

**A STUDY ON IN-SERVICE SPECIAL EDUCATION TEACHER TRAINEE'S
PERCEPTION ABOUT THE RIGHT TO EDUCATION ACT**

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ABSTRACT

This study was aimed to investigate the in-service special education teacher trainee's perception and awareness about the right to education act (RTE). 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory (Article 26 of the 1948 Universal Declaration of Human Rights). Present research study has tried to explore the teacher trainee's perception about the status of the implementation, awareness and understanding of the provisions of RTE. The study conducted through a self administered questionnaire distributed among 40 in-service special education teacher trainees. The sample was selected using purposive sampling techniques to reaching the range of data related to the targeted theme. The result shows there is no significance difference between the male and female teacher trainee's perception about the RTE.

KEYWORDS: Right to education act, special education, perception, awareness.

INTRODUCTION

The Right to Education Act (2009) has taken by the Indian Government is a historical and significant initiative which already begins to give pace in the Indian education system since April 1, 2010. After the independence, Article 45 of the newly framed Constitution stated that "the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years". But nothing much happened towards universalisation of elementary education. National Policy on Education, 1968 was the first official document which attested Indian Government's commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986. In the review of the policy in 1990, it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National policy on Education 1992 was formulated. In the meantime India signed the UN Convention on the Rights of the Child (CRC), in 1992 and

initiated the process of adopting legislation to make education a fundamental right of the child. Inroads in this direction were already made in 1976 through amendment to the Constitution to enable the Government at the centre to also make legislation for school education, the power for which until then, had solely been in the hands of the state governments.

Thus, right to education, understood in the context of Article 45 and 41 means (a) every child/ citizen of this country has a right to free education until he/she completes the age of fourteen years and (b) after a child / citizen completes 14 years, his/her right to education is circumscribed by the limits of the economic capacity of the State and its development". Finally, in 2002, the amendment of the Constitution of India made education a fundamental right, but qualified it by adding that the manner of this right would be as determined by a follow up consequential legislation. This follow up legislation referred to in the 2002 Amendment of the Constitution of India (the Constitution 86th Amendment) is the 'The Right of Children to Free and Compulsory Education Act 2009', passed by parliament in August 2009, and notified into force in April 2010. Based on this Act, a subordinate legislation, the Model Rules, was framed by the centre to provide guidelines to states for implementing the Act.

The Right to Education Act reflects the need for inclusion. As far as the field of education of children with special needs, inclusive education is a recent development. Inclusion remains a controversial concept in education because it relates to education and social values, as well as to our sense of individual worth. But to make 'EFA' and 'RTE' a success, inclusive schooling is very significant. Teachers play a vital role in the learning process of students because they are the ones imparting the knowledge. Successful and effective implementation of inclusive education depends upon teachers having adequate knowledge of it through training as well as positive attitudes towards it.

Srikanta Mandal & Pranab Barman (2014) has conducted a study on attitude of headmasters and teachers towards the right to education act". The overall results indicate that the attitude of secondary school Headmasters have Moderate attitude and that the secondary school Teachers are possessed Favorable attitude towards the Right to Education Act, 2009.

Sarika Malik & et al. (2013) have conducted a study on "Awareness of Right to Education Act among Prospective Teachers" to find out the level of awareness of rural and urban prospective teachers about Right to Education. The findings of the study reveal that the

urban and rural prospective teachers" ratio is high; there is necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students.

Ajay. M. Gadam (2013) has conducted a study on "Teacher Awareness of the Responsibility under Right to Free and Compulsory Education Act" to study the impact of working experience of teacher on their awareness of the responsibility under right to free and compulsory education act and to study the impact of educational qualification of teachers on awareness of the responsibility. The findings of the study reveal that there is significant impact of teacher"s working experience on their awareness of the responsibility under RTE Act, 2009.

Fathima Jaseena (2011) has conducted a study on "Right to Education-A Study on the Awareness of M.Ed Trainees" and 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.

Niradhar Dey & Binod Beck (2011) have 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.

Premlakshmi K (2011) has conducted a study on "Right to Education and Common School System-Perception among Teachers" to study the opinion about Common School System from School Teachers of Government and Matriculation Schools. The findings of the study reveal that there is a significant difference in perceptions between male and female teachers towards Common School System. And also found that there is no significant difference in perception between Urban and Rural school teachers towards Common School System.

Dinesh Kumar & Sarita 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.

Need of the study

The present study helps to identify the awareness of special education teacher trainees towards Right to Education act (2009).

Aim of the study

The study evaluates the special education teacher trainees of Diploma and Bed teachers' awareness about Right to Education act (2009).

Method

Participants

This study focuses on 40 special education teacher trainees of studying diploma level and bachelor level respectively studying cerebral palsy II year and multiple disabilities at NIEPMD. All of them were selected under random selection used with purposive sampling technique to find out the awareness of Right to Education (RTE) act 2009. There are 20 female and 20 males from each group.

Tools

The awareness of RTE were among the special education teacher trainees were assessed with a self constructed questionnaire included 20 questions with all of them were closed ended with the rating of 1-Yes & 0-No. it was rated by 3 professionals of special educator who had MED level trainer and a for them to after the suggestion it was made both English and Tamil for them to answer easily. The list included were about the act, articles, teacher responsibilities, admission procedures, state officials, construction of buildings and teachers eligibility test, fees, and its values.

Procedure

The investigator prepared the questionnaire and issued to the special education teacher trainees of diploma separately and bachelor level in separately. The investigator instructed them to read carefully and answer the each questions if you agree tick Yes and you

don't know and not sure tick the No. the filled questionnaire were collected and analysed with student t test.

Results and discussion

The present study was aimed to investigate the perception among in-service special education teacher trainees both bachelor and Diploma level. The percentage analysis was done based on the response of their perception of the questionnaire. The results were analysed using percentage analysis of each question with both group and SPSS package was used to compare significant difference between the diploma and bachelor trainees. The results presented below the table.

Table 1 shows the percentage analysis of in-service special education teacher trainee's response to the RTE questionnaire

Sl. NO	Perception of Respondents about RTE Act	Ability of Respondent		
		Yes (%)	No (%)	NA
1.	Do you Know about Right To Education Act	87.8	9.8	2.4
2.	Does RTE act is a law in our Indian Constituency	85.4	9.8	4.9
3.	Does RTE include children with special needs	100		
4.	Do you agree all the schools are implementing the RTE Act	75.6	22.0	2.4
5.	Is this act meant for only children	53.7	43.9	2.4
6.	Does your curriculum have a component about RTE act	56.1	29.3	14.6
7.	Do you aware about the RTE act implemented all over India	75.6	22.0	2.4
8.	Does RTE act support the inclusive education programme	92.7	2.4	4.9
9.	Do you think this act is a fundamental right for education	75.6	19.5	4.9
10.	Do you have enough information about RTE Act to share with parents of children with special needs	61.0	36.6	2.4
11.	Do you know RTE act include children up to which class	75.6	19.5	4.9
12.	Do you know the act emphasizing teacher should write Eligibility Test to work in school	58.5	34.1	7.3
13.	Do you think this act is framed based on UN Convention on the Rights of Child (CRC)	68.3	24.4	7.3
14.	Do you think the parents of children with special needs are aware about this act	46.3	51.2	2.4
15.	Does this act specify the student teacher ratio in schools, building infrastructures and school working days	53.7	31.7	14.6
16.	Do you think this act extended up to Jammu & Kashmir	19.5	65.9	14.6

17.	Does this act promote Article 26 of the 1948 universal Declaration of Human Rights	43.9	31.7	24.4
18.	Do you agree the UN recommendation has been reinforced in the provisions of the Right Of Children to Free and Compulsory education same as RTE Act	82.9	9.8	7.3
19.	Is the National Policy on Education, 1968 and Article 45 of Indian constitution were support the free and compulsory education same as RTE Act	58.5	26.8	14.6
20	Does this act prohibit the children from any physical and mental punishment	39.0	51.2	9.8

Table shows that distribution of trainees based on their perception about Right to Education Act towards various skills

From the above table the response to Q1, total Number of trainees 87.8% have stated that they know about Right to Education Act, 9.8% do not know and rest of 2.4% not responded. Q2, 85.4% of the trainees have opinion that RTE act is a law in our India constituency, 9.8% of trainees have revealed that RTE act is not a law in our India constituency and remaining 4.9% of trainees not responded to this question. Q3, 100% of the trainees have agreed that RTE act is included children with special needs. Q4, 75.6% of the trainees have agreed that all school are implementing the RTE Act. 22.0% have not agreed and 2.4% not responded. Q5, 53.7% of the trainees have stated that this act is meant for only children and 43.9 % of the trainees have stated that this act is not meant for only children and rest of 2.4% not responded. Q6, 56.1% of the trainees have concurred that their curriculums have a component about RTE Act, 29.3% have not concurred and rest of 14.6% not responded. Q7, 75.6% of the trainees aware about the implementation of RTE Act all over India, 22.0% do not aware and 2.4% do not responded to this question.

Q8, 92.7% of the trainees have acknowledged that RTE Act supports the inclusive education programme, 2.4% have not acknowledged and rest of 4.9% not responded. Q9, 75.6% of the trainees have agreed that RTE Act is a fundamental right for education, 19.5% have not agreed and remaining 4.9% not responded. Q10, 61.0% of the trainees have reported that they had enough information about RTE Act to share with parents of children with special needs 36.6% have reported that they had not enough information about RTE Act to share with parents of children with special needs and rest of 2.4% not responded. Q11, 75.6% of the trainees have stated that they knew about RTE Act include children up to which class, 19.5% have stated that they did not know about RTE Act include children up to which class and remaining 4.9% not responded.

Q12, 58.5% of the trainees have said that they knew that the RTE Act emphasis teacher should write Eligibility Test to work in schools, 34.1% of the trainees have said that they did not know that the RTE Act emphasis teacher should write Eligibility Test to work in schools and 7.3% not responded to this question. Q13, 68.3% of the trainees have concurred that RTE Act is framed based on UN Convention on the Rights of the Child (CRC) Act, 24.4% have not concurred and rest of 7.3% not respond to this question. Q14, 46.3% of the trainees have opinion that the parents of children with special needs are aware about this act 51.2% have opinion that the parents of children with special needs are not aware about this act and remaining 2.4% not respond to this question. Q15, 53.7% of trainees have reported that RTE Act specifies the student teacher ratio in schools, building infrastructures and school working days, 31.7% have reported that RTE Act does not specify the student teacher ratio in schools, building infrastructures and school working days and remaining 14.6% not responded. Q16, 19.5 % of the trainees have opinion that RTE act extended to jammu and kahmir also, 65.9% of trainees have revealed that RTE act is not extended to jammu and kahmir and remaining 14.6% of trainees do not responded. Q17, 43.9% of the trainees have agree that act promote Article 26, and 31.7% of trainees disagree it is not promote Article 26 and remaining 24.4% of trainees not responded. Q18, 82.9% trainees agreed, 9.8% of trainees do not agree and 7.3 % not responded. Q19, 58.5 % of trainees responded of trainees do not respond and 14.6 % of trainees not aware. Q20, 39% of trainees accept that this act prohibits abuse and punishment, 51.2% of trainees do not know, 9.8 % of trainees no responded.

The present study was compared with the two groups of their perception about RTE act and its components, whether there is a significant difference between the Diploma in Special Education teacher trainees and the Bachelor of Special Education teacher trainees. The significant level was found the P. <0.05 and the t.” value is 3.68269 and the P. value is 0.000357. The knowledge and awareness about the RTE act by bachelor of special education teachers trainees were high may be because of they have the component of RTE on their syllabus. There is no such syllabus for the diploma in special education included and not been exposed and it may be the reason for the major difference of perception among them. There is no significant difference between male and female teachers trainees perception about the RTE act.

Table 2 shows the t' test mean, standard deviation values.

Group	Mean	Sd	SEM	N
Group 1	11.30	2.54	0.57	20
Group 2	15.47	4.39	1.01	19

Conclusion

The study found that this RTE act is mandatory and to implement successfully at all levels. Due to this act the teachers of general and special education both should aware about to RTE act and provide information to parents of children with or without disabilities. The inclusive education movement were propagating the RTE act to bring the children with disabilities in mainstream schools. When the neglecting is there to admit the children to study in their ward with normal children the teacher and the parents must aware about the act. Most of the diploma teacher trainees were not aware about this act because they do not have the syllabus and in future the Rehabilitation Council of India can add this act also their new syllabus.

Limitation

The study limited only special education trainees studying at NIEPMD, Chennai. The study used to identify the awareness between the diploma and bachelors of special education and not compare with male and female. The study was not comparing on their age, qualification.

Further study

To study may be investigated awareness about RTE among special educators working in SSA. To study the perception and attitude of special educators and general education teachers towards RTE act.

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