

A Study of Attitude of Parents and Students Towards Right To Education Act in Belgaum Division

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Abstract

The Right to Education Act, 2009 is a legislation passed by the Indian Parliament that has come into effect from 1st April, 2010. It is based on the 86th amendment in the Constitution through which the Article 21 (A) was inserted after Article 21 of the Constitution. The Article 21 (A) states that the State shall provide free and compulsory education to all children of the age group of 6 to 14 years. The parents should be aware about their responsibility their children so that children will get the benefits and get educated. The purpose of the study is to find out the Attitude of parents and students towards Right to Education. Sample of 750 parents, 750 Students and 150 Headmasters were selected using random sampling technique, in which 750 parents, 750 Students and 150 Headmasters from rural and urban area of Belgaum Division in Karnataka State for the purpose of collection of data. From the findings it is concluded that, the parents of primary school generally have positive attitude towards Right to Education Act because it provides free education to their children and implementation of RTE in Belgaum division was up to the mark. But some private schools are not in fever of RTE and they are not ready to give information. Still awareness about the RTE among rural parents was very less. There is a need of intervention to improve the awareness level as well as the enrollment in the schools.

Key words

Right to Education Act, parents, students and Headmaster Attitude

Introduction

The State Government has to shoulder the major responsibility in respect of laws. Compulsory acts have been passed and enforced in the state with the result; there has been a phenomenal increase in the enrolment of both boys and girls. The programme received considerable attention in the five year plans. The Constitutional Provision for the Universalization of primary education was supposed to be realized by 1960, but the tests remain unfulfilled. This is basically due to poverty the large masses and non-implementation of the policies in this regard. Article 45, under the directive principle of state policy, states:

“The State shall Endeavour to provide within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”.

The Expression ‘State’ occurring in this Article is defined in Article 12 to include “The Government and Parliament of India and all local or other authorities within the territory of India or under the control of Government of India.

Thus, the task of Universal Elementary Education is the joint responsibility of the Central Government, the various State Governments and the local bodies, as well as the voluntary organization while the Court, being activist has passed this order; it raises two provocative questions -

- Can private schools be mandated to accommodate disadvantage **beyond 25%** in Karnataka?
- What is the scope of the right of institutions to administer and charge fees under **Article 19 (1) (g)** as elaborated by the Supreme Court?

Obligation to Accommodate Disadvantage

Article 21 A mandates that the right to free and compulsory education is available to all children in a manner which is determined by law. Further, **Article 15 (5)** states that the State may mandate private unaided educational institutions to accommodate disadvantage for the betterment of socially and

educationally backward classes. The **RTE Act, 2009** was enacted to implement the right to education under **Article 21 A. Sections 12 (1) (b) & (c)** of the RTE Act mandates private unaided schools to accommodate disadvantage to a minimum extent of 25% of its total seats. Because this provision can be interpreted in a manner which allows the state to impose reservation obligations on private schools exceeding 25 %, the Court would technically be correct in stating that the right to free education is available to all children. However, Rule 8 (2) of the Karnataka RTE Rules, 2012 states, In respect of a child admitted to a private unaided school over and above the quota for the disadvantaged group and weaker section, there shall not be any claim on reimbursement of such expenditure incurred on child education in any such school.

This rule is rather curious because it states that private unaided schools will not be reimbursed if they accommodate disadvantage over the mandated percentage. Further, this provision applies only to private unaided institutions; it does not include aided institutions within its scope. Therefore, according to Section 12 (1) (c) of the RTE Act read with Rule 8 (2) of the Karnataka RTE Rules schools, private unaided schools will not be entitled to claim reimbursement if they accommodate disadvantage beyond 25%. Rule 8 (2) requires careful re-examination on whether or not it violates Section 12 (1) (c) of the RTE Act, 2009, and in turn, the fundamental right to free and compulsory education guaranteed under Article 21 (a).

The Right to Administer and Charge Fees

Article 19 (1) (g) confers upon all persons the right of freedom to practice any profession, carry on any trade or business. However, the scope of this right is not absolute and is subject reasonable restrictions which the State may impose [Article 19 (6)]. In the context of the RTE Act, 2009, this right has been particularly limited to enable implementation of its provisions under the judgment in *Society for Private Unaided Schools of Rajasthan v Union of India* [(2012) 6 SCC 1]. In this case, the constitutional validity of Section 12 (1) (c) was challenged before the Supreme

Court. The Court upheld the provisions of the RTE Act, 2009 and stated that the restriction imposed on private unaided schools under Section 12 (1) (c) of the RTE Act, 2009 is a reasonable restriction under Article 19 (6). In delivering this judgment, the Court also observed that private schools cannot pass on the financial burden of accommodating disadvantage to other children admitted in the school. The judgment does not apprehend a situation of a school which provides free and compulsory education to more than 25% of its students.

Objectives of Right to Education Act

1. Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
2. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free and elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the 06-14 age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
4. It specifies the duties and responsibilities of appropriate Government, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
5. It lays down the norms and standards relating in Student Teacher Ratio (PTRs), building and infrastructure, school-working days, teacher-working hours etc.
6. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislators and parliament, and disaster relief.
7. It provides for appointment of appropriately trained teachers, i.e., teachers with the requisite entry and academic qualifications.
8. It prohibits (a) physical punishments and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
9. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.
10. The roadmap for universalizing elementary education is derived from the definite time frames mandated in the RTE Act; it prescribes a timeframe of three years for the establishment of neighbourhood schools, provision of school infrastructure with an all-weather building and basic facilities, and provision of teachers as per prescribed Pupil-Teacher Ratio (PTR) (30:1). Further, the RTE Act stipulates that all untrained teachers in the system must be trained within a period of 5 years from the date of enforcement of the Act.

STATEMENT OF THE PROBLEM: "A study of attitude of parents and students towards Right to Education Act in Belgaum Division"

Objectives of The Study

1. To study the attitude of parents about RTE (2009).
2. To study the attitude of parents of rural and urban area about RTE (2009).
3. To study the attitude of parents belonging to five districts about RTE (2009).
4. To study the attitude of parents belonging to aided and unaided institutions about RTE (2009).
5. To study the significant difference between the attitude of parents belonging to rural and urban area schools about RTE (2009)
6. To study the significant difference between the attitude of parents belonging to aided and unaided schools about RTE (2009)

Hypothesis of The Study

1. The views of the Parents, Students and Headmasters of primary schools do not differs significantly with respect to attitude towards RTE and its dimensions (i.e. General attitude, Admission process, infrastructure facilities, human resource, furniture and other facilities, other aspects of RTE).
2. Attitude of the Parents towards RTE belongs to different districts (Belgaum, Dharwad, Bagalakot, Chikkodi, and Vijayapur) do not differ significantly with respect to attitude and its dimensions (i.e. General attitude, Admission process, infrastructure facilities, human resource, furniture and other facilities and other aspects of RTE).
3. Parents of primary schools belongs to different types of management (Aided and Unaided) with respect to attitude and its dimensions (i.e. General attitude, Admission process, infrastructure facilities, human resource, furniture and other facilities, other aspects of RTE).
4. Parents of primary schools belongs to urban and rural do not differs significantly with respect to attitude and its dimensions (i.e. General attitude, Admission process, infrastructure facilities, human resource, furniture and other facilities, other aspects of RTE).
5. students of primary schools belongs to different districts (Belgaum, Dharwad, Bagalakot, Chikkodi, and Vijayapur) do not differ significantly with respect to attitude towards RTE and its dimensions (i.e. General attitude, Admission process, infrastructure facilities, human resource, furniture and other facilities, other aspects of RTE).

METHODOLOGY: The Researcher used survey method to collect the information. The present study intends to investigate the "A STUDY OF ATTITUDE OF PARENTS AND STUDENTS TOWARDS RIGHT TO EDUCATION (R.T.E.) IN BELGAUM DIVISION" of Karnataka state the nature of present study is descriptive survey.

SAMPLE OF THE STUDY: When the population is very large, it becomes difficult to collect data from all the members, in order to study the population Characteristics, sampling is an essential item in the field of research. When a small group is taken as representative of the whole, the study is called sampling. The present study was descriptive survey. Which was conducted on the students of primary schools in Belgaum division? The

present investigation aims to study the attitude of parents and students towards Right to education act in Belgaum division. It is impossible to cover all school going students (male and Female) of RTE schools of selected five districts of Belgaum Division. The study was delimited 150 primary schools under RTE. Further these samples were divided into equal groups based on gender and locality i.e., 750 parents, 375 Boys and 375 Girls and 150 Headmasters.

Tools Used For The Study

1. General Data Sheet for primary school
 - a) Parents
 - b) Students
 - c) Headmasters
2. Rating Scale for identifying the attitude towards Right to Education Act
 - a) Parents of primary school
 - b) Students of primary school
 - c) Headmasters of primary school

ANALYSIS AND FINDINGS: Suitable statistical techniques were use to analyses the data

Table-1: Mean and SD of total attitude and its dimensions at primary school by parents of primary schools belongs to different districts.

Variables	Summary	Belgaum	Dharwad	Bagalkot	Chikkodi	Vijayapur
Attitude	Means	88.70	83.60	84.20	80.30	74.80
	Std Dev	12.31	11.74	7.04	7.50	16.44
Dimensions						
General attitude	Means	10.70	10.50	10.60	8.40	9.70
	Std Dev	1.83	2.01	0.97	2.37	1.83
Admission process	Means	18.40	17.60	16.40	16.60	13.70
	Std Dev	2.50	2.46	2.55	2.37	4.00
Infrastructure facilities	Means	17.10	16.00	16.30	16.20	13.80
	Std Dev	3.35	2.91	2.11	2.30	4.39
Human Resources	Means	17.20	16.60	17.50	17.30	15.10
	Std Dev	3.29	3.27	1.27	1.95	3.87
Furniture and other facilities	Means	18.30	16.20	16.50	15.00	15.80
	Std Dev	1.64	2.15	2.01	2.91	4.37
Other aspects of RTE	Means	7.00	6.70	6.90	6.80	6.70
	Std Dev	1.33	1.57	0.88	1.93	1.42

The above table shows that the Mean and SD of total attitude and its dimensions at primary school by parents belongs to different districts. The parents of primary schools belongs to Belgaum Districts have higher attitude (88.70±12.31) compared to Bagalakot Districts (84.20±7.04), Dharwad Districts (83.60±11.74), Vijayapur Districts (74.80±16.44), Chikkodi Districts (80.30±7.50).

Table 2: Mean and SD of total attitude and its dimensions at primary school by Students belongs to different districts.

Variables	Summary	Belgaum	Dharwad	Bagalakot	Chikkodi	Vijayapur
Attitude	Means	85.16	79.10	79.70	76.12	68.80
	Std Dev	12.31	11.74	7.04	7.53	16.44
Dimensions						
General attitude	Means	10.11	9.75	9.85	7.70	8.70
	Std Dev	1.83	2.01	0.97	2.38	1.83
Admission process	Means	17.81	16.85	15.65	15.90	12.70
	Std Dev	2.50	2.46	2.55	2.39	4.00
Infrastructure facilities	Means	16.51	15.25	15.55	15.50	12.80
	Std Dev	3.35	2.91	2.11	2.26	4.39
Human resources	Means	16.61	15.85	16.75	16.60	14.10
	Std Dev	3.29	3.27	1.27	1.88	3.87
Furniture and other facilities	Means	17.71	15.45	15.75	14.30	14.80
	Std Dev	1.64	2.15	2.01	2.94	4.37
Other aspects of RTE	Means	6.41	5.95	6.15	6.10	5.70
	Std Dev	1.33	1.57	0.88	1.97	1.42

The above table shows that the Mean and SD of total attitude and its dimensions at primary school by Students belongs to different districts. The Students of primary schools belongs to Belgaum Districts have higher attitude (85.16±12.31) compared to Bagalakot Districts (79.70±7.04), Dharwad Districts (79.10±11.74), Chikkodi Districts (76.12±7.53), Vijayapur Districts (68.80±16.44).

Finding of The Study

1. The parents of primary school generally have positive attitude towards Right to Education Act because it provides free education to their children.
2. Some parents of primary school generally have positive attitude towards admission process of Right to Education Act but most of them are expressed difficulties in the admission process because it is on line.
3. The parents of primary school generally have positive attitude towards Right to Education Act because it provides 25% of seats free education to their children. But most of schools are not given 25% seats.
4. The parents of primary school generally have negative attitude towards Right to Education Act because some schools are charging extra fees to their children.
5. The parents of primary school generally have negative attitude towards Right to Education Act because in some schools are admitting students from upper category.
6. Students who are admitted in Right to Education Act are having positive attitude Because they got admission in good school.
7. Some students have expected that they treated differently compare to regular students.
8. Most of the students admitted in RTE are not having awareness about programme.
9. The headmasters of primary school generally have positive attitude towards Right to Education Act because it provides 25% of seats free education to weaker section of the society.
10. The headmasters of primary school generally have negative attitude towards Right to Education Act because some school managements are charging extra fees to their children.
11. The headmasters of primary school generally have negative

- attitude towards Right to Education Act because in some schools are admitting students from upper category.
12. The headmasters of primary school generally have positive attitude towards Right to Education Act because it provides free education to the entire weaker category.
 13. The headmasters of primary school generally have positive attitude towards Right to Education Act because infrastructure facilities in the schools was good.

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Educational Implications

1. More awareness about Right to Education Act should give to the parents of rural area.
2. Awareness should be given through the mass media specially TV and other media.
3. Right to Education Act should be implementing strictly in all states without any concessions.
4. Admission procedure should be simplified so that all can apply and able to get benefit.
5. Infrastructure facility in unaided schools should be improved according the RTE act by providing financial assistance to the institution.
6. Trained teachers should be appointed in unaided schools to guide the students.
7. All the government facilities should be provided to unaided school students.
8. Proper inspection system should be followed to evaluate the functioning of these schools.
9. Proper observation system should be adopted to look after admission procedure.
10. Strict warning should be given to the private schools not to collect extra fees from the students.

Conclusion

Implementation of RTE in Belgaum division was up to the mark. But some private schools are not in fever of RTE and they are not ready to give information. Still awareness about the RTE among rural parents was very less.

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