TEACHERS AND HEAD MASTERS OPINION TOWARDS RTE-2009 IN SCHOOLS OF MUNICIPAL CORPORATION LIMITS IN RAJAHMUNDRY

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ABSTRACT

Ever since the constitution was adopted in 1950, the focus on educational programs was increased. Though all efforts were focused on achieving the goal of highest literacy rate, universal primary education, it could not materialized and reach its goal. Hence the target was shifted number of times. Programs like DPEP, S.S.A tried to achieve the goal but it still a far distant dream. Now RTE Act was launched by the government and implemented from 2010. There was a wide debate held on the act, its objectives and its goals. So the investigator liked to investigate the perceptions of teachers about the RTE Act and its implementation. The success of RTE depends on the stake holders like parents, teachers, students and administrators. Among them teachers play an important role in the implementation of RTE and reach the pre-defined goal. So I would like to compare their degree of perception with respect to various variables. The investigators consider it will be useful to the government to make any modifications if necessary by valuing the stake holder's opinions.

Introduction

"Education is the creation of a sound mind in a sound body"- **Aristotle**

The word 'Education' has a very wide communication. According to Edward Education means "The totality of experience gained by an individual". So education is the transmission of Life. "Life is education and education is life". From broader sense "whatever broadens our horizons, depends our insight, refines our reactions and stimulates thought and feeling, educates us".

Swami Vivekananda stated that "Education is that by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's feet".

The same opinion is reflected in the report of University Education Commission. It says "Education is not merely a means to earning a living, not it is only a nursery of thought in school of citizenship. It is initiation into the life of spirit, a training of human soul in the pursuit of truth and the practice of virtue. It is a second birth".

Need of the Study

Ever since the constitution was adopted in 1950, the focus on educational programs was increased. Though all efforts were focused on achieving the goal of highest literacy rate, universal primary education, it could not materialized and reach its goal. Hence the target was shifted number of times. Programs like DPEP, S.S.A tried to achieve the goal but it still a far distant dream. Now RTE Act was launched by the government and implemented from 2010. There was a wide debate held on the act, its objectives and its goals. So the investigator liked to investigate the perceptions of teachers about the RTE Act and its implementation. The success of RTE depends on the stake holders like parents, teachers, students and administrators. Among them teachers play an important role in the implementation of RTE and reach the pre-defined goal. So I would like to compare their degree of perception with respect to various variables. The investigators consider it will be useful to the government to make any modifications if necessary by valuing the stake holder's opinions.

Sonjuhi Singh (2010) studied on "A study of the Impact of Right to Education Act on Unrecognized Schools in Delhi". The following paper examines the status of unrecognized schools post the Right of Children to Free and Compulsory Education Act (hereafter RTE Act).. The paper argues that while it is good to provide recognition and make every school meet a certain minimum standard, the regulations should not be such that every unrecognized school would face closure. If the schools need to survive without assistance, there has to be concession in space requirement, adjustment of teacher salary with fee- even if not completely market driven, greater number of teacher training centers and reconsideration of playground norms.

Gautam Jayasurya (2010) studied on "Right to Education: The Past, Present and Future" , The scheme of right education has vastly evolved from the old days, approach –courts-for your rights method. Government is more concerned about the social overhead capital development. But once again, social evils such as corruption, red-tapism and bribery cause a huge loss to the ex-chequer annually. As economist views stock market to know country's economic development, it imperative to look for the dropout-rates and higher education enrollment list for country's social development. In this scenario, there is no particular need to stress more and more upon the importance of giving free education. A worthy educational culture needs to be setup. That 'Culture' should inspire masses to feel the significance of education and know their rights. It is no wonder that a majority of the excluded and non—achievers come from the most deprived sections of society – Dalits, other Backward classes,

tribals, women, Muslims and financially backward –precisely those who are supposed to be empowered through education.

Amardeep Garje (2011) reviewed on "Right to Education Act, 2009", Affiliation not provided to SSRN. It is apparent from the name of paper itself what this paper is dealing. The aim of writing this paper is to analyze the Right of Children to Free and compulsory Education Act, 2009 and find out the flaws in it. In this paper history RTE and Act has been dealt. More stress has been given to challenge faced by the Act. There are totally nine challenges have been covered such as, input-output, challenge in school recognition, challenge would be faced by SMCs, with regards to teachers relating to salaries and quality of teaching, important one is 25% reservation for weaker section and disadvantaged group, next important is financial challenge as it is known to everyone that Center is falling short of around Rs. 7.000 Crores in the very first year itself, challenge of non-inclusion of children aged below six-years, one of the foremost challenge is to bring child labourers to the schools and last is loss of sanctity f education through such a sham right. At last few suggestions have been made for consideration.

Objectives

1. To study the impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry.

2. To study the difference between male and female teachers opinion towards impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry..

3. To study the difference between among teachers opinion based on their academic qualification towards impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry.

4. To study the difference among teachers opinion based on their professional qualification towards Primary schools of Municipal Corporation limits in Rajahmundry.

5. To study the difference among teachers opinion based on their designation towards impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry.

6. To study the difference among teachers opinion based on their teaching experience towards impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry.

7. To study the difference between rural, urban and tribal area teachers opinion based on their income towards impact on implementation of Right to Education in schools of Municipal Corporation limits in Rajahmundry.

8. To suggest modifications (if any) to enrich the RTE Act, 2010.

Hypotheses

There will be no significant difference between male and female teachers opinion towards impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

1. There will be no significant difference between Inter, Graduation and Post Graduation qualified the teachers opinion towards Impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

2. There will be no significant difference between TTC, B.Ed., and M.Ed., qualified teachers perceptions towards Impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

3. There will be no significant difference among teachers perceptions based on their designation towards Impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

4. There will be no significant difference among teachers perceptions based on their teaching experience towards Impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

5. There will be no significant difference among teachers perceptions based on their income towards Impact on Implementation of Right to Education in Schools of Municipal Corporation limits in Rajahmundry.

Limitations of the study

The study is limited to teachers, including Headmasters working in primary schools under the management of the local bodies, Government and Municipality i.e. urban and rural areas. The study is limited to Municipal Corporation limits in Rajahmundry, Andhra Pradesh.

Sample of the schools

Availability of researchers and time are taken into consideration while selecting the sample for the present research. Much care was taken will make the sampling process more scientific. Taken into consideration of the above points, the researcher adopted simple random sampling technique in this research. For the present study, perception of primary school on Impact of Implementation of Right to Education in Schools, the researcher adopted simple random technique. The researcher wised to draw a sample of 100 individuals from the universe of primary school teachers who are working in schools in Municipal Corporation limits in Rajahmundry.

Sample of Teachers

To have information regarding the Impact of Implementation of Right to Education in Primary Schools, Primary teachers and Head teacher of the selected primary school were included in the sample. A large number of primary schools were found with not less than two teachers including the head teachers. Therefore not less than two teachers from each primary school were considered necessary to reflect opinion about Impact of Implementation of Right to Education in Schools. As the head teacher can give authentic information regarding the head teacher was included in the number of teachers chosen for the research. As the total number of 100 teachers were chosen for this research. No special attempt was made to include lady head teachers and primary teachers in the chosen sample even then they were included incidentally in the sample.

Tools Employed in the Research

In every research, the researcher has to collect the data untapped so for. Basing on the data collected, the researcher has to draw conclusions. If the researcher adopted systematic procedures to collect data, establish the validity and reliability of the data and use suitable techniques for analysis, the generalizations and conclusions drawn will be correct the valid. For this purpose the researcher needs reliable and valid tools. The selection of tools is an important factor for successful researcher. The researcher had the liberty to make use of any readymade standardized tools. Otherwise he had liberty to develop his own tools.

As the present research is concerned with the Impact of Implementation of Right to Education in Primary Schools, the researcher developed necessary tool. The researcher developed a tool viz, Teachers opinion for primary teachers for collection of data.

Before preparing the preliminary drafts of the above tool, the investigation made a detailed analysis of the objectives and implementation. Also a careful review of research literature pertaining to the teacher friendly environment was made and this analysis was utilized in preparing the items in the tool of research.

The Teacher Opinionnaire

It was prepared in English. While preparing the items in Teacher schedule, special care is taken in the areas like appropriateness of the items, vocabulary and complexity of items.The tool was prepared by the researcher the tool includes personal data blank. It was intended to collect the personal information of the teachers. It includes sex, age, general qualification, professional qualification, category and area of the school. Mainly this tool was intended to collect information from primary school teachers in the following areas of Impact of Implementation of Right to Education in Primary Schools.

The teacher schedule contains

1. General information of RTE Act
2. Duties of the government
3. Responsibility of the schools
4. Responsibility of school management committee
5. Duties of the teacher
6. Benefits of the act

The schedule contains 29 items. This schedule could be administrated in a group situation to teachers.

Validity of the tool

Validity is the accuracy with which a test measures what it is supposed to measure. It is the truthfulness of the measuring instrument. Since analysis of data followed by its interpretation rests on

the evidence that accrues from the measuring instrument it is desirable to discuss the various steps taken to ensure reasonable validity of the tools.

Content Validity

Content Validity depends upon the relevance of the items, individually and as a whole each item should be a representative of the information which the tests intend to measure. Content Validity is most often determined on the basis of expect judgment to secure content validity the following techniques were used:

Keeping in view the purpose of this research careful review of related literature was made and basing on this analysis criterion measures were identified. The items which appear to measure the abilities imply each criterion measures were prepared. Opinions of the experts regarding the objectives measured by different items were obtained. They were compared with the objectives as identified by the researcher. Sometimes the tools were modified as per the suggestions given by the experts. Therefore, the items so finalized in the tools had sufficient evidence of materials for testing what it is supposed to measure.

Reliability of Tools

Reliability is another important aspect which influences the behavior of a measuring instrument. Reliability is the degree to which an instrument consistently measures what it does measure. Therefore ensuring high reliability becomes essential proceeding any further with the use of a tool for testing what its intended to test. To ensure high reliability, reasonable length of the test, inclusion of appropriate directions to attempt the test items and objectively of scoring were the some measures adopted by the researcher. In the present research, the reliability of the questionnaire Teacher schedule is determined by using spearman – Brown Prophecy formula. The reliability coefficient thus obtained is 0.76. It is fairly high which shows the responses of the teachers are consistent to a great extent.

The Statistical Techniques Used

As the present study is more of qualitative in nature, the collected data was analyzed using both qualitative and quantitative techniques. Quantitative data was analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard

Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator. The 't' test was used to test the null hypotheses when the data was correlated from matched groups. Analysis of Variance (ANOVA) was used to find out the effect, if any, of the variables studied. The data was coded and prepared for analysis using MS-EXCEL and SPSS 15.0.

Table- 1: Showing the overall perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

N	Mini.	Maxi.	Mean	Mean Percent	Std. Dev.
100	29	145	116.28	80.18	14.05

Table 1 observed that the teachers expressed more opinion towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. The mean and mean percentages are 116.28 and 80.18% respectively.

Table -2: significant difference between male and female teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Gender	N	Mean	Std. Dev.	t-value	p-value
Male	50	113.42	15.47	2.07*	0.04
Female	50	119.14	11.95		

*Significant at 0.05 level

Table2 shows that, the mean perceptions of female teachers (119.14) are significantly higher than the mean perceptions of male teachers (113.42). The 't' value is found to be 2.07 and the 'p' value is 0.04, which is significant at 0.05 level. This shows that there is a significant difference in the means of male and female teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is rejected.

Table-3: Analysis of Variance (ANOVA) – Results of Teachers perceptions based on their Academic Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Academic Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
UG	16	118.31	Between Groups	201.58	2	100.79	0.51^{NS}	0.60
Degree	67	115.28	Within Groups	19330.58	97	199.28		
PG & above	17	118.29	Total	19532.16	99			

NS: Not Significant

Table 3 observed that the ANOVA results of teachers basing on their Academic Qualification, between groups and within groups, the df values are 2 and 97 respectively and sum of squares are 201.58 and 19330.58 and mean squares are 100.79 and 199.28 respectively. The F-value is found to be 0.51 and the p-value is 0.60, which is not significant. This shows that there is no significant difference among the teachers basing on their Academic Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-4: significant difference between UG and Degree qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
UG	16	118.19	12.74	0.41 [NS]	0.68
Degree	67	116.61	13.98		

NS: Not Significant

Table 4.4 shows that, the mean perceptions of UG qualified teachers (118.19) are slightly higher than the mean perceptions of Degree qualified teachers (116.61). The 't' value is found to be 0.41 and the 'p' value is 0.68, which is not significant. This shows that there is no significant difference in the means of UG and Degree qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-5: significant difference between UG and PG & above qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
UG	16	118.19	12.74	1.00 [NS]	0.32
PG & above	17	113.18	15.76		

NS: Not Significant

Table 4.5 shows that, the mean perceptions of UG qualified teachers (118.19) are slightly higher than the mean perceptions of PG & above qualified teachers (113.18). The 't' value is found to be 1.00 and the 'p' value is 0.32, which is not significant. This shows that there is no significant difference in the means of UG and PG & above qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-6: significant difference between Degree and PG & above qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Academic Qualification	N	Mean	Std. Dev.	t-value	p-value
Degree	67	116.61	13.98	0.88 [NS]	0.38
PG & above	17	113.18	15.76		

NS: Not Significant

Table -6 shows that, the mean perceptions of Degree qualified teachers (116.61) are slightly higher than the mean perceptions of PG & above qualified teachers (113.18). The 't' value is found to be 0.88 and the 'p' value is 0.38, which is not significant. This shows that there is no significant difference in the means of Degree and PG & above qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table -7: Analysis of Variance (ANOVA) – Results of Teachers perceptions based on their Professional Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Professional Qualification	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
TTC/D.Ed.,	36	110.97	Between Groups	1609.50	2	804.75	4.36*	0.02
B.Ed.,	48	119.63	Within Groups	17922.66	97	184.77		
M.Ed.,	16	118.19	Total	19532.16	99			

*Significant at 0.05 level

Table 4.7 observed that the ANOVA results of teachers basing on their Professional Qualification, between groups and within groups, the df values are 2 and 97 respectively and sum of squares are 1609.50 and 17922.66 and mean squares are 804.75 and 184.77 respectively. The F-value is found to be 4.36 and the p-value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference among the teachers basing on their Professional Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is rejected.

Table-8: significant difference between TTC/D.Ed., and B.Ed., qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
TTC/D.Ed.,	36	110.97	16.64	2.75*	0.01
B.Ed.,	48	119.63	12.24		

*Significant at 0.05 level

Table-8, shows that, the mean perceptions of B.Ed., qualified teachers (119.63) is significantly higher than the mean perceptions of TTC/D.Ed., qualified teachers (110.97). The 't' value is found to be 2.75 and the 'p' value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference in the means of TTC/D.Ed., and B.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is rejected.

Table-9: significant difference between TTC/D.Ed., and M.Ed., qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
TTC/D.Ed.,	36	110.97	16.64	1.63 [NS]	0.11
M.Ed.,	16	118.19	8.92		

NS: Not Significant

Table -9 shows that, the mean perceptions of M.Ed., qualified teachers (118.19) are slightly higher than the mean perceptions of TTC/D.Ed., qualified teachers (110.97). The 't' value is found to be 1.63 and the 'p' value is 0.11, which is not significant. This shows that there is no significant difference in the means of TTC/D.Ed., and M.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-10: significant difference between B.Ed., and M.Ed., qualified teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Professional Qualification	N	Mean	Std. Dev.	t-value	p-value
B.Ed.,	48	119.63	12.24	0.43 [NS]	0.67
M.Ed.,	16	118.19	8.92		

NS: Not Significant

Table-10 shows that, the mean perceptions of B.Ed., qualified teachers (119.63) are slightly higher than the mean perceptions of M.Ed., qualified teachers (118.19). The 't' value is found to be 0.43 and the 'p' value is 0.67, which is not significant. This shows that there is no significant difference in the means of B.Ed., and M.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-11: Analysis of Variance (ANOVA) – Results of Teachers perceptions based on their Designation towards RTE – 2009 in schools of Municipal Corporation Limits, Rajahmundry

Designation	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
Secondary Grade Teacher	76	116.25	Between Groups	16.58	2	8.29		
Head Master	14	117.07	Within Groups	19515.58	97	201.19	0.04^{NS}	0.96
Administrators	10	115.40	Total	19532.16	99			

NS: Not Significant

Table 4.11 observed that the ANOVA results of teachers basing on their Designation, between groups and within groups, the df values are 2 and 97 respectively and sum of squares are 16.58 and 19515.58 and mean squares are 8.29 and 201.19 respectively. The F-value is found to be 0.04 and the p-value is 0.96, which is not significant. This shows that there is no significant difference among the teachers basing on their Designation towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-12: significant difference between Secondary Grade Teachers and Headmaster's perceptions of teachers towards RTE – 2009 in schools of Municipal Corporation Limits, Rajahmundry

Designation	N	Mean	Std. Dev.	t-value	p-value
Secondary Grade Teacher	76	116.25	14.99	0.20^{NS}	0.85
Head Master	14	117.07	10.73		

NS: Not Significant

Table 4.12 shows that, the mean perceptions of Headmasters (117.07) is slightly higher than the mean perceptions of Secondary Grade Teachers (116.25). The 't' value is found to be 0.20 and the 'p' value is 0.85, which is not significant. This shows that there is no significant difference in the means of Secondary Grade Teachers and Headmasters towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-13: significant difference between Secondary Grade Teachers and Administrators perceptions of teachers towards RTE – 2009 in schools of Municipal Corporation Limits, Rajahmundry

Designation	N	Mean	Std. Dev.	t-value	p-value
Secondary Grade Teacher	76	116.25	14.99	0.17 [NS]	0.86
Administrators	10	115.40	11.38		

NS: Not Significant

Table-13 shows that, the mean perceptions of Secondary Grade Teachers (116.25) are slightly higher than the mean perceptions of Administrators (115.40). The 't' value is found to be 0.17 and the 'p' value is 0.86, which is not significant. This shows that there is no significant difference in the means of Secondary Grade Teachers and Administrators towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-14: significant difference between Headmasters and Administrators perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Designation	N	Mean	Std. Dev.	t-value	p-value
Head Master	14	117.07	10.73	0.37 [NS]	0.72
Administrators	10	115.40	11.38		

NS: Not Significant

Table-14 shows that, the mean perceptions of Headmasters (117.07) are slightly higher than the mean perceptions of Administrators (115.40). The 't' value is found to be 0.37 and the 'p' value is 0.72, which is not significant. This shows that there is no significant difference in the means of Headmasters and Administrators towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-15: Analysis of Variance (ANOVA) – Results of Teachers perceptions based on their Teaching Experience towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Teaching Experience	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
Below 10	37	116.27	Between Groups	8.36	2	4.18	0.02 [NS]	0.98
10-20	50	116.10	Within Groups	19523.80	97	201.28		
Above 20	13	117.00	Total	19532.16	99			

NS: Not Significant

Table 4.15 observed that the ANOVA results of teachers basing on their Teaching Experience, between groups and within groups, the df values are 2 and 97 respectively and sum of squares are 8.36 and 19523.80 and mean squares are 4.18 and 201.28 respectively. The F-value is found to be 0.02 and the p-value is 0.98, which is not significant. This shows that there is no significant difference among the teachers basing on their Teaching Experience towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-16: significant difference between below 10 and 10-20 years teaching experience teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
Below 10	37	116.27	15.48	0.05^{NS}	0.96
10-20	50	116.10	13.62		

NS: Not Significant

Table 4.16 shows that, the mean perceptions of Below 10 years teaching experience teachers (116.27) are slightly higher than the mean perceptions of 10-20 years teaching experience teachers (116.10). The 't' value is found to be 0.05 and the 'p' value is 0.96, which is not significant. This shows that there is no significant difference in the means of below 10 and 10-20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-17: significant difference between below 10 and Above 20 years teaching experience teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
Below 10	37	116.27	15.48	0.15^{NS}	0.88
Above 20	13	117.00	12.29		

NS: Not Significant

Table 4.17 shows that, the mean perceptions of Above 20 years teaching experience teachers (117.00) is slightly higher than the mean perceptions of Below 10 years teaching experience teachers (116.27). The 't' value is found to be 0.15 and the 'p' value is 0.88, which is not significant. This shows that there is no significant difference in the means of below 10 and Above 20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-18: significant difference between 10-20 and Above 20 years teaching experience teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Teaching Experience	N	Mean	Std. Dev.	t-value	p-value
10-20	50	116.10	13.62	0.22 [NS]	0.83
Above 20	13	117.00	12.29		

NS: Not Significant

Table-18 shows that, the mean perceptions of Above 20 years teaching experience teachers (117.00) is slightly higher than the mean perceptions of 10-20 years teaching experience teachers (116.10). The 't' value is found to be 0.22 and the 'p' value is 0.83, which is not significant. This shows that there is no significant difference in the means of 10-20 and Above 20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-19: Analysis of Variance (ANOVA) – Results of Teachers perceptions based on their Income towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Income	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	P-value
Below Rs. 15000/-	53	116.42	Between Groups	11.65	2	5.82	0.03 [NS]	0.97
Rs. 15000-25000	39	115.92	Within Groups	19520.51	97	201.24		
Rs. Above Rs. 25000	8	117.13	Total	19532.16	99			

NS: Not Significant

Table 4.19 observed that the ANOVA results of teachers basing on their Income, between groups and within groups, the df values are 2 and 97 respectively and sum of squares are 11.65 and 19520.51 and mean squares are 5.82 and 201.24 respectively. The F-value is found to be 0.03 and the p-value is 0.97, which is not significant. This shows that there is no significant difference among the teachers basing on their Income towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-20: significant difference between Below Rs. 15000/- and Rs. 15000-25000 Income teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Income	N	Mean	Std. Dev.	t-value	p-value
Below Rs. 15000/-	53	116.42	14.65	0.16 [NS]	0.87
Rs. 15000-25000	39	115.92	14.38		

NS: Not Significant

Table 4.20 shows that, the mean perceptions of Below Rs. 15000/-Income teachers (116.42) are slightly higher than the mean perceptions of Rs. 15000-25000 Income teachers (115.92). The 't' value is found to be 0.16 and the 'p' value is 0.87, which is not significant. This shows that there is no significant difference in the means of Below Rs. 15000/- and Rs. 15000-25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-21: significant difference between Below Rs. 15000/- and Rs. above Rs. 25000 Income teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Income	N	Mean	Std. Dev.	t-value	p-value
Below Rs. 15000/-	53	116.42	14.65	0.13 [NS]	0.89
Rs. Above Rs. 25000	8	117.13	8.56		

NS: Not Significant

Table 4.21 shows that, the mean perceptions of Rs. above Rs. 25000 Income teachers (117.13) are slightly higher than the mean perceptions of Below Rs. 15000/- Income teachers (116.42). The 't' value is found to be 0.13 and the 'p' value is 0.89, which is not significant. This shows that there is no significant difference in the means of Below Rs. 15000/- and Rs. above Rs. 25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Table-22: significant difference between Rs. 15000-25000 and Rs. Above Rs. 25000 Income teachers perceptions of teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry

Income	N	Mean	Std. Dev.	t-value	p-value
Rs. 15000-25000	39	115.92	14.38	0.23 [NS]	0.82
Rs. Above Rs. 25000	8	117.13	8.56		

NS: Not Significant

Table 4.22 shows that, the mean perceptions of Rs. above Rs. 25000 Income teachers (117.13) is slightly higher than the mean perceptions of Rs. 15000-25000 Income teachers (115.92). The 't' value is found to be 0.23 and the 'p' value is 0.82, which is not significant. This shows that there is no significant difference in the means of Rs. 15000-25000 and Rs. above Rs. 25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry. Hence, the null hypothesis is accepted.

Major Findings and Conclusions

1. Teachers expressed high perceptions towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

2. There is a significant difference in the means of male and female teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

3. There is no significant difference among the teachers basing on their Academic Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

4. There is no significant difference in the means of UG and Degree qualified teachers towards Teachers and Headmasters opinion on RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

5. There is no significant difference in the means of UG and PG & above qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

6. There is no significant difference in the means of Degree and PG & above qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

7. There is a significant difference among the teachers basing on their Professional Qualification towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

8. There is a significant difference in the means of TTC/D.Ed., and B.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

9. There is no significant difference in the means of TTC/D.Ed., and M.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

10. There is no significant difference in the means of B.Ed., and M.Ed., qualified teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

11. There is no significant difference among the teachers basing on their Designation towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

12. There is no significant difference in the means of Secondary Grade Teachers and Headmasters towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

13. There is no significant difference in the means of Secondary Grade Teachers and Administrators towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

14. There is no significant difference in the means of Headmasters and Administrators towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

15. There is no significant difference among the teachers basing on their Teaching Experience towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

16. There is no significant difference in the means of below 10 and 10-20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

17. There is no significant difference in the means of below 10 and Above 20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

18. There is no significant difference in the means of 10-20 and Above 20 years teaching experience teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

19. There is no significant difference among the teachers basing on their Income towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

20. There is no significant difference in the means of Below Rs. 15000/- and Rs. 15000-25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

21. There is no significant difference in the means of Below Rs. 15000/- and Rs. above Rs. 25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

22. There is no significant difference in the means of Rs. 15000-25000 and Rs. Above Rs. 25000 Income teachers towards RTE – 2009in schools of Municipal Corporation Limits, Rajahmundry.

Suggestions

• Below the age group 6 should be also included in the RTE. The upper age limit shall be 18 years. In other words the age group 3-18 years should be covered in the RTE.

• 25 per cent reservation should be introduced very seriously. And the minority schools should also be brought under the ambit of RTE.

• Mechanism should be introduce at all level, including Taluks/mandal and District level, to monitor the effective implementation of the RTE. For instance, at the grass root level the Local government institutions are given with the responsibility to monitor and implementation of the RTE.

• Adequate provisions should be provided persons with disability, as per the guidelines and norms prescribed by the Government of India and Apex court in India.

• Need base support for the children with special need.

- The concept of EWS should cover all section of the students, including marginalised and disadvantaged groups.

- There should be a uniform and need based curriculum.

- Extracurricular activities, such as Work education and Art Education, should be provided to the students.

- Teacher Education must be strengthened in the following ways: i) Curriculum base and blended learning model, ii) The syllabi and content of the course should be revised as per the need of the society.

- Teachers having knowledge in Tribal language and culture should be recruited for Tribal schools.

- Multi-grade and multi-level teaching method should be given more importance in the RTE.

- Proper Infrastructure facilities, such as Physical and Technological aspects, should be provided.

- Monitoring cell should be introduced at the all level, for instance, Taluk, Block and district level, to solve the problems emerged out of the implementation of RTE.

- Sustainability of the Government schools should be also ensured.

- Priority should be given to Vernacular language at least up to the primary school level.

- Periodical review and research study, on the working of RTE should be conducted and the suggestions should be implemented very seriously.

- For effective implementation: i) Effective co-ordination among all the stakeholders should be established. ii) Resource centre should be established. iii) People should be sensitised and awareness should be created about the various provisions and functioning of RTE. iv) Positive will of the every stakeholder is also required for effective implementation of RTE.

- Grievance Redressal cell should be established in order to received and solve the grievances of the students and the parents. And this cell should be established at all level.

- Active involvement of Civil Society, NGO, every citizen of the community for the effective implementation of the RTE is urgent need.

- Dissemination of information pertaining to successful functioning of RTE should be made available to all.

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