Abstract
RTE Act, 2009 of Government of India has been put into implementation with effect from 1st April, 2010. It came into force in Odisha, one of the states of India from 27th September, 2010. The Govt. of Odisha has taken various earnest steps towards implementation of RTE Act 2009. There are 62 tribes in Odisha with 22.21 % of the total population of the State (Sahu, 2014). The rate of literacy among the Scheduled Tribes is 52.24% against the overall literacy rate of 72.87% of the State as per 2011 census. In tribal areas, the development with respect to economic, political and educational is lagging as compared to rest of the country. There is dearth of studies particularly, related to awareness of teachers about RTE Act in tribal areas of Odisha. Hence, the investigator was keen to undertake a study about the extent of awareness of elementary school teachers about RTE Act.

Keywords: Awareness, Elementary school teachers, tribal areas of Odisha, RTE Act, 2009.

Backdrop
The Right of children to free and Compulsory Education Act 2009 (RTE Act, 2009) is a detailed and comprehensive piece of legislation of Government of India which includes provision related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholders. The Act has been put into implementation with effect from 1st April, 2010. It says, Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education (Section 3.1). Odisha is one of the 29 states of India, located in eastern India. Elementary school includes classes I to VIII. In exercise of the power conferred by section 38 of the RTE Act, 2009, the Government of Odisha formulated and implemented “The Right of Children to Free and Compulsory Education Rule, 2010”. It came into force from 27th September, 2010. The spirit of the Government of Odisha rule as regards to free elementary education is same like that of the RTE Act, 2009. It includes issues in relation to implementation of rules in local conditions.

The Govt. of Odisha has taken various earnest steps towards implementation of RTE Act 2009 like: release of the Orissa Right of Children to Free and Compulsory Education Rule, 2010; Consultation with various stakeholders for environment building for right to education; Orientation, sensitization and capacity development of various stakeholders; establishment of a dedicated RTE cell in School and Mass Education Department; Introduction of school monitoring system (Samiksha) to enhance effectiveness of the functioning of the school system; Introduction of Sadhan and Samadhan for building the capacity of the teacher; Establishment of Grievance Redressal cell and students’ Helpline, etc. Since, it has been implemented since 2010, it is expected that all the stakeholders must be aware about the fundamental features of RTE Act.

There are 62 tribes in Odisha with 22.21 % of the total population of the State (Sahu, 2014). The rate of literacy among the Scheduled Tribes is 52.24% against the overall literacy rate of 72.87% of the State as per 2011 census. The tribal male and female literacy rates are 63.70% and 41.20% respectively. Over the last decade, there has been a significant improvement in literacy level among the STs in the State, which recorded an increase from 37.37% in 2001 to 52.24% in 2011 (Government of Odisha, 2016). As per OPEPA (2015, p.13), the share of ST students enrolment at elementary level in Odisha is 30.21 during 2014-15. This shows a steady increase in enrolment trend of ST children in Odisha.

While reviewing literature, the investigator came across contradictory findings on awareness of teachers about RTE Act. Soni (2013) found that most of the teachers are aware about provisions of RTE Act. But, Thakur (2014), Choudhary (2014) and Sarvapalli, (2012) found that the overall level of awareness on RTE act was poor.
among teachers. The awareness of RTE Act was high among those teachers who attended more number of training programs on RTE Act (Mahanadi, 2014). Significant difference was found about the awareness of RTE Act on the basis of gender (Islam & Chakraborty, 2013; Abdul and Rajan, 2008; Kumar, 2014; Krishnarao & Mangesh, 2015; Kaur, 2015 and Mahanadi, 2014), locality (Thakur, 2014 and Kaur 2015), management (Mahanadi, 2014; Kumari & Allam, 2014; Abdul and Rajan, 2008), marital status (Kumar, 2014), experience (Kumar, 2014) and stream of study (Kaur, 2015). Whereas, no significant difference was found in awareness of teachers on the basis of gender (Kumar, 2015; Patel, 2015; Kumari & Allam, 2014; Thakur, 2014), management (Krishnarao & Mangesh, 2015; Kumar, 2015), locality (Kumar, 2015; Islam & Chakraborty, 2013; Abdul and Rajan, 2008), stream of study (Kumar, 2015; Islam & Chakraborty, 2013) and parental educational level (Kumar, 2015). There is no significant difference in the awareness of RTE Act, 2009 among the prospective teachers on the basis of nature of the college (Kumar, 2015).

The investigator came across contradictory findings while reviewing literature on awareness of teachers about RTE Act in relation to their gender, locality, management, marital status, stream of study and parental educational level. In tribal areas, the development with respect to economic, political and educational is lagging as compared to rest of the country. There is dearth of studies particularly, related to awareness of teachers about RTE Act in tribal areas of Odisha. Hence, the investigator was keen to undertake a study about the extent of awareness of elementary school teachers about RTE Act.

Methodology

Since, the investigator studied the awareness level of teachers in tribal areas of Odisha, survey method is used for the present study. Population of the present study is all the elementary schools of tribal areas of Odisha. Target population is restricted to all the elementary schools of four tribal districts of Odisha: Mayurbhanj, Kalahandi, Koraput and Nabarangpur. The entire district of Mayurbhanj, Koraput and Nabarangpur come under scheduled area. Th. Rampur and Lanjigarh blocks of Kalahandi district come under scheduled area. Cluster sampling method was used. Six blocks were selected from these four districts- two blocks from Nabarangpur, two blocks from Koraput, one block each from Kalahandi and Mayurbhanj purposively. These blocks come under scheduled area. Ten elementary schools were selected randomly from each district. All the available teachers were selected from these schools. There were a total of 127 teachers.

An awareness test for teachers was developed and used by the investigator. It consisted of 34 multiple-choice items. Four alternatives were given against each item out of which one was correct answer. The dimension-wise distribution of items is given in the following table-1.

| S. No. | Dimensions                                      | Number of items (Total=34) |
|--------|------------------------------------------------|----------------------------|
| 1.     | Preliminary                                     | 08                         |
| 2.     | Right to Free and Compulsory Education          | 05                         |
| 3.     | Provision for weaker sections                   | 02                         |
| 4.     | Admission guidelines                             | 07                         |
| 5.     | Duties of stakeholders                           | 03                         |
| 6.     | School Management                               | 09                         |

The data collection work started from the month of January, 2016 and continued till December, 2016. The data were analysed by using both descriptive and inferential statistics. Results were presented both graphically and tabular forms.

Results

Overall Awareness of teachers about RTE Act

Overall awareness of teachers about RTE Act are analyzed using descriptive statistics as given in the following table-3 and fig-1.

| Awareness | N   | Mean | Median | Mode | S.E of Mean | Std. Deviation | Variance | Skewness | Kurtosis |
|-----------|-----|------|--------|------|-------------|----------------|----------|----------|----------|
| Awareness | 126 | 21.13| 21.0   | 23.0 | 0.286       | 3.216          | 10.342   | -.026    | -.612    |
Graph-1: Histogram of overall awareness of teachers about RTE Act

Table-3 depicts the mean, median, mode, standard deviation, skewness and kurtosis of awareness test score of teachers. Graph-1 depicts the distribution of teachers’ awareness score. The value of mean, median and mode are 21.13, 21.0 and 23.0. Standard deviation of 3.216 represent the marginal scattered scores from the mean position. The value of skewness is -0.26 that shows the distribution is negatively skewed which shows more individuals score more than the average score in their group. The value of kurtosis is -0.612 that shows the distribution of kurtosis is greater than the normal distribution i.e. 0.263. Thus, the curve is platykurtic. It can be concluded that the elementary school teachers in tribal areas of Odisha are aware about Right to Education Act.

Similar finding was also made by Soni (2013). However, it contradicts to the findings made by Thakur (2014), Choudhary (2014) and Sarvapalli, (2012).

RTE Act 2009 is now included in the curriculum of preservice teacher education programme. Teachers are exposed to different inservice training programme on RTE Act. This may be the reason for their awareness about RTE Act.

Comparison on overall awareness of teachers of Kalahandi, Nabarangapur, Mayurbhanj and Koraput Districts about RTE Act

In order to study the inter-districts comparison on overall awareness of teachers of Kalahandi, Nabarangapur, Mayurbhanj and Koraput Districts about RTE Act, data has been analyzed in the following table-4.
Table-4: Summary of ANOVA depicting overall and component-wise awareness scores of teachers about RTE Act of Kalahandi, Nabarangapur, Mayurbhanj and Koraput Districts

| Components                       | Sources            | df  | Sum of squares | Mean square | F-ratio | p-value |
|----------------------------------|--------------------|-----|----------------|-------------|---------|---------|
| Preliminary                      | Between groups     | 3   | 2.595          | .865        | .710    | 0.548   |
|                                  | Within groups      | 122 | 148.683        | 1.219       |         |         |
|                                  | Error              | 125 | 151.278        |             |         |         |
| RFCE                             | Between groups     | 3   | 1.585          | .528        | 2.160   | 0.096   |
|                                  | Within groups      | 122 | 29.843         | .245        |         |         |
|                                  | Error              | 125 | 31.429         |             |         |         |
| Provision for weaker section     | Between groups     | 3   | 1.299          | .433        | 2.339   | 0.077   |
|                                  | Within groups      | 122 | 22.574         | .185        |         |         |
|                                  | Error              | 125 | 23.873         |             |         |         |
| Admission guidelines             | Between groups     | 3   | 1.772          | .257        | 1.581   | 0.198   |
|                                  | Within groups      | 122 | 19.863         | .163        |         |         |
|                                  | Error              | 125 | 20.635         |             |         |         |
| Duties of stakeholders           | Between groups     | 3   | 4.10           | .137        | 6.29    | 0.598   |
|                                  | Within groups      | 122 | 26.519         | .217        |         |         |
|                                  | Error              | 125 | 26.929         |             |         |         |
| School management                | Between groups     | 3   | 7.889          | 2.630       | 1.573   | 0.199   |
|                                  | Within groups      | 122 | 203.984        | 1.672       |         |         |
|                                  | Error              | 125 | 211.873        |             |         |         |
| Overall                          | Between groups     | 3   | 125.304        | 41.768      | 4.365*  | 0.006   |
|                                  | Within groups      | 122 | 1167.402       | 9.569       |         |         |
|                                  | Error              | 125 | 1292.706       |             |         |         |

*Significant at 0.01 level of significance

It is revealed from the above table-4 that the calculated F-ratio of all components of awareness of teachers about RTE Act among four districts are not significant at 0.05 level of significance with df 3/122 except in overall awareness of teachers about RTE Act among four districts whose calculated F ratio (4.365) is significant at 0.01 level of significance as p-value is 0.006. It indicates that there is a significant difference in the awareness about RTE Act among elementary school teachers in tribal areas of Kalahandi, Nabarangpur, Mayurbhanj and Koraput districts. Similar finding was also made by Thakur (2014) and Kaur (2015).

In order to identify exact difference among districts, Tukey HSD test of multiple comparisons was calculated. This is given in the following table-4.5.

Table-4.5: Multiple Comparisons

| Variables                        | District(I) | District(J) | Mean Difference | Standard Error | p-value |
|----------------------------------|-------------|-------------|-----------------|----------------|---------|
| Overall Awareness of Teachers    | Kalahandi   | Nabarangpur | 1.49            | .75            | .200    |
| about RTE Act                   |             | Mayurbhanj  | 1.49            | .75            | .200    |
|                                  |             | Koraput     | 2.911*          | .80556         | .002    |

The mean difference between Kalahandi and Nabarangpur (1.489) and Kalahandi and Mayurbhanj (1.489) districts on overall awareness of teachers about RTE Act are not significant at 0.05 level of significance as p-value is 0.200. In case of the mean difference between Kalahandi and Koraput (2.911) districts on overall awareness of teachers about RTE Act is significant at 0.01 level of significance as p-value is 0.002. It means that the teachers of Kalahandi District are significantly more aware than the teachers of Koraput district about RTE Act. Similar finding was also made by Thakur (2014) and Kaur (2015).

Awareness of Teachers about RTE Act with reference to Gender

In order to study the overall and component wise awareness of teachers about RTE Act with reference to gender, the data was analyzed in the following table-5.
Table-5: Significance of difference in mean scores of overall and component-wise awareness of male and female teachers about RTE Act

| Variables              | Gender | N   | Mean | SD  | SED  | t-ratio | P value |
|------------------------|--------|-----|------|-----|------|---------|---------|
| Preliminary            | Male   | 68  | 4.367| 1.171| 0.196| 0.993   | .323    |
|                        | Female | 58  | 4.172| 1.011|      |         |         |
| RFCE                   | Male   | 68  | .470 | .503 | 0.998| 0.135   | .893    |
|                        | Female | 58  | .482 | .504 |      |         |         |
| Provision for weaker section | Male | 68  | .764 | .427 | 0.078| 0.518   | .605    |
|                        | Female | 58  | .724 | .451 |      |         |         |
| Admission guidelines   | Male   | 68  | .735 | .445 | 0.072| 1.760   | .081    |
|                        | Female | 58  | .862 | .348 |      |         |         |
| Duties of stakeholders | Male   | 68  | .676 | .471 | 0.083| 0.365   | .715    |
|                        | Female | 58  | .706 | .459 |      |         |         |
| School management      | Male   | 68  | 4.985| 1.072| 0.233| 0.158   | .874    |
|                        | Female | 58  | 4.948| 1.538|      |         |         |
| Overall                | Male   | 68  | 21.558| 3.063| 0.571| 1.612   | .109    |
|                        | Female | 58  | 20.637| 3.344|      |         |         |

The obtained t-ratio of overall (1.612) and all components (0.135, 0.135, 0.518, 1.760, 0.365 and 0.158) of awareness of male and female teachers about RTE Act is not significant at 0.05 levels of significance. It means that there is no significant difference in the mean awareness scores of male and female teachers in all the components of RTE Act. Similar finding was also made by Kumar (2015), Patel (2015), Kumari & Allam (2014) and Thakur (2014). This contradicts to the finding of Islam & Chakraborty (2013), Abdul and Rajan (2008), Kumar (2014), Krishnarao & Mangesh (2015), Kaur (2015) and Mahanadi (2014).

Awareness of Teachers about RTE Act with reference to Educational Qualification

In order to study the overall and component wise awareness of teachers about RTE Act with reference to their educational qualification, the data was analyzed through one-way ANOVA in the following table-6.

Table-6: Summary of ANOVA depicting overall and component wise awareness scores of teachers about RTE Act belonging to Intermediate, graduation and PG and above qualification

| Components             | Sources       | df  | Sum of squares | Mean square | F-ratio | p-value |
|------------------------|---------------|-----|----------------|-------------|---------|---------|
| Preliminary            | Between groups| 2   | 5.927          | 2.963       | 2.508   | .086    |
|                        | Within groups | 123 | 145.351        | 1.182       |         |         |
|                        | Error         | 125 | 151.278        |             |         |         |
| RFCE                   | Between groups| 2   | .086           | .043        | .168    | .845    |
|                        | Within groups | 123 | 31.343         | .255        |         |         |
|                        | Error         | 125 | 31.429         |             |         |         |
| Provision for weaker section | Between groups | 2   | .145           | .073        | .377    | .687    |
|                        | Within groups | 123 | 23.728         | .193        |         |         |
|                        | Error         | 125 | 23.873         |             |         |         |
| Admission guidelines   | Between groups| 2   | .051           | .026        | .154    | .858    |
|                        | Within groups | 123 | 20.583         | .167        |         |         |
|                        | Error         | 125 | 20.635         |             |         |         |
| Duties of stakeholders | Between groups| 2   | .042           | .021        | .095    | .909    |
|                        | Within groups | 123 | 26.887         | .219        |         |         |
|                        | Error         | 125 | 26.929         |             |         |         |
| School management      | Between groups| 2   | 4.978          | 2.489       | 1.480   | .232    |
|                        | Within groups | 123 | 206.895        | 1.682       |         |         |
|                        | Error         | 125 | 211.873        |             |         |         |
| Overall                | Between groups| 2   | 18.009         | 9.005       | .869    | .422    |
|                        | Within groups | 123 | 1274.697       | 10.363      |         |         |
|                        | Error         | 125 | 1292.706       |             |         |         |

From the above table-6, no significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their educational qualification.

Awareness of Teachers about RTE Act with reference to Professional Qualification

In order to study the overall and component wise awareness of teachers about RTE Act with reference to their professional qualification, the data was analyzed through one way ANOVA in the following table-7.
Table-7: Summary of ANOVA depicting overall and component wise awareness scores of teachers about RTE Act belonging to D.Ed., B.Ed. and untrained

| Components                  | Sources                     | df  | Sum of squares | Mean square | F-ratio | p-value |
|-----------------------------|-----------------------------|-----|----------------|-------------|---------|---------|
| Preliminary                 | Between groups              | 2   | 5.717          | 2.859       | 2.416   | .094    |
|                             | Within groups               | 123 | 145.561        | 1.183       |         |         |
|                             | Error                       | 125 | 151.278        |             |         |         |
| RFCE                        | Between groups              | 2   | .637           | .319        | 1.273   | .284    |
|                             | Within groups               | 123 | 30.791         | .250        |         |         |
|                             | Error                       | 125 | 31.429         |             |         |         |
| Provision for weaker section| Between groups              | 2   | .411           | .205        | 1.077   | .344    |
|                             | Within groups               | 123 | 23.462         | .191        |         |         |
|                             | Error                       | 125 | 23.873         |             |         |         |
| Admission guidelines        | Between groups              | 2   | .410           | .205        | 1.246   | .291    |
|                             | Within groups               | 123 | 20.225         | .164        |         |         |
|                             | Error                       | 125 | 20.635         |             |         |         |
| Duties of stakeholders      | Between groups              | 2   | .953           | .477        | 2.257   | .109    |
|                             | Within groups               | 123 | 25.975         | .211        |         |         |
|                             | Error                       | 125 | 26.929         |             |         |         |
| School management           | Between groups              | 2   | 7.453          | 3.727       | 2.242   | .111    |
|                             | Within groups               | 123 | 204.420        | 1.662       |         |         |
|                             | Error                       | 125 | 211.873        |             |         |         |
| Overall                     | Between groups              | 2   | 32.014         | 16.007      | 1.562   | .214    |
|                             | Within groups               | 123 | 1260.693       | 10.250      |         |         |
|                             | Error                       | 125 | 1292.706       |             |         |         |

From the above table-7, no significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their professional qualification.

Awareness of teachers about RTE Act with reference to teaching experience

In order to study the overall and component wise awareness of teachers about RTE Act with reference to their teaching experience, the data was analyzed through one way ANOVA in the following table-8.

Table-8: Summary of ANOVA depicting overall and component wise awareness of teachers about RTE Act belonging to less than 5, 5 to 10 years, 11 to 20 years and above 20 years teaching experience

| Components                  | Sources                     | df  | Sum of squares | Mean square | F-ratio | p-value |
|-----------------------------|-----------------------------|-----|----------------|-------------|---------|---------|
| Preliminary                 | Between groups              | 4   | 5.717          | 1.429       | 1.188   | .320    |
|                             | Within groups               | 121 | 145.561        | 1.203       |         |         |
|                             | Error                       | 125 | 151.278        |             |         |         |
| RFCE                        | Between groups              | 4   | 2.478          | .620        | 2.950*  | .040    |
|                             | Within groups               | 121 | 28.950         | .239        |         |         |
|                             | Error                       | 125 | 31.429         |             |         |         |
| Provision for weaker section| Between groups              | 4   | 1.769          | .442        | 2.421   | .052    |
|                             | Within groups               | 121 | 22.104         | .183        |         |         |
|                             | Error                       | 125 | 23.873         |             |         |         |
| Admission guidelines        | Between groups              | 4   | .782           | .195        | 1.191   | .318    |
|                             | Within groups               | 121 | 19.853         | .164        |         |         |
|                             | Error                       | 125 | 20.635         |             |         |         |
| Duties of stakeholders      | Between groups              | 4   | 1.672          | .418        | 2.003   | .098    |
|                             | Within groups               | 121 | 25.256         | .209        |         |         |
|                             | Error                       | 125 | 26.929         |             |         |         |
| School management           | Between groups              | 4   | 9.440          | 2.360       | 1.411   | .234    |
|                             | Within groups               | 121 | 202.433        | 1.673       |         |         |
|                             | Error                       | 125 | 211.873        |             |         |         |
| Overall                     | Between groups              | 4   | 45.830         | 11.457      | 1.112   | .354    |
|                             | Within groups               | 121 | 1246.877       | 10.305      |         |         |
|                             | Error                       | 125 | 1292.706       |             |         |         |

*significant at 0.05 level of significance

It is revealed from the above table-8 that the calculated F-ratio of all components of awareness of teachers about RTE Act among four categories of teachers on the basis of teaching experiences are not significant at 0.05
level of significance with df 4/121 except in awareness of teachers about RTE Act in the component Right of children to free education (RCFE) whose calculated F ratio (2.590) is significant at 0.05 level of significance as p-value is 0.04. It indicates that there is a significant difference in the awareness about RTE Act in the component Right of children to free education (RCFE) among four categories of elementary school teachers on the basis of teaching experiences which contradicts to the earlier finding by Kumar (2014).

**Awareness of teachers about RTE Act with reference to their mother tongue**

In order to study the overall and component wise awareness of teachers about RTE Act with reference to their mother tongue, the data was analyzed in the following table-9.

**Table-9: Significance of difference in the mean scores of overall and component wise awareness of teachers about RTE Act with reference to their mother tongue**

| Variables                        | Gender   | N   | Mean   | SD     | SED   | t-ratio | P value |
|----------------------------------|----------|-----|--------|--------|-------|---------|---------|
| Preliminary                      | Odia     | 91  | 4.3626 | 1.11072| 217   | 1.402   | .164    |
|                                  | Local language | 35  | 4.0571 | 1.05560|       |         |         |
| RFCE                             | Odia     | 91  | .5055  | .50274 | .099  | 1.058   | .292    |
|                                  | Local language | 35  | .4000  | .49705 |       |         |         |
| Provision for weaker section     | Odia     | 91  | .7912  | .40870 | .086  | 1.890   | .061    |
|                                  | Local language | 35  | .6286  | .49024 |       |         |         |
| Admission guidelines             | Odia     | 91  | .8132  | .39192 | .080  | .869    | .386    |
|                                  | Local language | 35  | .7429  | .44344 |       |         |         |
| Duties of stakeholders           | Odia     | 91  | .6593  | .47656 | .092  | 1.216   | .226    |
|                                  | Local language | 35  | .7714  | .42604 |       |         |         |
| School management                | Odia     | 91  | 5.1209 | 1.20033| .255  | 2.152*  | .033    |
|                                  | Local language | 35  | 4.5714 | 1.48097|       |         |         |
| Overall                          | Odia     | 91  | 21.4725| 3.14233| .632  | 1.920   | .057    |
|                                  | Local language | 35  | 20.2571| 3.28403|       |         |         |

* significant at 0.05 level of significance

From the above table-10, the obtained t-ratio of overall and all component wise awareness of teachers about RTE Act with reference to their mother tongue is not significant at 0.05 levels of significance except in the component school management (t value=2.152 and p-value=0.033). The teachers with mother tongue Odia is significantly more aware about RTE Act in the component school management than the teachers with local language as mother tongue.

**Awareness of Teachers about RTE Act with reference to Age**

In order to study the overall and component wise awareness of teachers about RTE Act with reference to age, the data was analysed through one way ANOVA in the following table-11.
### Table-11: Summary of ANOVA depicting overall and component-wise awareness scores of teachers about RTE Act belonging to less than 30, 30 to 40 and above 40 age group

| Components              | Sources                        | df  | Sum of squares | Mean square | F-ratio | p-value |
|-------------------------|--------------------------------|-----|----------------|-------------|---------|---------|
| Preliminary             | Between groups                 | 2   | 8.663          | 4.332       | 3.736*  | .027    |
|                         | Within groups                  | 123 | 142.614        | 1.159       |         |         |
|                         | Error                          | 125 | 151.278        |             |         |         |
| RFCE                    | Between groups                 | 2   | 1.304          | .652        | 2.661   | .074    |
|                         | Within groups                  | 123 | 30.125         | .245        |         |         |
|                         | Error                          | 125 | 31.429         |             |         |         |
| Provision for weaker section | Between groups | 2   | .748           | .374        | 1.989   | .141    |
|                         | Within groups                  | 123 | 23.125         | .188        |         |         |
|                         | Error                          | 125 | 23.873         |             |         |         |
| Admission guidelines    | Between groups                 | 2   | .692           | .346        | 2.134   | .123    |
|                         | Within groups                  | 123 | 19.943         | .162        |         |         |
|                         | Error                          | 125 | 20.635         |             |         |         |
| Duties of stakeholders  | Between groups                 | 2   | 1.443          | .721        | 3.482*  | .034    |
|                         | Within groups                  | 123 | 25.486         | .207        |         |         |
|                         | Error                          | 125 | 26.929         |             |         |         |
| School management       | Between groups                 | 2   | 2.216          | 1.108       | .650    | .524    |
|                         | Within groups                  | 123 | 209.657        | 1.705       |         |         |
|                         | Error                          | 125 | 211.873        |             |         |         |
| Overall                 | Between groups                 | 2   | 25.349         | 12.675      | 1.230   | .296    |
|                         | Within groups                  | 123 | 1267.357       | 10.304      |         |         |
|                         | Error                          | 125 | 1292.706       |             |         |         |

*Significant at 0.05 level of significance

From the above table-11, it is revealed that the calculated F-ratio of overall awareness of teachers about RTE Act belonging to less than 30, 30 to 40 and above 40 age group are not significant at 0.05 level of significance with df 2/123. However, significant difference was found at 0.05 level of significance among teachers belonging to less than 30, 30 to 40 and above 40 age group with respect to dimensions preliminary and duties of stakeholders of RTE Act. It indicates that there is a significant difference in the awareness about RTE Act with respect to dimensions preliminary and duties of stakeholders among elementary school teachers of less than 30, 30 to 40 and above 40 age group.

**Major Findings**

- Elementary school teachers in tribal areas of Odisha are aware about Right to Education Act.
- There is a significant difference in the awareness about RTE Act among elementary school teachers in tribal areas of Kalahandi, Nabarangpur, Mayurbhanj and Koraput districts. Teachers of Kalahandi District are significantly more aware than the teachers of Koraput district about RTE Act.
- There is no significant difference in the awareness about RTE Act between male and female teachers.
- No significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their educational and professional qualification.
- No significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their teaching experience except in the component Right of children to free education (RCFE).
- No significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their mother tongue except in the component school management. The teachers with mother tongue Odia is significantly more aware about RTE Act in the component school management than the teachers with local language as mother tongue.
- No significant difference was found in overall and component wise awareness of teachers about RTE Act with reference to their age except in the component preliminary and duties of stakeholders.

**Discussion**

RTE Act has been implemented in the state of Odisha since 2010. Odisha is the second state in the country to have passed the Right of Children to Free and Compulsory Education Rule 2010. Since then, number of initiatives have been taken both by the Central and state government towards implementation of the RTE Act, 2009. Some of them are Teacher capacity building and improvement in teaching learning processes (Sadhan & Samadhan); development of variety of materials like, booklets containing RTE Act, 2009 and Odisha RCFCE
centred activity-based learning; creating awareness about RTE Act among parents and SMC members in tribal community organizations; minimizing student absenteeism; minimizing teacher absenteeism; emphasizing child-of-out-of-school and drop-out children in the locality and enrol them into school; collaboration with NGOs and of focussing on creating awareness about RTE Act. Training and motivation should be given for: Identification implement the tenets of RTE Act in their own context and improve the quality of elementary education instead areas of Odisha; ensuring timely distribution of free text books, stationeries, uniforms, etc.; and creating a symbiotic relationship with the community.

Hence, the Government at State and National level should focus more on providing teacher training how to implement the tenets of RTE Act in their own context and improve the quality of elementary education instead of focussing on creating awareness about RTE Act. Training and motivation should be given for: Identification of out-of-school and drop-out children in the locality and enrol them into school; collaboration with NGOs and community organizations; minimizing student absenteeism; minimising teacher absenteeism; emphasizing child-centred activity-based learning; creating awareness about RTE Act among parents and SMC members in tribal areas of Odisha; ensuring timely distribution of free text books, stationeries, uniforms, etc.; and creating a symbiotic relationship with the community.

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