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Right to Education Act (2009) and Its Practical Implementation in School Education: An Attitudinal Study at Teachers Level

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Abstract:

In the present study an attempt has been made by the investigators to study the attitude of secondary school Teachers towards the “Right to Education Act, 2009 or RTE Act, 2009” and how far the various aspects enshrined in this act are possible to implement in the field of school education according to the teachers’ view. This study was conducted in the district of Purulia, West Bengal. The investigators have used Descriptive Survey method for the present study. The sample consists of 150 Teachers from 30 (Thirty) selected secondary schools which are situated in the district of Purulia, West Bengal. The Purposive sampling technique has been used for the selection of sample. The investigators have developed one Questionnaire by themselves to measure the attitude of Teachers towards the Right to Education Act, 2009 and its practical implementation in school education. The investigators analyzed the data item wise by using simple percentage technique. The overall results indicate that the attitude of secondary school teachers was different with different items. It is reflected through the present study that the Secondary School Teachers have given their opinion in favor with the few items related to RTE Act, 2009 and also given their opinion in not favor with the few items related to RTE Act, 2009.

Keywords: *Attitude, Teachers, Right to Education, RTE Act (2009), Basic Provisions, Practical Implementation, School Education.*

Introduction:

India is a largest democratic country in this world with the 1.21 crores people (*Census Report of India, 2011*). But one of the major problems of this country is that 42.1% of people are suffering from inequality in education here (*United Nations Development Programme - UNDP, 2014*). For this reason, the position of India (India's HDI Rank-135) is too behind than the other developed countries like, U.S.A., Japan, and China in respect to Human Development Index (HDI) (*UNDP, 2014*). After 68 years of independence, India is not able to provide minimum level of education to its all citizen till now. According to the Indian Census Report (2011), only 74.04 % people are literate in India. It means that almost 25.96% people are illiterate in our country India still now. In this background, 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.

Historical Background of the RTE Act (2009):

After independence, Article 45 under the newly framed Constitution stated that the state shall endeavour to provide free and compulsory education to all children until they complete the age of fourteen years within a period of ten years from the commencement of this Constitution. 86th Amendment Act (2000) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years. The amendment also introduced a new article 21 A, which imposes a duty on parents and guardians to provide their children with educational opportunities. In October, 2003 a first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large. In 2004, subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004, was prepared. In June, 2005, the CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. MHRD sent it to National Advisory Committee (NAC) where Mrs. Sonia Gandhi is the Chairperson. The National Advisory Committee (NAC) sent the bill to Prime Minister of India for his observation. The finance committee and planning commission rejected the Bill citing the lack of funds and model bill was to states for making necessary arrangements (Post- 86th amendment, States had already cited lack of funds at State level). This was revised and became an Act in August, 2009 but was not notified for roughly 7 months. The Right of Children to Free and Compulsory Education Act came into force from April 1, 2010. This was a historic day for the people of India as from that day the Right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood. For the first time in the history of India it is made a right enforceable by pitting in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right. Now 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 government schools shall provide free

education to all the children and the schools will be managed by school management committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. 'Free' means as removal of any financial barrier by the state that prevents a child from completing eight years of schooling. 'Compulsory' means compulsory admission, attendance and completion of elementary education. 'Compulsion' means as compulsion on the state/ local bodies, rather than targeting parents, fundamental duty of parents to send their children to schools.

Basic Provisions made in the RTE Act (2009):

In 2009, Indian Government has adopted the 'Right to Education Act' to ensure the Free and Compulsory Elementary Education for every child between the age group of 6-14 years by mentioning so many basic provisions. Few important basic provisions of the RTE Act (2009) has mentioned below:

1. It is included in the fundamental rights of Indian constitution in Article 21A inserted by the 86th Amendment in December, 2002. The provisions of the Act came into force from 1st April, 2010.
2. The name of the Act is "The Right of Children to Free and Compulsory Education Act, 2009".
3. It shall extend to the whole of India except the State of Jammu & Kashmir.
4. It is an Act to provide for free and compulsory education to all children of the age of 6-14 years i.e. from Class I to VIII.
5. Both the Central and State Government will share the financial and other responsibilities.
6. The local authority like, Municipal Corporation, Municipal Council, Zilla Parishad or Nagar Panchayat or Panchayat maintain records of children up to the age of fourteen years residing within its jurisdiction and ensure admission, attendance and completion of elementary education by every child.
7. The local authority shall ensure admission of children of migrant families.
8. It shall be the duty of every parents or guardian to admit or cause to be admitted his or her child or ward to an elementary education in the neighbourhood school.
9. The private school managements have to take at least 25% of the class strength should belong to the economically weaker sections (EWS) in the neighbourhood at the time of admission in Class-I and provide free and compulsory elementary education till its completion.
10. No capitation fee and screening procedure for admission in elementary classes and no child shall be denied admission if he or she is entitled to take admission according to the provision of the Act.
11. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
12. No child shall be subjected to physical punishment or mental harassment.
13. A teacher shall maintain regularity and punctuality in attending the school and complete curriculum within the specified time.

14. The pupil teacher ratio from class I to V shall be 30:1 and from class VI to VIII shall be 35:1.
15. Teacher vacancy in a school shall not exceed 10 percent.
16. No teacher shall be deployed for any non-educational purpose either than the decennial population census duties relating to disaster relief and general election in different purpose.
17. No teacher shall engage himself or herself in private tuition or private teaching activity.
18. No child shall be required to pass any Board examination till completion of elementary education.
19. Minimum numbers of working days/instructional hours in an academic year shall be: 200 working days for Class I to V or 800 instructional hours and 200 working days or 1000 instructional hours for Class VI to VIII.
20. Minimum number of working hours per week for the teachers shall be 45 (forty five) including preparation hours.
21. There shall be a library in each school providing newspapers, magazines and books on all subjects including story books.
22. Play material, games and sports equipment shall be provided to each class as required.
23. National level test shall be conducted like Teacher Eligibility Test (TET) for making eligible the teacher to teach in elementary classes and maintaining quality in elementary education.

Review of Related Literature:

Shruti Kant Pandey (May, 2013) has conducted a study on “*An exploratory study on the apprehensions and implementation of Right to Education Act, 2009*”. The findings of the Study reveal that poor implementation, slackness on the part of several governments and their departments, as well as discontent of few fractions of our society are hampering proper progress on the implementation of the RTE Act, 2009.

Sarika Malik & et al. (2013) have conducted a study on “*Awareness of Right to Education Act among Prospective Teachers*”. 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*”. 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*”. 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*”. 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.

Objectives of the Study:

1. To study the attitude of Secondary School Teachers towards the Right to Education Act, 2009 and Its Practical Implementation in School Education.

Research Questions:

1. Are the attitudes of teachers of secondary schools favorable towards the various aspects enshrined in the RTE Act, 2009?
2. Are the various aspects of the RTE Act, 2009 implementable in the field of school education according the opinion of the secondary school teachers?

Methodology of the Study:

Method of the Study:

The present study is descriptive type survey based research in nature.

Population of the Study:

All the Teachers of Secondary Schools in the district of Purulia have been treated as population for the present study.

Sample of the Study:

The investigators have selected only 150 Teachers from the 30 (Thirty) selected secondary schools which are situated in the district of Purulia, West Bengal as sample for the present study.

Sampling Technique:

The Purposive sampling technique has been used in the selection of the sample.

Tool of the Study:

The investigators have used one Questionnaire as a tool for collecting the data in the present study. The Questionnaire consists of 15 items with the combination of positive and negative items. The Questionnaire has been constructed on the basis of Likert's five point scale i.e. Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree.

Techniques of Data Analysis:

The present investigators have used only Percentage Method for analyzing the data.

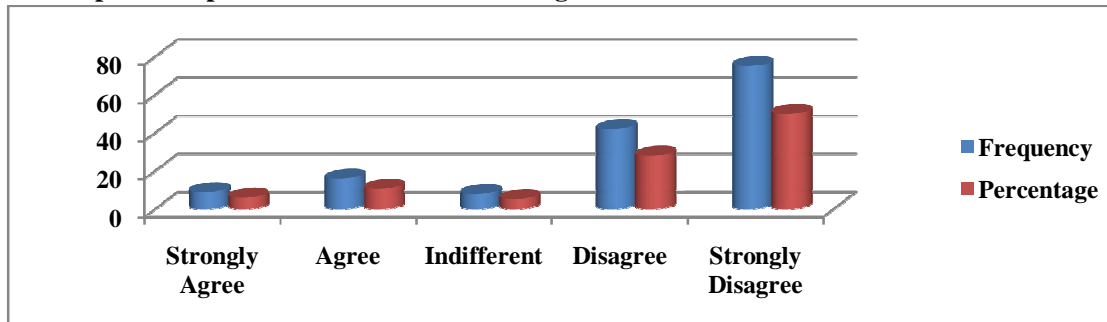
Item wise Analysis of the Levels of Agreement observed by the Teachers

Item No-1: “Through the RTE Act (2009), only quantitative improvement is possible, not qualitative improvement of education”

Table No-1
Shows the levels of Agreement of Teachers towards the Item No-1

Levels of Agreement	Frequency	Percentage
Strongly Agree	9	6
Agree	16	10.66
Indifferent	8	5.33
Disagree	42	28
Strongly Disagree	75	50
Total	150	100%

Figure No-1
Graphical Representation of the levels of Agreement of Teachers towards the Item No-1



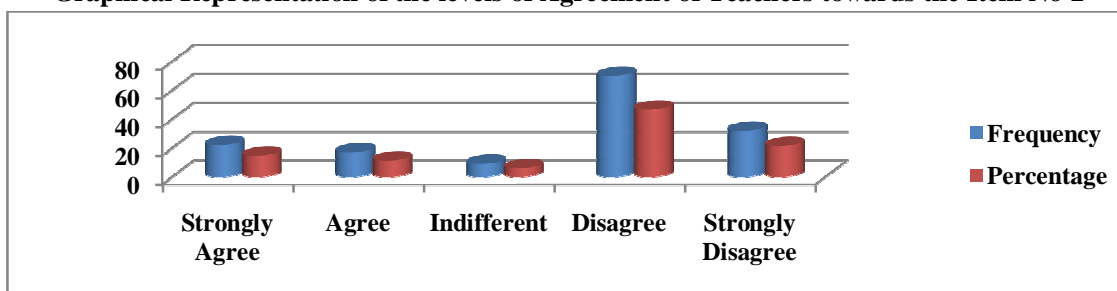
The above table and figure show that out of 150 Teachers, 6%, 10.66%, 5.33%, 28% and 50% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-1 respectively. It means that total 16.66% teachers are agree, 5.33% teachers are indifferent and 78% teachers are disagree with the item no-1. So, we can say that according to the most of the Secondary School Teachers, the quantitative and qualitative both type of improvement of education is possible through the RTE Act (2009).

Item No-2: “The RTE Act (2009) is creating so many critical problems in the field of education”

Table No-2
Shows the levels of Agreement of Teachers towards the Item No-2

Levels of Agreement	Frequency	Percentage
Strongly Agree	22	14.66
Agree	17	11.33
Indifferent	9	6
Disagree	70	46.66
Strongly Disagree	32	21.33
Total	150	100%

Figure No-2
Graphical Representation of the levels of Agreement of Teachers towards the Item No-2



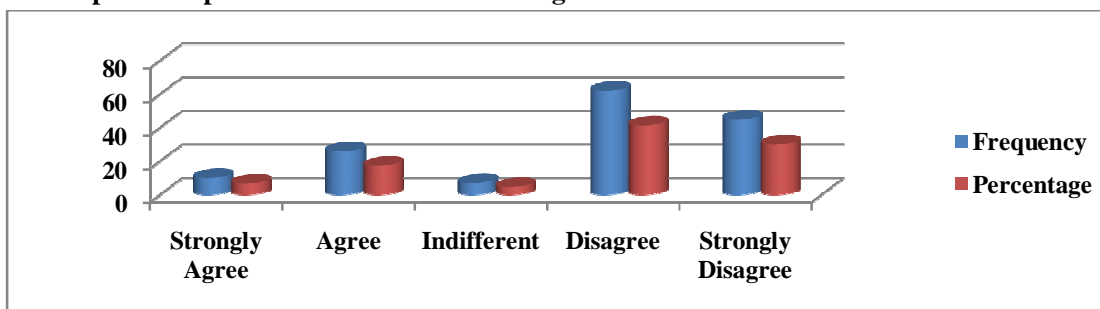
The above table and figure show that out of 150 Teachers, 14.66%, 11.33%, 6%, 46.66% and 21.33% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-2 respectively. It means that total 25.99% teachers are agree, 6% teachers are indifferent and 67.99% teachers are disagree with the item no-2. So, we can say that according to the most of the secondary school teachers, the RTE Act (2009) is not creating many critical problems in the field of education.

Item No-3: “According to the RTE Act (2009), any kind of physical or mental punishment given to the students is an offence”

Table No-3
Shows the levels of Agreement of Teachers towards the Item No-3

Levels of Agreement	Frequency	Percentage
Strongly Agree	10	6.66
Agree	26	17.33
Indifferent	7	4.66
Disagree	62	41.33
Strongly Disagree	45	30
Total	150	100%

Figure No-3
Graphical Representation of the levels of Agreement of Teachers towards the Item No-3



The above table and figure show that out of 150 Teachers, 6.66%, 17.33%, 4.66%, 41.33% and 30% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-3 respectively. It means that total 23.99% teachers are agree, 4.66% teachers are indifferent and 71.33% teachers are disagree with the item no-3. So, we can say that most of the secondary school teachers are not agree

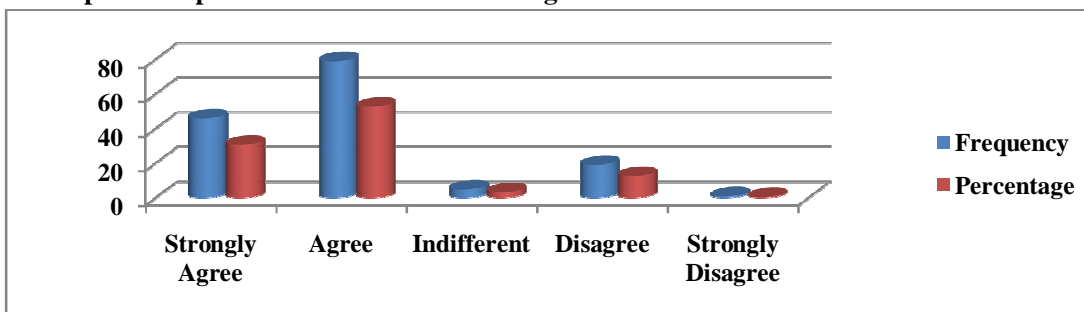
with this aspect of any kind of physical or mental punishment given to the students is an offence which is enshrined in RTE Act (2009).

Item No-4: “It is not right to pass all students upto class VIII in the examination for maintaining the quality of education”.

Table No-4
Shows the levels of Agreement of Teachers towards the Item No-4

Levels of Agreement	Frequency	Percentage
Strongly Agree	46	30.66
Agree	79	52.66
Indifferent	5	3.33
Disagree	19	12.66
Strongly Disagree	1	0.66
Total	150	100%

Figure No-4
Graphical Representation of the levels of Agreement of Teachers towards the Item No-4



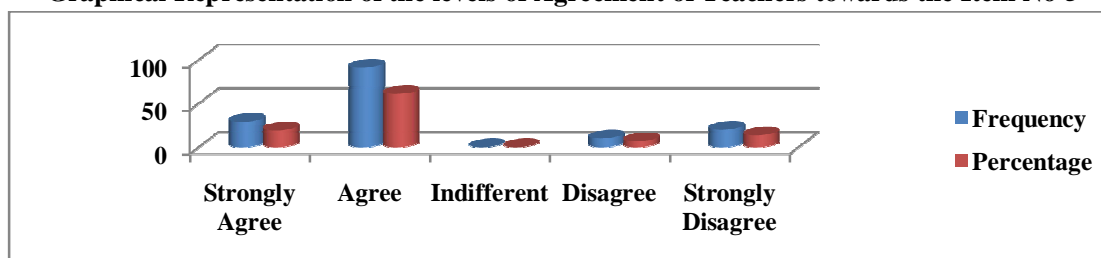
The above table and figure show that out of 150 Teachers, 30.66%, 52.66%, 3.33%, 12.66% and 0.66 Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-4 respectively . It means that total 83.32% teachers are agree, 3.33% teachers are indifferent and 13.32% teachers are disagree with the item no-4. So, we can say that according to the most of the secondary school teachers, it is not right to pass all students upto class VIII in the examination for maintaining the quality of education.

Item No-5: “The RTE Act (2009) has ensured the right to take education for the students of all classes of the society”

Table No-5
Shows the levels of Agreement of Teachers towards the Item No-5

Levels of Agreement	Frequency	Percentage
Strongly Agree	29	19.33
Agree	91	60.66
Indifferent	0	0
Disagree	10	6.66
Strongly Disagree	20	13.33
Total	150	100%

Figure No-5
Graphical Representation of the levels of Agreement of Teachers towards the Item No-5



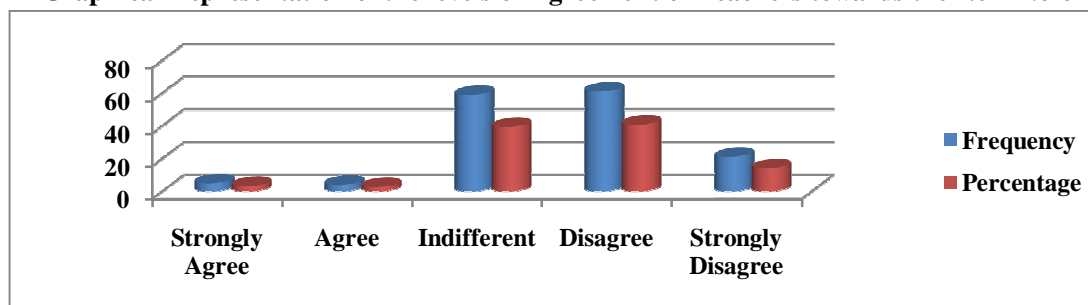
The above table and figure show that out of 150 Teachers, 19.33%, 60.66%, 00%, 6.66% and 13.33% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-5 respectively. It means that total 79.99% teachers are agree, 00% teachers are indifferent and 19.99% teachers are disagree with the item no-5. So, we can say that according to the most of the secondary school teachers, the RTE Act (2009) has ensured the right to take education for the students of all classes of the society.

Item No- 6: “The RTE Act (2009) has created so many critical problems in the students’ admission procedure of the schools”

Table No-6
Shows the levels of Agreement of Teachers towards the Item No-6

Levels of Agreement	Frequency	Percentage
Strongly Agree	5	3.33
Agree	4	2.66
Indifferent	59	39.33
Disagree	61	40.66
Strongly Disagree	21	14
Total	150	100

Figure No-6
Graphical Representation of the levels of Agreement of Teachers towards the Item No-6



The above table and figure show that out of 150 Teachers, 3.33%, 2.66%, 39.33%, 40.66% and 14 % Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-6 respectively. It means that total 5.99% teachers are agree, 39.33% teachers are indifferent and 54.66% teachers are

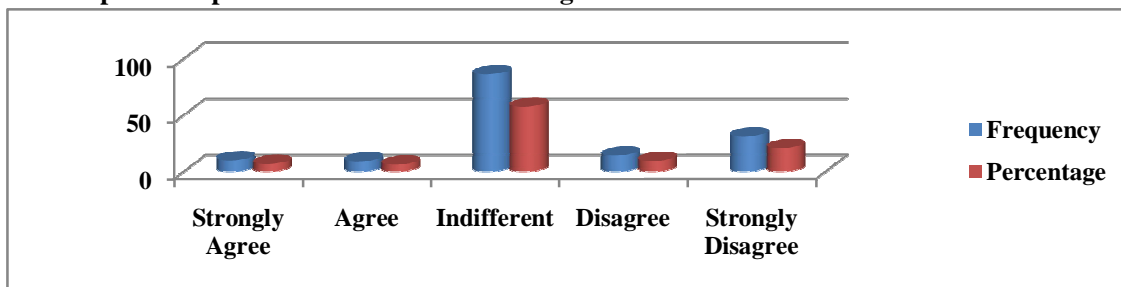
disagree with the item no-6. So, we can say that according to the most of the secondary school teachers, the RTE Act (2009) has not created many critical problems in the students' admission procedure of the schools.

Item No-7: “The RTE Act (2009) is not a realistic imagination, it is impossible to apply in realistic situation completely”

Table No-7
Shows the levels of Agreement of Teachers towards the Item No-7

Levels of Agreement	Frequency	Percentage
Strongly Agree	10	6.66
Agree	9	6
Indifferent	86	57.33
Disagree	14	9.33
Strongly Disagree	31	20.66
Total	150	100%

Figure No-7
Graphical Representation of the levels of Agreement of Teachers towards the Item No-7



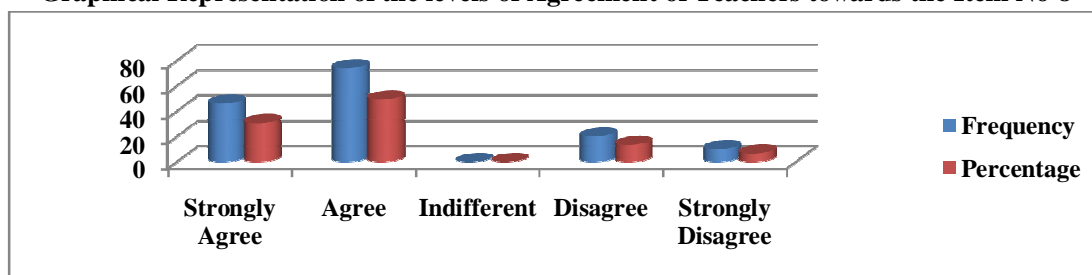
The above table and figure show that out of 150 Teachers, 6.66%, 6%, 57.33%, 9.33% and 20.66% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-7 respectively. It means that total 12.66% teachers are agree, 57.33% teachers are indifferent and 29.99% teachers are disagree with the item no-7. So, we can say that most of the secondary school teachers are indifferent with this statement that is the RTE Act (2009) is not a realistic imagination and it is impossible to apply in realistic situation completely.

Item No-8: “The abolition of the Pass-Fail system upto class VIII is a responsible factor for hampering the standards of quality of primary education”

Table No-8
Shows the levels of Agreement of Teachers towards the Item No-8

Levels of Agreement	Frequency	Percentage
Strongly Agree	46	30.66
Agree	74	49.33
Indifferent	0	0
Disagree	20	13.33
Strongly Disagree	10	6.66
Total	150	100%

Figure No-8
Graphical Representation of the levels of Agreement of Teachers towards the Item No-8



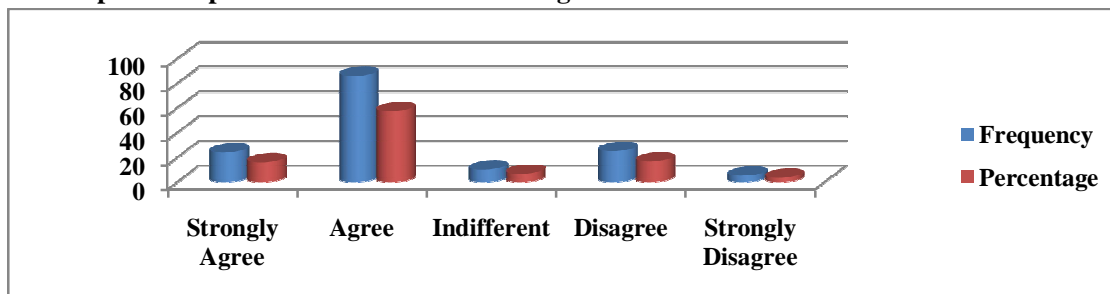
The above table and figure show that out of 150 Teachers, 30.66%, 49.33%, 00%, 13.33% and 6.66% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-8 respectively. It means that total 79.99% teachers are agree, 00% teachers are indifferent and 19.99% teachers are disagree with the item no-8. So, we can say that most of the secondary school teachers think that the abolition of the Pass-Fail system upto class VIII is a responsible factor for hampering the standards of quality of primary education.

Item No-9: “According to the RTE Act (2009), the provision of 25% seat reservation for the students of backward classes in private schools, will increase the interest of them to take education”

Table No-9
Shows the levels of Agreement of Teachers towards the Item No-9

Levels of Agreement	Frequency	Percentage
Strongly Agree	24	16
Agree	86	57.33
Indifferent	10	6.66
Disagree	25	16.66
Strongly Disagree	5	3.33
Total	150	100%

Figure No-9
Graphical Representation of the levels of Agreement of Teachers towards the Item No-9



The above table and figure show that out of 150 Teachers, 16%, 57.33%, 6.66%, 16.66% and 3.33% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-9 respectively. It means that total

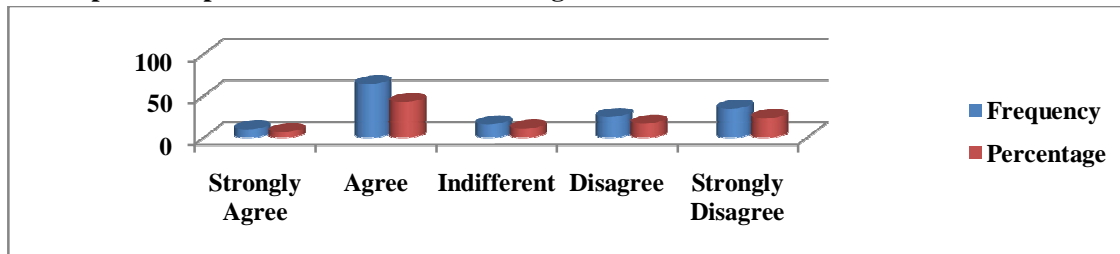
73.33% teachers are agree, 6.66% teachers are indifferent and 19.99% teachers are disagree with the item no-9. So, we can say that most of the secondary school teachers think that the provision of 25% seat reservation for the students of backward classes in private schools which is said in the RTE Act-2009, will increase the interest among them to take education.

Item No-10 “It is possible to solve the problem of drop out in primary education completely through the RTE Act (2009)”

Table No-10
Shows the levels of Agreement of Teachers towards the Item No-10

Levels of Agreement	Frequency	Percentage
Strongly Agree	10	6.66
Agree	64	42.66
Indifferent	16	10.66
Disagree	25	16.66
Strongly Disagree	35	23.33
Total	150	100%

Figure No-10
Graphical Representation of the levels of Agreement of Teachers towards the Item No-10



The above table and figure show that out of 150 Teachers, 6.66%, 42.66%, 10.66%, 16.66% and 23.33% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-10 respectively. It means that total 49.32% teachers are agree, 10.66% teachers are indifferent and 39.99% teachers are disagree with the item no-10. So, we can say that most of the secondary school teachers think that it is possible to solve the problem of drop out in primary education completely through the RTE Act (2009).

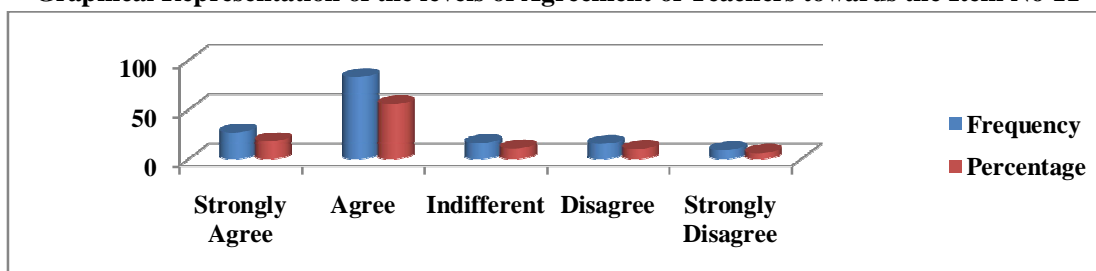
Item No-11 “The RTE Act (2009) has increased the tendency of going to school of the students of backward classes more”

Table No-11
Shows the levels of Agreement of Teachers towards the Item No-11

Levels of Agreement	Frequency	Percentage
Strongly Agree	27	18
Agree	83	55.33
Indifferent	16	10.66
Disagree	15	10
Strongly Disagree	9	6
Total	150	100%

Figure No-11

Graphical Representation of the levels of Agreement of Teachers towards the Item No-11



The above table and figure show that out of 150 Teachers, 18%, 55.33%, 10.66%, 10% and 6% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-11 respectively. It means that total 73.33% teachers are agree, 10.66% teachers are indifferent and 16% teachers are disagree with the item no-11. So, we can say that most of the secondary school teachers think that the RTE Act (2009) has increased the tendency of going to school of the students of backward classes more.

Item No- 12 “It is very necessary to modify some aspects of RTE Act (2009) as it is hampering the Quality aspects of education”

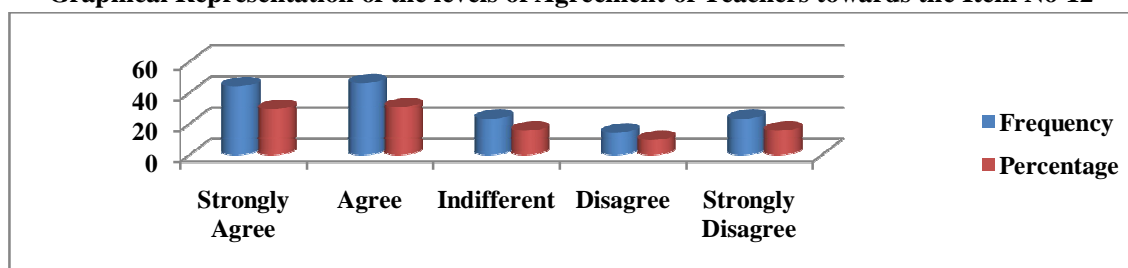
Table No-12

Shows the levels of Agreement of Teachers towards the Item No-12

Levels of Agreement	Frequency	Percentage
Strongly Agree	44	29.33
Agree	46	30.66
Indifferent	23	15.33
Disagree	14	9.33
Strongly Disagree	23	15.33
Total	150	100 %

Figure No-12

Graphical Representation of the levels of Agreement of Teachers towards the Item No-12



The above table and figure show that out of 150 Teachers, 29.33%, 30.66%, 15.33%, 9.33% and 15.33% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-12 respectively. It means that total 59.99% teachers are agree, 15.33% teachers are indifferent and 24.66% teachers are disagree with the item no-12. So, we can say that most of the Secondary School Teachers

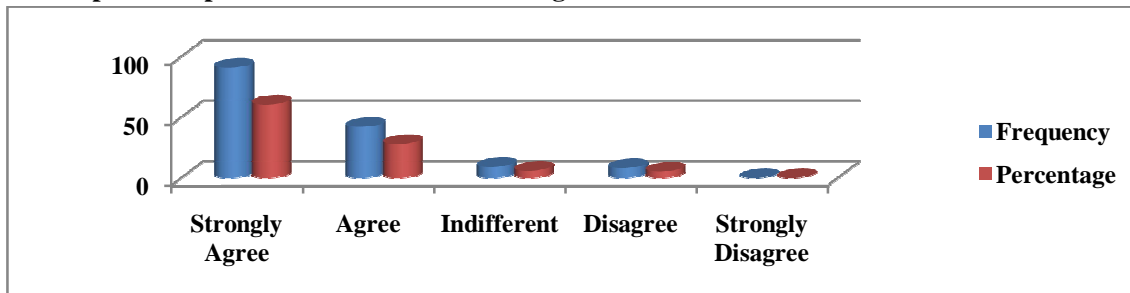
think that, it is very necessary to modify some aspects of RTE Act (2009) as it is hampering the Quality aspects of education.

Item No-13 “According to RTE Act (2009), the flexibility in the process of admission will encourage the parents to send their children to school”

Table No-13
Shows the levels of Agreement of Teachers towards the Item No-13

Levels of Agreement	Frequency	Percentage
Strongly Agree	91	60.66
Agree	42	28
Indifferent	9	6
Disagree	8	5.33
Strongly Disagree	0	0
Total	150	100%

Figure No-13
Graphical Representation of the levels of Agreement of Teachers towards the Item No-13



The above table and figure shows that out of 150 Teachers, 60.66%, 28%, 6%, 5.33% and 00% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-13 respectively. It means that total 88.66% teachers are agree, 6% teachers are indifferent and 5.33% teachers are disagree with the item no-13. So, we can say that most of the Secondary School Teachers think that, the flexibility in the process of admission said in the RTE Act-2009, will encourage the parents to send their children to school.

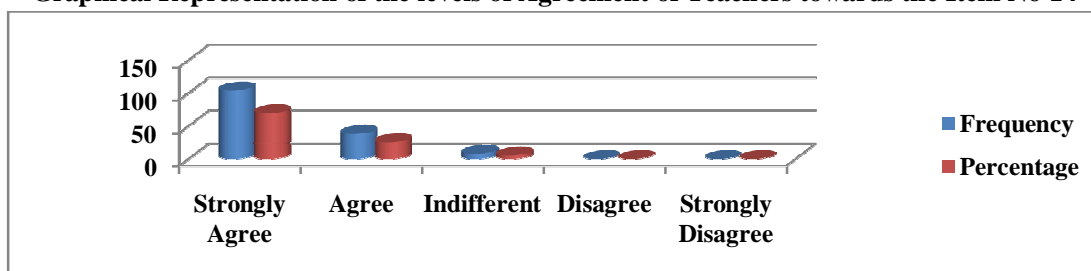
Item No-14: “The RTE Act (2009) has curtailed the freedom of the teachers in the field of education especially in conducting or controlling the classroom”

Table No-14
Shows the levels of Agreement of Teachers towards the Item No-14

Levels of Agreement	Frequency	Percentage
Strongly Agree	104	69.33
Agree	38	25.33
Indifferent	8	5.33
Disagree	0	0
Strongly Disagree	0	0
Total	150	100%

Figure No-14

Graphical Representation of the levels of Agreement of Teachers towards the Item No-14



The above table and figure shows that out of 150 Teachers, 69.33%, 25.33%, 5.33%, 00% and 00% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-14 respectively. It means that total 94.66% teachers are agree, 5.33% teachers are indifferent and 00% teachers are disagree with the item no-14. So, we can say that most of the Secondary School Teachers think that, the RTE Act (2009) has curtailed the freedom of the teachers in the field of education especially in conducting or controlling the classroom.

Item No-15: “Due to RTE Act (2009), an indifferent attitude has been made among the teachers and students both towards education as there is no pass-fail in examination upto class VIII”

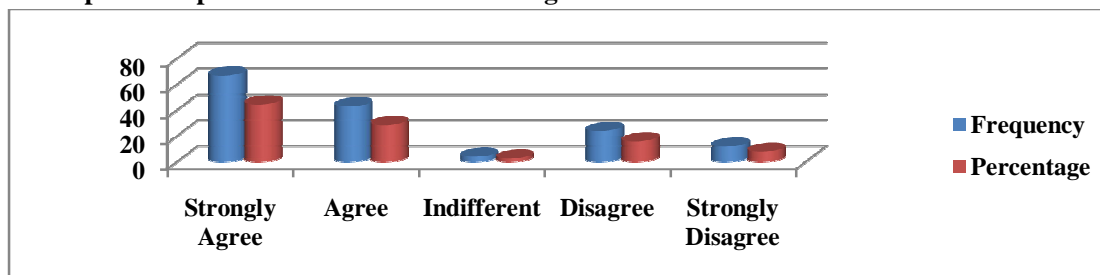
Table No-15

Shows the levels of Agreement of Teachers towards the Item No-15

Levels of Agreement	Frequency	Percentage
Strongly Agree	67	44.66
Agree	43	28.66
Indifferent	4	2.66
Disagree	24	16
Strongly Disagree	12	8
Total	150	100

Figure No-15

Graphical Representation of the levels of Agreement of Teachers towards the Item No-15



The above table and figure shows that out of 150 Teachers, 44.66%, 28.66%, 2.66%, 16% and 8% Teachers have given their opinion at the level of Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree against the Item No-15 respectively. It means that total 73.32% teachers are agree, 2.66% teachers are indifferent and 24% teachers are disagree with

the item no-15. So, we can say that most of the Secondary School Teachers think that, an indifferent attitude has been made among the teachers and students both towards education as there is no pass-fail in examination upto class VIII due to the RTE Act-2009.

Findings of the Study:

1. It is found that most of the Secondary School Teachers think that, the quantitative and qualitative both type of improvement of education is possible through the RTE Act (2009).
2. It is found that most of the secondary school teachers think that, the RTE Act (2009) is not creating many critical problems in the field of education.
3. It is found that most of the secondary school teachers are not agree with this aspect of any kind of physical or mental punishment given to the students is an offence which is enshrined in RTE Act (2009).
4. It is found that most of the secondary school teachers think that, it is not right to pass all students upto class VIII in the examination for maintaining the quality of education.
5. It is found that most of the secondary school teachers think that, the RTE Act (2009) has ensured the right to take education for the students of all classes of the society.
6. It is found that most of the secondary school teachers think that, the RTE Act (2009) has not created many critical problems in the students' admission procedure of the schools.
7. It is found that most of the secondary school teachers are indifferent with this statement that is the RTE Act (2009) is not a realistic imagination and it is impossible to apply in realistic situation completely. Besides this, almost 29.99% secondary school teachers have given their opinion that the RTE Act (2009) is a realistic imagination and it is possible to apply in realistic situation completely.
8. It is found that most of the secondary school teachers think that the abolition of the Pass-Fail system upto class VIII is a responsible factor for hampering the standards of quality of primary education.
9. It is found that most of the secondary school teachers think that the provision of 25% seat reservation for the students of backward classes in private schools which is said in the RTE Act-2009, will increase the interest among them to take education.
10. It is found that most of the secondary school teachers think that it is possible to solve the problem of drop out in primary education completely through the RTE Act (2009).

11. It is found that most of the secondary school teachers think that the RTE Act (2009) has increased the tendency of going to school of the students of backward classes more.
12. It is found that most of the Secondary School Teachers think that, it is very necessary to modify some aspects of RTE Act (2009) as it is hampering the Quality aspects of education.
13. It is found that most of the Secondary School Teachers think that, the flexibility in the process of admission said in the RTE Act-2009, will encourage the parents to send their children to school.
14. It is found that most of the Secondary School Teachers think that, the RTE Act (2009) has curtailed the freedom of the teachers in the field of education especially in conducting or controlling the classroom.
15. It is found that most of the Secondary School Teachers think that, an indifferent attitude has been made among the teachers and students both towards education as there is no pass-fail in examination upto class VIII as per the RTE Act-2009.

Conclusion:

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 revolutionary changes in the traditional system by making the education upto 14 years of age for every child as a fundamental right in India. This Act has imposed so many vital role and responsibilities upon the Government both Central and State, parents or guardians, teachers and after all the Head of the Institution or Headmasters. Due to this Act, the role of the teachers especially of the Headmasters is extended too wide in every field like, admission, retention, examination and completion of elementary education by the every child upto 14 years of age. The teachers of secondary schools of the Purulia District have supported few aspects enshrined in the RTE Act (2009). As for example, they think that it has been ensured the right to take education for the students of all classes of the society by the RTE Act (2009). They also think that the provision of 25% seat reservation for the students of backward classes in private schools which is said in the RTE Act-2009, will increase the interest among them to take education. Not only these, but also they think that the problem of drop out, problem of the students of backward classes of the society in elementary education will be reduced or removed by this RTE Act (2009). The teachers also think that the flexibility in the process of admission said in the RTE Act-2009, will encourage the parents to send their children to school.

But few aspects of this Act are very difficult to implement in real situation by the Headmasters of the school and the assistant teachers also. That's why it is found through the

present study that the secondary school teachers are not favorable about the all aspects related to elementary education enshrined in the RTE Act (2009). As for example - the secondary school teachers of the Purulia district are not agreed with the aspects of any kind of physical or mental punishment given to the students is an offence which is enshrined in RTE Act (2009). They think that for this reasons the freedom of the teachers in the field of education especially in conducting or controlling the classroom has been curtailed so far. They also think that it is not right to pass all students upto class VIII in the examination for maintaining the quality of education. According to them the abolition of the Pass-Fail system upto class VIII is a responsible factor for hampering the standards of quality of primary education. As a result, an indifferent attitude has been made among the teachers and students both towards education as there is no pass-fail in examination upto class VIII as per the RTE Act-2009. That's why the teachers of secondary school of the Purulia district have given their negative opinions towards some important aspects of the RTE Act (2009) and think that, it is very necessary to modify some aspects of RTE Act (2009) as it is hampering the Quality aspects of elementary education in our state West Bengal and in India.

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