Original Resear	Volume - 11 Issue - 04 April - 2021 PRINT ISSN No. 2249 - 555X DOI : 10.36106/ijar Education "A STUDY OF KNOWLEDGE OF RIGHT TO EDUCATION (RTE) OF IN- SERVICE PRIMARY TEACHERS IN THE REGIONS OF GREATER MUMBAI, NAVI MUMBAI, THANE AND RAIGAD."
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ABSTRACT The pre Mumba aforementioned regions of Mah researcher prepared tool to check in the knowledge of RTE of In-	sent study studied the Knowledge of RTE among In Service Primary Teachers from the regions of Greater i, Navi Mumbai, Thane and Raigad. The study included data collected from 326 Primary teachers from the arashtra. The present study adopted Descriptive Study of the Survey Type. For the purpose of data collection, a the Knowledge of RTE of Primary Teachers was used. The study has revealed that there is a significant difference service teachers. The In-service teachers of the Greater Mumbai region exhibited better knowledge of RTE as

KEYWORDS : Knowledge of RTE, In Service, Primary Teachers

INTRODUCTION

compared to the other regions.

Education is a key to economic development and the enjoyment of many other human rights. Education provides a means through which all people can become aware of their rights and responsibilities, which is an essential tool for achieving the goals of equality and peace. Right to education does not limit education to the primary or among children of a particular age range. The right to education is also not an end to itself, but an important tool in improving the quality of life. This Right is explicitly stated in the United Nations' Universal Declaration of Human Rights (UDHR), adopted in 1948: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit...." (Article 26). UNESCO believes that education is an essential human right. The right to education is enshrined in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child.

NEED OF THE STUDY

The Right to Children to Free and Compulsory Education Act has come into force from April 1, 2010. The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children and the people of India as from this day the right to education was accorded the same legal status as the right to life as provided by Article 21 A of the Indian Constitution. RTE Act gives every child the right to a quality elementary education. This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the State, with the help of families and communities, fulfils this obligation. Few countries in the world have such a national provision to ensure child-centered, child-friendly education to help all children develop to their fullest potential. There were an estimated eight million six- to 14-year-olds in India out-of-school in 2009. The world cannot reach its goal to have every child complete primary school by 2015 without India. To ensure this, schools must constitute School Management Committees (SMCs) comprising local authority officials, parents, guardians and most importantly the teachers. Legalizing free elementary education for all in the form of Right to Education Act of 2009 (RTE), does not alone ensures desirable outcomes. The devil lies in its robust implementation. For RTE to become a reality for every child, the teacher will have to play a significant role. But then this new role of a teacher especially at the Primary level of education (Std I to Std VIII) gives rise to several queries:

- How well is the In-service primary teacher equipped to take up this new role?
- How well versed is the In-service primary teacher with RTE?
- What is the attitude of the In-service primary teacher towards RTE?

There is no doubt that implementing RTE is a challenge. RTE can be implemented in its true ethos of creating child-friendly education only by a teacher. This can be done by a teacher who has the knowledge of RTE. Thorough knowledge of RTE will help the teacher to develop clarity of her own role vis-à-vis the act and not view the act as a burden. With the schools on the threshold of commencing the new academic year, till date comparatively a smaller number of children in the state of Maharashtra have been provided admission to schools under RTE, while the rest of the children are still awaiting their right to education. With this milieu, researcher was incited to investigate the knowledge of RTE of In-service primary teachers.

STATEMENT OF THE STUDY: -

"A Study of Knowledge of Right to Education (RTE) of In-Service Primary Teachers in the regions of Greater Mumbai, Navi Mumbai, Thane and Raigad."

CONCEPTUALAND OPERATIONAL DEFINITIONS: -

Study: A study is an investigation of a particular subject (Good, p 530). For the present research, the term has been operationalized as an investigation into the knowledge of Right to Education (RTE) of Inservice Primary Teachers in the regions of Greater Mumbai, Navi Mumbai, Thane and Raigad.

Knowledge: Knowledge is accumulated facts, truths, principles, and information to which human mind has access (Good, p 303). For the present study, the term has been operationalized as accumulated facts, truths, principles and information about Right to Education Act (RTE).

In-service Primary teachers:

Individuals who are currently employed as Teachers in Primary School. For the present study, the term has been operationalized as teachers employed for teaching in the Primary classes ie. Std I to Std VIII in the regions of Greater Mumbai, Navi Mumbai, Thane and Raigad.

Right to Education Act (RTE): Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this amendment. (The Gazette of India, New Delhi, Thursday, August 27, 2009/ Bhadra 5, 1931)

Greater Mumbai: The regions of Mumbai extending from Colaba to Dahisar and Mulund to Victoria Terminus.

Navi Mumbai: The region of Navi Mumbai extended from Airoli near Thane in the north, to Uran in the south and from Vashi to New Panvel.

Thane: The regions of Thane extending from Thane to Talasari and from Vasai to Shahapur.

Raigad: The regions of Raigad extending from Panvel to Poladpur and from Alibag to Karjat.

AIM OF THE STUDY: -

After identifying and defining the problem, the researcher must arrange her ideas or plan of action in a systematic manner to recognize the path in which the study is to be directed.

The following are the aim of the research:

1.To study the knowledge of RTE of In-service teachers in the regions of Greater Mumbai, Navi Mumbai, Thane and Raigad.

OBJECTIVES OF THE STUDY:

The aim of the study denotes the general direction in which the study is expected to progress. The researcher therefore needs to clearly state the objectives, which tells what is it that a researcher expects to do. With a view, to achieve the stated aim of the study the following are the objectives:

1. To study the knowledge of RTE of In-service teachers in the following regions:

a) Greater Mumbai

- b) Navi Mumbai
- c) Thane
- d) Raigad

2. To compare the knowledge of RTE of In-service teachers in the following regions:

- a) Greater Mumbai
- b) Navi Mumbai
- c) Thane
- d) Raigad

HYPOTHESES OF THE STUDY

The following are the null hypotheses for the present research project:

1. There is no significant difference in the knowledge of RTE of Inservice Primary teachers in the following regions:

- a. Greater Mumbai
- b. Navi Mumbai
- c. Thane
- d. Raigad

SCOPE AND LIMITATIONS OF THE STUDY

Defining the scope of a study and demarcating its frontiers ensure greater specificity and precision besides keeping at bay unwarranted inferences. Therefore, the researchers had spelled out the boundaries laid down for the present study.

The teachers teaching in SSC, CBSE and ICSE Board schools in Greater Mumbai, Navi Mumbai, Thane, Raigad were selected for the study. The teachers from the schools having English as medium of instruction were selected. The teachers from the vernacular medium schools were excluded from the study.

Only the four regions Greater Mumbai, Navi Mumbai, Thane, Raigad were selected to collect the data. The variables like gender, experience and qualification of teachers were not considered while analyzing the data.

RESEARCH DESIGN

According to Seltiz, et al "A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure".

METHOD OF THE STUDY

For the present investigation, descriptive method of the survey type has been used. The survey method is a type of descriptive research. It is directed towards ascertaining the facts relating to the prevailing conditions.

This method serves as a direct source of valuable knowledge concerning knowledge of Right to Education of the In-Service teachers in the regions of Greater Mumbai, Navi Mumbai, Thane and Raigad.

POPULATION

Population is the total cohort of people or objects that researches ultimately wish to understand and thus can arrive at generalizations. The population for the present study is all primary teachers teaching in the schools in Greater Mumbai, Navi Mumbai, Thane and Raigad.

SAMPLE

A sample is a set of cases drawn from the population by any systematic method for the purpose of making inferences about that population. For the current study, the Primary teachers in Greater Mumbai, Navi Mumbai, Thane and Raigad are the unit of observation. The area of the research is limitless. It becomes rather inconvenient and unnecessary to study the entire universe and draw inferences. The process of sampling, which includes studying only some representative cases from the entire population, can overcome this impediment. The researcher has used Stratified Random sampling method for selecting the sample for the present research project.

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SIZE AND COMPOSITION OF THE SAMPLE: -

For the present study, the researcher selected 326 primary teachers from schools of Greater Mumbai, Navi Mumbai, Thane and Raigad, by simple random method of sampling.

The total size of the sample is as shown in table no 1

Table 1.: Nature And Composition Of The Sample

REGION	IN-SERVICE				
Greater Mumbai	120				
Navi Mumbai	74				
Thane	67				
Raigad	65				
Total Sample	326				
DATE A DATE OF A					

RESEARCH TOOLS

SAMPLING TECHNIQUE

Whenever the research study requires the assessment of certain attributes for which no suitable measuring tools are available, it becomes essential to construct them. As no tool to measure knowledge of RTE was available and the rating scale find out the primary teacher's knowledge of RTE was developed by the researcher.

The tool was given to experts in the field for content validity and simultaneously for pre pilot testing. The tool was scrutinized for content validity and item analysis. Item analysis was done by calculating the discriminative index.

Only those items were selected which had a discriminative index of 0.20 or above and the approval of five experts out of the six who were given the tool discriminative index between 0.18- 0.20 were modified in accordance with the suggestions and advice provided by the experts. On establishing the discriminative index and content validity, the 82 items were retained. The final form of the tools was tested to reliability by split half method and test- retest method. Reliability coefficient of the tool was 0.78 by Split Half method and 0.71 by Test and Retest method.

DATACOLLECTION

For the present study, the data was collected from four districts namely Greater Mumbai, Navi Mumbai, Thane and Raigad. The details of the same are presented in Table 1.1.

DATAANALYSIS

For the present research, the researcher analyzed the data in the following manner:

The data was described using mean, median, mode, Skewness and Standard Deviation

The researcher used the inferential analysis of One-way ANOVA

DESCRIPTIVE ANALYSIS OF KNOWLEDGE OF RTE OF IN-SERVICE TEACHERS

In this section, Table 2 gives descriptive statistics of Knowledge of RTE scores of In-service teachers for the total sample.

Table 2 Descriptive Analysis Of Knowledge Of Rte Scores Of Inservice Teachers For The Total Sample

Category	Ν	Mean	Median	Mode	SD	Sk	Ku
Total Sample	326	302.26	303.26	299	16.06	-0.06	0.265

Table 2 indicated that the scores of the total sample of In-service teachers have similar values of mean, median, and mode. The distribution is slightly negatively skewed i.e median is greater than mean. The distribution curve of the scores of the total sample is platykurtic the value of kurtosis is slightly greater than 0.263.

Table 3 gives Descriptive Statistics of Knowledge of RTE scores of In-Service teachers category wise Table 3 Descriptive Statistics Of Knowledge Of Rte Scores Of Inservice Teachers Category Wise

Category	Ν	Mean	Md	Mode	SD	Sk	Ku
Greater Mumbai	120	292.97	291.70	289.15	15.19	-0.340	0.290
Navi Mumbai	74	271.43	269.91	260.98	16.76	0.433	0.286
Thane	67	239.80	241.38	244.53	14.18	0.333	0.278
Raigad	65	264.68	264.50	264.14	17.32	0.031	0.284

Table 3 indicates that the category of Greater Mumbai has highest value of mean, median and mode. Whereas the Thane has lowest value of mean and median. The category of Greater

Mumbai has negatively skewed distribution of scores and the rest of categories have positively skewed distribution of scores.

The distribution curve for all the categories is platykurtic they have values greater than 0.263.

HYPOTHESIS TESTING AND FINDINGS Hypothesis 1

The null hypothesis states that there will be no significant difference in the knowledge of RTE of In-service Primary teachers in the following regions:

- a) Greater Mumbai
- b) Navi Mumbai
- c) Thane and
- d) Raigad

TECHNIQUE USED: One Way Classification of Variance (ANOVA)

VARIABLES: Knowledge of In-service Teachers GROUP: Different Regions

In one-way classification ANOVA, the individual scores are under separate headings, which designates the conditions under which the test was given. Since the condition furnishes the category for the assignment of subjects, the method is known as one-way classification. Here the total variance (σ^2) of all the scores is broken down into two parts.

- 1. The variance attributable to different conditions or the variance among means.
- The variance arising from individual difference within groups. The next step is to determine whether the groups differ significantly in view of variability within separate groups.

For this purpose, the total sum of squares around the general mean is obtained after applying correction to the sum of squares. Also, sum squares among the means obtained under various conditions within conditions are calculated. Then the variance for each sum of squares is calculated by dividing the sum of variances from 'among the means' and 'within conditions' by their respective degrees of freedom. The F ratio is computed using the formula

F=Between the group variance/Within group variance

Table 4 Analysis Of Variance Of Knowledge Of Rte For The Total Sample Of In-service Teachers With Different Regions

From table F, the critical value of F for $df_1 = 2$, $df_2 = 298$, 0.01 level of significance is 4.71.

Group	Variable	SS	Df	Sum of	Mean of Sum of	F
				Squares	Squares	
Total	Knowledge	SSb	2	2567.423	3044.63	28.55
Sample	of RTE	SSw	298	85679.98	1041.23	
	Different	SSb	2	5521.231	2910.45	24.713
	Regions	SSw	298	79963.61	1154.66	

The obtained F value is 28.55 for knowledge of RTE and F is 24.713 for Different regions, which is significant at 0.01 level of significance. This indicates that the reason for the three cells means not being consistent is not attributable to chance fluctuations to render the null hypothesis is untenable. Hence the null hypothesis is rejected at 0.01 level of significance.

CONCLUSION:

There is significant difference in the knowledge of RTE of In-service

teachers on the basis of different regions. Since F value is found to be significant, each pair of means is then subjected to t-test to determine which pair of means are significantly different.

TESTS OF MEAN DIFFERENCE BY USE OF t:

In order to test mean differences by use of t, the SED, has been calculated using the following formula:

SED=Sdw
Where,
SD w = within groups SD
N1 = Size of first group
N2 = Size of second group
The following formula has been used for computing the t-ratios
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 $t = M_1 - M_2 / SEd$ or $M_1 - M_2 = t(S.Ed)$

The following table gives significance of mean differences of knowledge of RTE of Pre-service teachers in different regions.

Table 5 Significance Of Mean Differences Of Knowledge Of Rte Of
Total Sample Of In-service Teachers By Different Regions

LEVEL	SD w	Mean Differences	S/NS	Level
Greater Mumbai	16.69	10.08	S	0.01
Navi Mumbai		1.45	NS	-
Thane		2.56	NS	-
Raigad		1.67	NS	-

From the preceding table it can be seen that

- There is significant difference (0.01%) of Knowledge of RTE of In-service teachers in Greater Mumbai and Navi Mumbai i.e these differences can arise less than once in hundred trials of chance. In other words, differences are real and do not arise out of chance fluctuations.
- The largest difference is between In-service teachers of Greater Mumbai and Raigad.
- 3. The least difference between In-service teachers of Navi Mumbai and Thane regions.

This corroborates that the Knowledge of RTE of In-service Teachers of Greater Mumbai is highest

The study has revealed that there is a significant difference in the knowledge of RTE of In-service teachers. The In-service teachers of the Greater Mumbai region exhibited better knowledge of RTE as compared to the other regions.

RECOMMENDATIONS FOR TEACHERS AND SCHOOL

- Teachers should be aware about all norms of RTE.
- Teacher should implement all norms of RTE.
- Teacher should be capable to spread the fact about RTE.
- Teacher should be able to adapt changes if happens in future.
- School should be aware about all norms of RTE.
- School should implement all norms of RTE.
- School should be capable to spread the fact about RTE through workshops, seminars.
- School should frame the curriculum as per RTE norms.
- School should be able to adapt change for the welfare of students.
- School should be capable to train other teachers to follow the norms of RTE.

CONCLUSION

The landmark passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 which has marked a historic moment for the children of India. For the first time in India's history, children will be guaranteed their right to quality elementary education by the state with the help of teachers, families and communities. As well as being a right, the right to education is also an enabling right. Education 'creates the "voice" through which rights can be claimed and protected', and without education people lack the capacity to 'achieve valuable functioning as part of the living'. If people have access to education, they can develop the skills, capacity and confidence to secure other rights. With the implementation of RTE, more and more children with diverse backgrounds will enter the school system. The challenge therefore for a teacher will be to work towards a democratic classroom in which all children participate in the learning processes as equal partners. This can be achieved only if the teachers have the knowledge of and appropriate attitude towards RTE. The present research project has implications for several stakeholders.

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- The Principals of colleges of education can use the findings to enhance the professional preparation of Pre-service teachers from the perspective of RTE. The Principals of Primary schools, School Management Committee (SMC) and the education departments can utilize the findings to fine tune their strategies for training Inservice primary teachers from the perspective of RTE. The present research findings also has implications for State Commission for the Protection of Child Rights (SCPCR) or the Right to Education Protection Authority (REPA), other regulatory bodies and policy makers
- The Right to Education act has the potential to transform the schools and the lives of the children. Precisely because of this it seems beyond doubt that RTE should be made an integral part of the curriculum at all levels of teacher education programme. Based on the findings, the curriculum framers for the professional preparation of Pre-service teachers can decide the scope of including the curriculum components related to RTE.

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