission for Protection of Child Right has not been constituted in a state the responsibilities to safeguard child's right to free and compulsory education is vested upon
- a) National Commission for Protection of Child Rights.
  - b) National Human Right Commission.
  - c) Right to Education Protection Authority (REPA).
  - d) Chief Judicial Magistrate.

ANSWER KEY

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  - b. National Human Right Commission.
  - c. ***Right to Education Protection Authority (REPA).***
  - d. Chief Judicial Magistrate.

## ABBREVIATION

DIET	-	District Institute of Education and Training
RTE Act, 2009	-	Right to Education Act, 2009
SSA	-	Sarva Shiksha Abhiyan
NCPCR	-	National Commission for Protection of Child Rights
SCPCR	-	State Commission for Protection of Child Rights
SMC	-	School Management Committee
SDP	-	School Development Plan
SCERT	-	State Council of Educational Research & Training
DEO	-	District Education Officer
SDEO	-	Sub Divisional Education Officer
CEO	-	Circle Education Officer
DPC	-	District Project Coordinator
DDPC	-	Deputy District Project Coordinator
DISE	-	District Information System for Education
U-DISE	-	Unified District Information System for Education
REPA	-	Right to Education protection Authority
VEC	-	Village Education Committee
UP	-	Upper Primary
BPL	-	Below Poverty Line
ASER	-	Annual Survey of Education Report
D.El.Ed	-	Diploma in Elementary Education
S.D	-	Standard Deviation
PTR	-	Pupil Teacher Ratio
CTE	-	College of Teacher Education
IASE	-	Institute of Advance Studies in Education
MTET	-	Mizoram Teacher Eligibility Test
LDE	-	Limited Departmental Exam
TEI	-	Teacher Education Institute

## **CHAPTER – I**

### **INTRODUCTION**