



## A STUDY ABOUT THE UTILITY OF AVAILABLE FACILITIES IN GOVERNMENT SCHOOLS AT ELEMENTARY LEVEL TO MEET THE AIMS AND OBJECTIVES OF RIGHT TO EDUCATION ACT AS PERCEIVED BY TEACHERS

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### Abstract

*In this research paper an attempt has been focus on study about the utility of available facilities in government schools at elementary level to meet the aims and objectives of right to education act as perceived by teachers. The investigator has used descriptive survey method. The investigator have selected 100 teachers from 40 randomly selected elementary schools .The investigator have used self made questionnaire for teachers of government elementary schools as a tool for collecting the data. Percentage method, Mean, Standard Deviation and z-test were used in order to test the null hypothesis. The study conclude that there was mixed perception of govt school teachers at the elementary level towards the utility of facilities under right to education act neither favourable nor unfavourable .The perception of urban teachers was more favourable and perception of rural teachers was more unfavourable . It indicates that there is difference between facilities provided at urban area and rural area under right to education act. In short it can conclude that right to education act is very useful and relevant for Universalisation of Elementary Education that is free and compulsory education for all children from 6 to 14 years age group if it implemented properly by all state governments and active participation of the community then only possible to achieve the target*



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### **Introduction: - Universalisation of Elementary Education**

Elementary Education is the foundation of entire education structure of Nation. Elementary Education deserve the highest priority not only on grounds of social justice nor democracy but also for raising the efficiency of the average worker and for increasing national productivity, which ultimately increase in national income. Elementary education has become a justifiable Fundamental Right. The children of today are future citizen of tomorrow and teachers play an essential role in providing education to them.

Constitutional, legal and national statements for universalization of elementary education Constitutional mandate, 1950 - "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."

National Policy of Education, 1986 - "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century".

Unnikrishnan Judgement, 1993 - "Every child/citizen of this country has a right to free education until he/she completes the age of fourteen year "

### **RIGHT TO EDUCATION ACT 2009**

There is a long story behind Right to Education Act. In the beginning in the Article 45 of the Constitution of India it was stated:"The State shall aim to provide, in the period of 10 years from the opening of the Constitution, for free and mandatory education for all children until they become the age of 14 years."Ever since the states made efforts to provide free and compulsory education for children up to the age of 14 years. Later, a new Article 21-A was added by the 86th Constitutional Amendment in 2002, which is as follows:"The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a way because the State might, by law, determine."By the same 86th Constitutional Amendment, a new Fundamental Duty 51(k) was added under the Part 4(A) under Fundamental Duties, which is as follows:"Parents or guardians have to provide opportunities for education to their child or ward between the age of 6 and 14 years."Later in 2009, the Right of Children for Free and mandatory Education Act, 2009 was passed In short; this is called the Right to Education Act or RTE. According to this act, all children in the 6-14 years age group have the Fundamental Right to get free education The government has enforced this law from 1 April, 2010.

### **Aims and Objectives of Right to Education Act**

The key objectives of the act are Universalisation of Elementary Education which encompasses four major aspects, viz., access, enrolment, retention and quality improvement.

(a) Universal provision of school facilities:- Universal provision of school facilities means that school facilities should be provided to all children between the age 6-14 in the country without any discrimination and that the school be within the walking distance from the home of children.

(b) Universal enrolment of students: - which means all children between the age group 6-14 be enrolled by the schools.

(c) Universal retention of students: - Universal retention means that after joining school, the child should remain there till he or she completes his /her elementary school.

(d) Qualitative improvement of education: - Quality elementary education expands the scope of an individual's overall development in terms of skills and employment, leading to enhancement of his/her efficiency and overall quality of life

### **JUSTIFICATION OF THE PROBLEM**

Though ambitious targets of enrolment have been fixed from time to time to fulfil this directive, the desirable goal is still far from our reach. In spite of the unpredicted progress made after independence it has not been possible to realize the goal. So the Constitutional directive has not yet been realized because of the number of problems and issues. This problem has been even more complicated by providing lower level of facilities at elementary schools. Quality Education can be given by teachers only if they are provided better facilities of teaching in schools. The success of right to education act depends upon the facilities provided in the schools. Only teachers can evaluate the facilities provided in schools because teachers are directly related to schools. Whether this facilities are sufficient or not to meet the aims and objectives of right to education act? It is also necessary to see that, is this facilities exactly being provided to schools? If, Yes then to what extent it is useful for teaching learning process? Only teachers can answer these questions so investigator selected this topic to know the perceptions of teachers regarding available facilities at Government elementary level to meet the aims and objectives of right to education act.

### **STATEMENT OF THE PROBLEM**

"A STUDY ABOUT THE UTILITY OF AVAILABLE FACILITIES IN GOVERNMENT SCHOOLS AT ELEMENTARY LEVEL TO MEET THE AIMS AND OBJECTIVES OF RIGHT TO EDUCATION ACT AS PERCEIVED BY TEACHERS. "

### **OBJECTIVES OF STUDY**

- 1) To study *the aims and objectives of right to education act*
- 2) *To study improvement of facilities provided by right to education act*
- 3) To study the perception of government school teachers at elementary level about utility of facilities to meet aim and objectives of right to education act
- 4) To compare the perception of urban and rural government teachers at elementary level towards right to education act

5) To study the general provision and procedure in implementation of right to education act

### **HYPOTHESES**

- 1) There is unfavourable perception of govt school teachers at the elementary level towards the utility of facilities under right to education act
- 2) There is unfavourable perception of urban govt school teachers at the elementary level towards the utility of facilities under right to education act
- 3) There is unfavourable perception of rural govt school teachers at the elementary level towards the utility of facilities under right to education act
- 4) There is no significant difference between the perception of rural and urban govt school teachers at the elementary level towards the utility of facilities under right to education act

### **DELIMITATION OF THE STUDY**

This study is delimit to government school teachers at elementary level of S.B.S. Nagar

### **SAMPLE OF THE STUDY**

The investigator have selected 100 teachers from 40 randomly selected elementary schools

### **TOOLS OF STUDY**

The investigator have used self made questionnaire for teachers of government elementary schools as a tool for collecting the data .Questionnaire consists of 33 items with combination of positive and negative items. Questionnaire have been constructed on the basis of Likert's five -point scale that is Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

### **ANALYSIS AND INTERPETION OF DATA**

Percentage method, Mean, Standard Deviation and z-test was used in order to test the null hypothesis. The data was analysed on the basis of scoring key.

### **RESULTS AND DISCUSSION**

HO1: There is unfavourable perception of govt school teachers at the elementary level towards the utility of facilities under right to education act

By using percentage method the investigator found that 44.54% of perception was favourable,43.36% of perception was unfavourable and 12.10% of perception was undecided ,the difference between favourable and unfavourable was only of 1.18% which was very negligible so we can conclude that there was mixed perception of govt school teachers at the

elementary level towards the utility of facilities under right to education act neither favourable nor unfavourable the first null hypothesis was rejected at this point.

HO 2: There is unfavourable perception of urban govt school teachers at the elementary level towards the utility of facilities under right to education act

By using percentage method the investigator found that 47.04% of perception was favourable, 41.57% of perception was unfavourable and 11.39% of perception was undecided .From this percentage we can conclude that favourable perception is more than unfavourable by 5.5% so we can conclude that there was mixed perception of govt school teachers at the elementary level towards the utility of facilities under right to education act neither favourable nor unfavourable the second null hypothesis was rejected at this point, but trend of urban teachers is towards favourable

HO 3: There is unfavourable perception of rural govt school teachers at the elementary level towards the utility of facilities under right to education act

By using percentage method the investigator found that 42.06% of perception was favourable, 45.16% of perception was unfavourable and 12.78% of perception was undecided .From this percentage we can conclude that percentage of unfavourable perception is more than favourable by 3.1% so we can conclude that there was mixed perception of govt school teachers at the elementary level towards the utility of facilities under right to education act neither favourable nor unfavourable the third null hypothesis was rejected at this point, but trend of rural teachers is towards unfavourable

HO 4: There is no significant difference between the perception of rural and urban govt school teachers at the elementary level towards the utility of facilities under right to education act

The 4th null hypothesis was retained that is not rejected .when statistical techniques of z- ratio and critical - ratio was applied than it showed that there was not significant difference between the perception of rural and urban govt school teachers at the elementary level towards the utility of facilities under right to education act, but when percentage method was applied the it showed that there was difference between the perception of urban teachers and rural teachers. The perception of urban teachers was more favourable and perception of rural teachers was more unfavourable. It indicate that there is difference between facilities provided at urban area and rural area under right to education act.

When investigator study the general provisions and procedure in implementation of right to education act, the aims and objectives of right to education act, improvement of

facilities provided by right to education act than it shows that right to education act is a landmark in Indian education history, It is a right step towards "Universalisation of Elementary Education "Many facilities are provided in government elementary school under right to education act. The drop out, wastage and stagnation rate is reducing .Retention in school also achieves, but there is many loop holes in implementing right to education act.

(a)To achieve universal provision of school facilities, elementary schools have set up in all the villages of S.B.S.Nagar and to large extent district have succeeded in this direction.

(b) Universal Enrolment of students to schools not yet been achieved. The problem of universal enrolment in rural areas is more serious than urban area because of following factors (i) Illiteracy and Ignorance of parents.(ii) Lack of co-operation between school and local community.(iii) Indifferent attitude of authority towards the desired enrolment.(iv) Lack of funds and other Finance difficulties.

(c) Universal retention of the enrolled children:-It is found that most of the children leave schools at any stage before completion of their elementary education due parental indifference to education. This ultimately results in the problems of wastage and stagnation. If a child leaves the primary school before the completion of his /her elementary education, It is terms as wastage. In other-words, wastage means number of dropouts. But if a child takes more than the required time in a class to clear, it is a case of stagnation. Stagnation is synonymous with failure. The teacher know the causes of wastage and stagnation. They have suggested some measures to remove those causes. Suggestion:-(i) Adjustment of school schedules (ii) Adjustment of school vocation.(iii) Aware parents and other stakeholders about important of elementary education to solve the problem of parental and other stakeholder indifference to education. (iv) Increasing qualified teachers and other facilities for attracting the children to schools.

(d) Qualitative Improvement of Education:

Universalization of compulsory education has failed to catch up the desired target, because quality control of elementary education has not been maintained. It is an open secret that the quality or standard has been neglected. **There are some Problems for qualitative improvements:**(i) Problem concerning teachers.(ii) Problem concerning ancillary services.(iii) Problem of quality of mid-day meal (iv) Problem of curriculum.(v) Problem of school building and infrastructure (vi) Problem of school facilities.(vii) Problem of administration.(viii) Problem of Finance and grants (ix) Problem of migrant children(x) Problem of no transparency in utilizing the grant These are the some of the problems, which

are still awaiting their answers . Now it is time to think about quality with quantity. We cannot afford to slow down the pace of expansion. We need to provide good education for every child.

In short it can conclude that right to education act is very useful and relevant for Universalisation of Elementary Education that is free and compulsory education for all children from 6 to 14 years age group if it implemented properly by all state governments and active participation of the community then only possible to achieve the target

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