

CHAPTER - IV

ANALYSIS

OF

DATA AND

INTERPREPATION

4.1.0 OVERVIEW

In the first chapter, researcher presented the problem and its need and importance. In addition, researcher formulated objectives of the study and brought out limitation of the studies. In the second chapter, researched reviewed the research literature of related research studies. Third chapter dealt with methodology of the research study. In this all important fourth chapter, researcher presents analysis and interprets research data. As the research study has two d dimension, namely awareness and opinions research findings are organized into two parts Part-A and Part-B deals with awareness of respondents and part-B deals with opinion of respondents regarding contested aspects of RTE- Act 2009.

Part –A Awareness of RTE Act 2009

Table: 1 Showing Awareness Levels

AWARENESS	No of Respondents	Percentage
Low Awareness	00	00
Average Awareness	37	37%
High Awareness	63	63%
TOTAL	100	100%

GRAPH-1 AWARENESS LEVEL

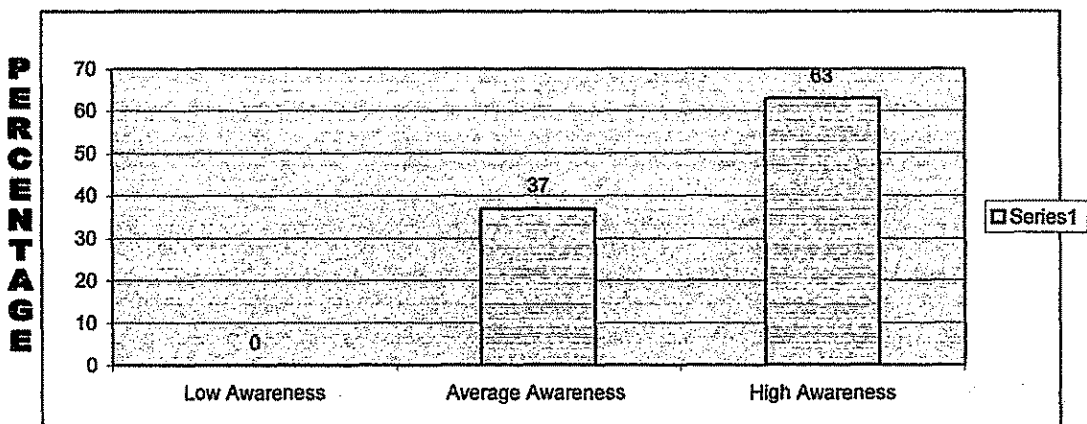


Table 1: Presents with the awareness levels of respondents. Researcher classified awareness levels into three, namely, Low, Average and High awareness levels. Table shows that, there is no one with low awareness. Everyone is aware of the RTE Act. Out of 100 respondents, 37 possess average awareness and 63 possess high awareness regarding RTE Act 2009.

4.2.0 The first hypothesis of the study stating that there is no significant difference in the awareness level regarding R.T.E. between the male and female teachers is verified and presented in table.

Table: 3 showing significance of 't' between the male and female teachers in the awareness level regarding R.T.E. Act.

Table:2
Showing awareness levels of Male and Female Teachers

Category	AM	S.D.	N	df	t	Significant
Male Teacher	21.7777	3.808	72	98	0.2691	Not Significant
Female Teacher	21.2142	3.829	28			

On significant level $0.01 = 2.63 > 0.2691$

On significant level $0.05 = 1.98 > 0.2691$

The value of 't' is found to be not significant and hence the hypothesis is not rejected. This shows that, Male Teachers and Female Teachers do not differ significantly in their awareness level regarding R.T.E. Act 2009.

4.2.1 The Second hypothesis of the study stating that there is no difference between in the awareness level regarding R.T.E. Act between SC, ST teachers and other category teachers.

Category	AM	S.D.	N	df	t	Significant
SC and St Teachers	22.629	3.683	27	98	0.1104	Not Significant
Other category Teachers	21.2465	3.806	73			

On significant level $0.01 = 2.63 > 0.1104$

On significant level $0.05 = 1.98 > 0.1104$

The value of 't' is found to be not significant and hence the hypothesis is not rejected. This shows that, SC and ST teachers and other category teachers do not differ significantly in their awareness level regarding R.T.E. Act. 2009

Two conclusions can be drawn from above findings:

One: Awareness level of all the teachers, irrespective of their social affiliation, is found to be fairly high and no one found low awareness and no awareness. This is indeed a positive aspect to be cherished.

Second: Neither caste nor gender have shown significant influence on awareness level of teachers. This is also a positive sign of social progress. This informs us that the diminishing role of social divisions on awareness level of teachers. Having seen the awareness levels of respondents, researcher now turns towards other aspect of the study i.e. Opinion of teachers which is much more important than awareness.

PART-B

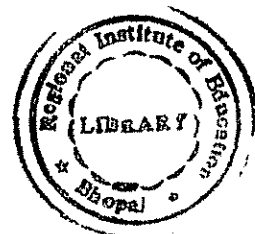
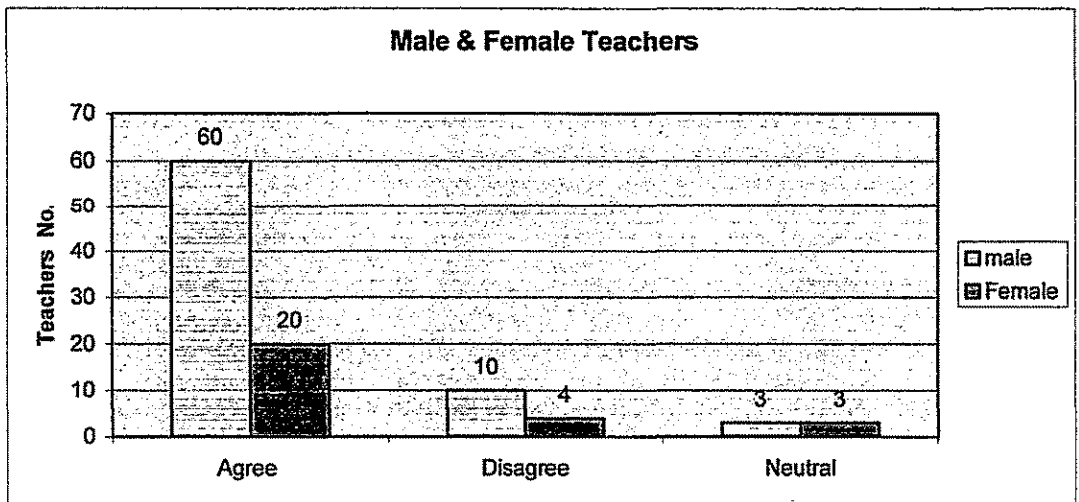
4.3.0 In the PART-A of this chapter, Researcher presented with the findings of awareness levels and differences, if any, in awareness levels of respondents belonging to different socio-educational categories. Now, in this PART-B, researcher intends to present all important 'opinions' of respondents regarding "Certain" provisions of the Act that generated heated debates among intellectuals over the content and intent of those provisions.

Section 12, Clause C of the Act Reads: "Specified in sub-clauses (iii) and (iv) of clause (n) of Section 2 shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education till its completion:

D - 334

To seek the opinion on this, researcher has formulated following statements.

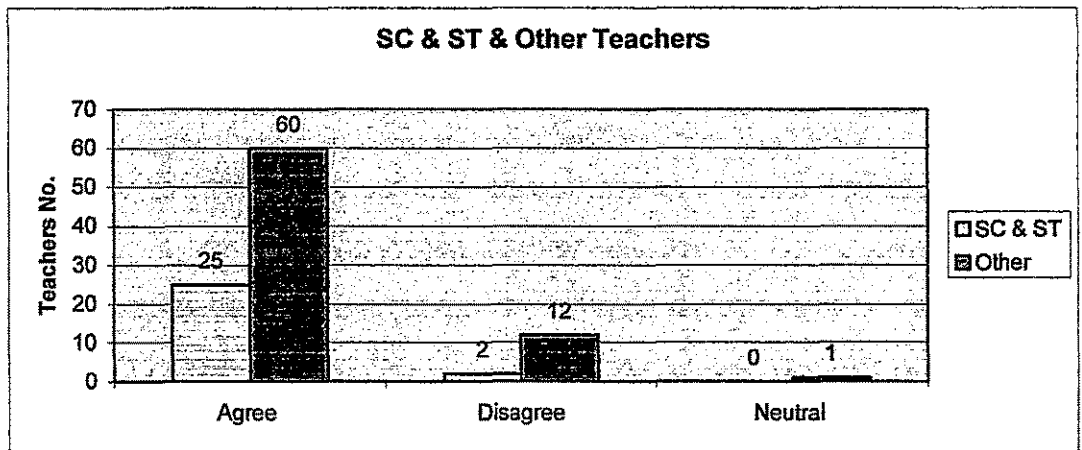
A (i) The provision of R.T.E. Act, 2009 provides quality education to disadvantaged sections of Societies.



The above graph shows opinion of 73 Male and 27 Female teachers towards the provision of R.T.E. Act, 2009 stating that it provides quality education to disadvantaged section.

- (i) The graph informs us that 60 out of 73 Male and 20 out of 27 Female teachers felt that this provision of the RTE-Act 2009 provides quality education to disadvantaged section of the society. Whereas only 10 out of 73 and 4 out of 23 male and female teachers respectively opined that it is not intended to provide quality education.

A (ii) The provision of R.T.E. Act, 2009 provides quality education to disadvantaged section of Societies.

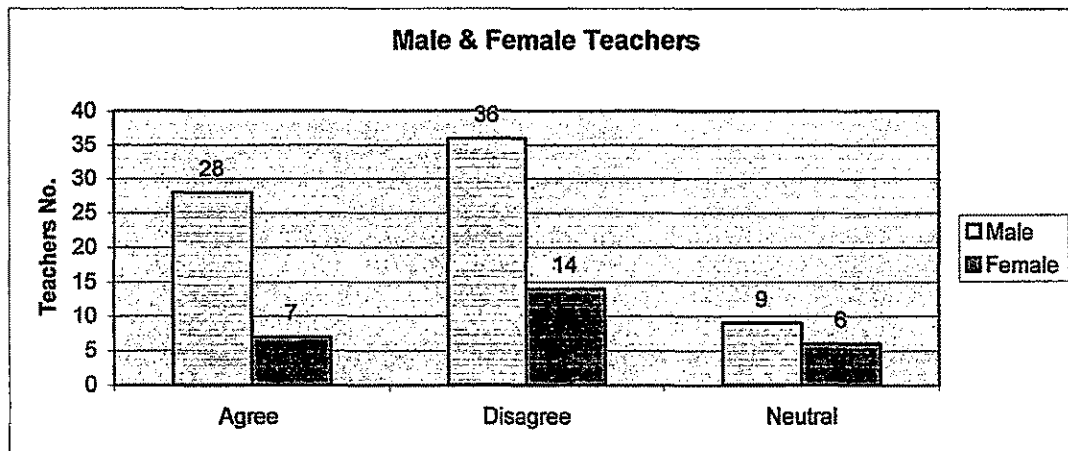


The above graph shows opinion of teachers belonging to different castes regarding whether the above provision of R.T.E Act, 2009 intended to provide quality education to disadvantaged section of society.

Graph reads that 25 SC, ST teachers out of 27 and 60 teachers of other castes out of 73 are in agreement with the statement that it intended to provide the quality education to disadvantaged section of society. Whereas only 2 SC, ST teachers and 12 other teachers opined that its intention is not to provide quality education to disadvantaged.

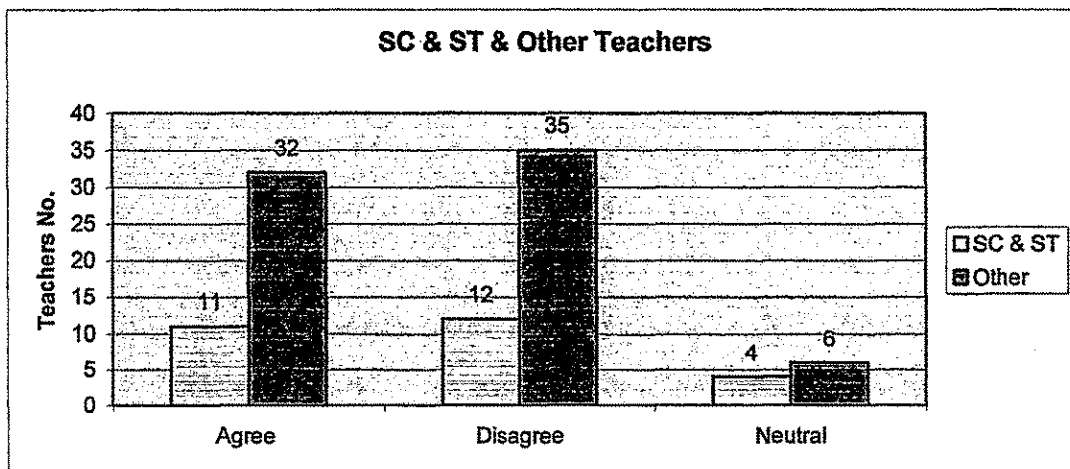
However, on the whole, 82% of total respondents feel that the provision of the act is made with positive intention to provide quality education to disadvantaged society that is available in private schools. This means that overwhelming majority of teachers is strongly opining that the Act would provide quality schooling to children of disadvantaged section of society.

B (i) Above provision of R.T.E. Act, 2009 is indirect way to privatize school education.



The above graph informs us that 28 out of 73 Male and 07 out of 27 Female teachers felt that this provision of the RTE-Act 2009 indirect way to privatize school education. Whereas only 36 out of 73 and 14 out of 23 male and female teachers respectively opined that it is not intended to provide quality education.

B (ii) Above provision of R.T.E. is indirect way to privatize school education.

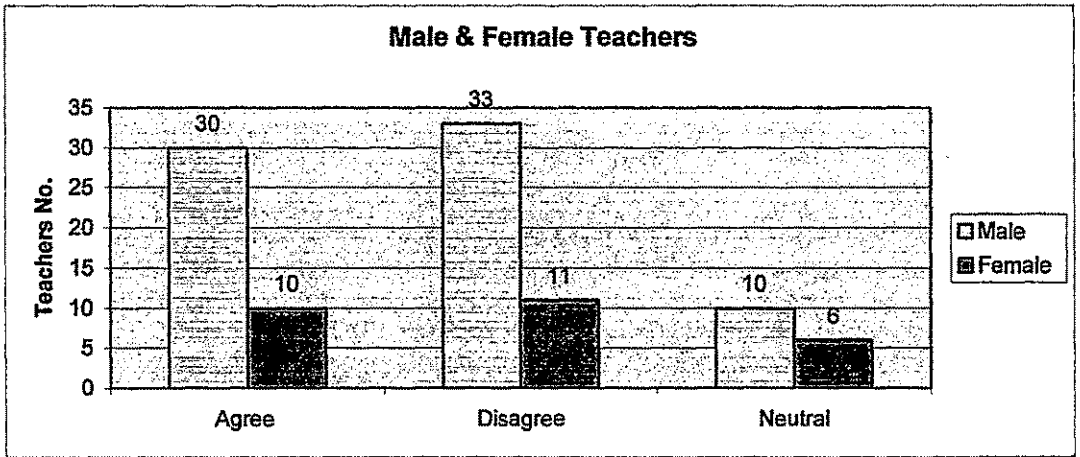


The above graph shows opinion of 27 SC, ST and 73 other than SC&ST teachers regarding the statement that R.T.E. Act is an indirect way to privatize school education.

- (i) As per the graph, 11 SC, ST and 32 other caste category teachers agree with the statement that R.T.E. Act is an indirect way to privatize school education.
- (ii) 12 SC, ST and 35 Other than SC & ST category teachers disagree with the statement that R.T.E. Act is an indirect way to privatize school education.
- (iii) 4 Male and 06 teachers and 06 Other than SC & ST teachers expressed no opinion about the nature of R.T.E. Act.

These two graphs show us all important aspect of heated debates that the Act generated among all concerned citizens of the country i.e the act is an indirect way to privatization. On this all important aspect of Indian schooling that determines the normative nature of schooling, teacher respondents divided opinion.

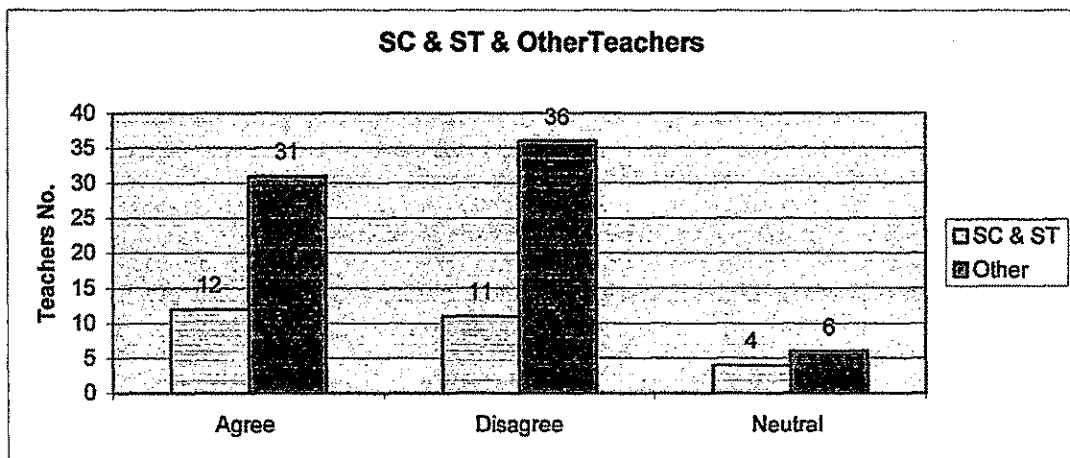
E (i) This provision undermines the idea of common school system.



The above graph shows opinion of teachers on the statement that the provision of 25% of seats in private schools...." R.T.E. undermines idea of common school system. The graph says that:

- (i) 30 Male and 10 Female teachers agree with the statement that R.T.E. Act undermines idea of common school system.
- (ii) 33 Male and 11 Female teachers disagree with the statement that R.T.E. Act undermines idea of common school system.
- (iii) 10 Male and 06 Female teachers expressed Neutrality over the statement that R.T.E. Act undermines the idea of common school system.

E (ii) This provision undermines the idea of common school system.



The role of the caste in making opinion is given in the above graph. This graphs indicates that:

- (i) 12 SC, ST and 31 other caste teachers opined that the Act that it undermines the idea of common school system whereas 11 SC, ST teachers and 36 other caste teachers disagreed with the statement. This means majority of teachers do not believe that it undermines common school system.

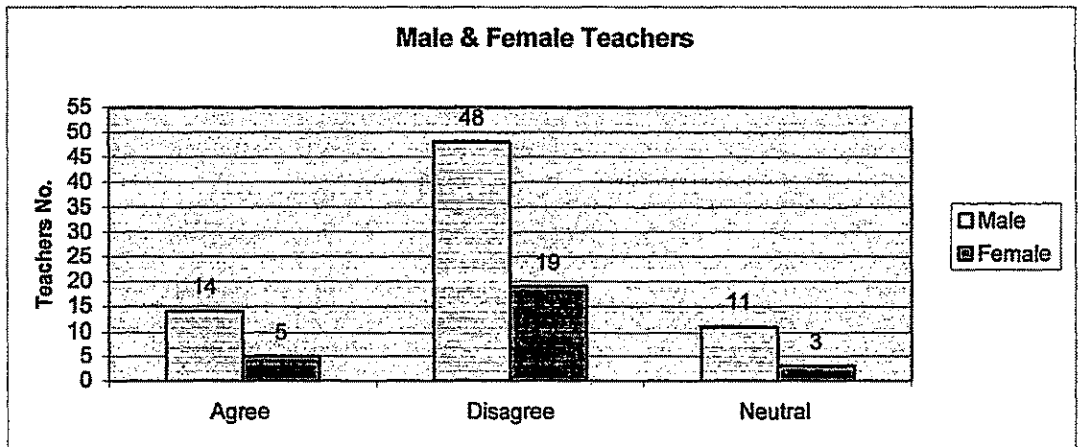
4. Provision 30

Examination and completion certificate-

(1) No child shall be required to pass any Board examination till completion of elementary education.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

A (i) The above provision of R.T.E. Act 2009 takes away quality from school education.

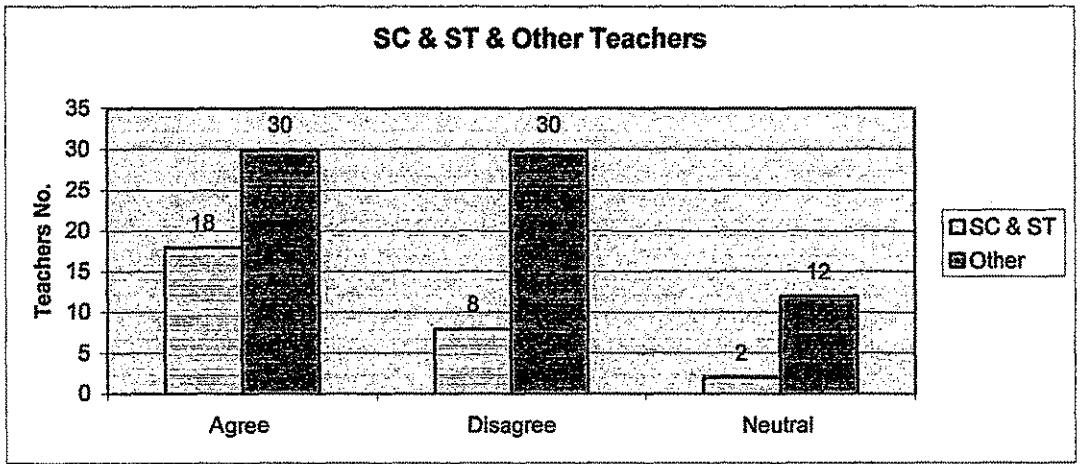


The above graph shows opinion of teachers towards the provision of R.T.E. Act that it takes away quality from school.

- (i) 14 Male and 05Female teachers are in agreement with the statement of R.T.E. Act takes away quality from school.
- (ii) 48 Male and 19 Female teachers expressed disagreement with the statement that R.T.E. Act takes away quality from school.
- (ii) 14 teachers do not have any opinion.

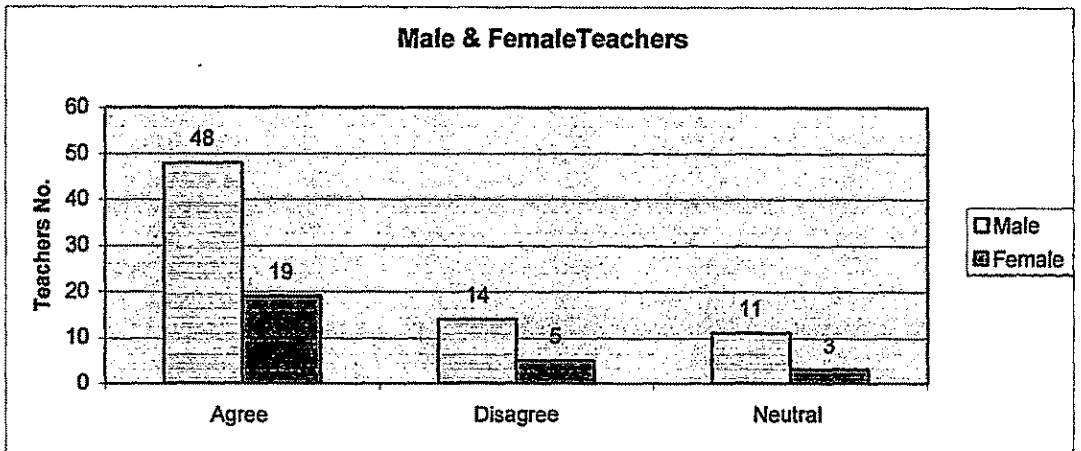
The graph very clearly expresses that examination is no way determines the quality.

A (ii) The above provision of R.T.E. takes away quality from school.



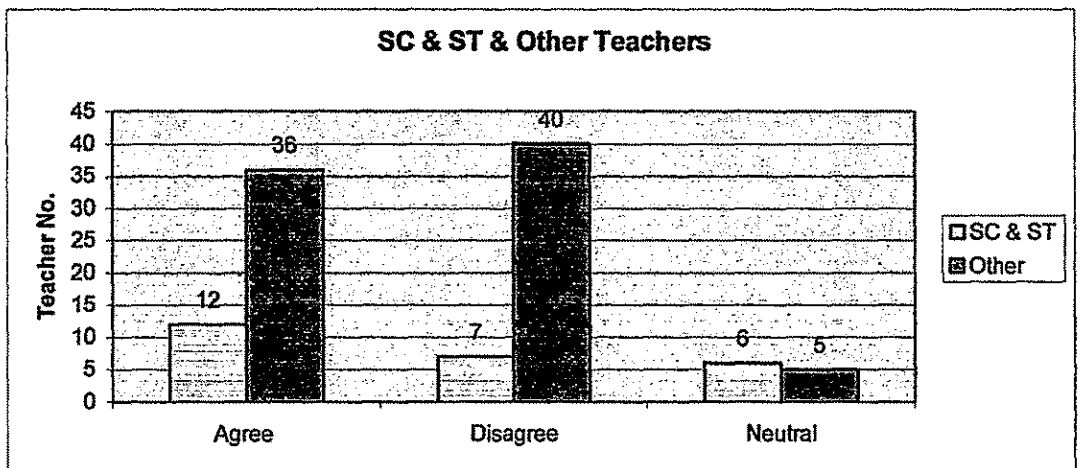
The above graph informs us that the opinion of other than SC& ST caste teachers divided equally on this statement where as SC & ST teachers felt that it would certainly takes away the quality from schooling.

B (i) It reduces the stress of children.



(i) 48 Male and 19 Female teachers are agreed with the statement that the Act reduces the stress of children whereas 14 Male and 05 Female teachers disagreed.

B (ii) It reduces the stress of children.



The above graph shows opinion of SC, ST and Other caste teachers with the above statement of R.T.E. Act that no Child shall be required to pass any board examination till completion of elementary Education, that it reduces the stress of children.

1. 12 SC, ST and 36 other category teachers are in agreement with the above provision that is reduces the stress of children.
2. 07 SC, ST teachers and 30 other category teachers disagreed with the above statement that the Act reduces the stress of children.