

A STUDY OF OPINION OF TEACHERS TOWARDS EVALUATION OF RMSA IN KARNATAKA

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Abstract: The purpose of this research is to study the opinion of Teachers towards Evaluation of RMSA Programme in Karnataka. The objective of the study is to find out the significant differences in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka with regard to sex, type of management and locality. In the present study, the investigator employed the 'survey method'. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire. The teachers working in government and private aided institutions of Kolar under RMSA programme are identified as population of the study. The sample is a small proportion of a population for observation and analysis. The investigator used stratified random sampling technique over type of management and locality. The investigator selected the sample of 100 school who were working under RMSA scheme from government and private aided institutions situated at urban and rural locality. The self prepared Opinion of school teachers towards Evaluation of RMSA Programme was selected. The collected data was analyzed by utilizing independent 't' test. The level of significance was fixed at 0.05 and 0.01 levels of confidence.

Index Terms – RMSA Programme, Evaluation, School Teachers.

I. INTRODUCTION

The Government of India has launched, in March, 2009 with the objective to enhance to secondary education and to improve its quality. The implementation of the scheme start from 2009-10. Secondary Education is the link between elementary education and higher education and the new programme called Rashtriya Madhyamik Shiksha Abhiyan (RMSA) aims at bridging the wide gaps between elementary and higher education.

In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity.

The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

In the context of Universalisation of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality.

It inter-alia requires assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover upto class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation.

The strategy for universalizing access to secondary education and improving its quality are as under: 1. Access There is a wide disparity in schooling facilities in different regions of the country. There are disparities among the private schools and between private and government schools.

For providing universal access to quality secondary education, it is imperative that specially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality.

Need and Importance of Study

The Rashtriya Madhyamik Shiksha Abhiyan is quite relevant in the progress of secondary education of India. It makes many provisions for the development of secondary education in India, which is more relevant in educational development of India. The Rashtriya Madhyamik Shiksha Abhiyan states that school knowledge should be related to family and surrounding environment. Stanzin Nouskit (2017) studied Impact of Rashtriya Madhyamik Shiksha Abhiyan(RMSA) on Secondary Education in Kargil District of Jammu and Kashmir State. The aim of the paper is to study the impact of Rashtriya Madhyamik Shiksha Abhiyan on higher secondary schools in Kargil district. Various parameters of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have been studied to see how far the implementation of RMSA has done in higher secondary schools of Kargil district. Suggestions were studied in detail. Random sampling was used for collecting the data from schools. Result of the study revealed that many infrastructure facilities were not available in the schools for students and teachers. Recruitment of Female teachers was given importance and additional teachers were appointed to reduce the teacher-pupil ratio. The study also revealed that less focus is given on ICT education and there is also less reforms in the curriculum and learning in the district Kargil. Subhash Singh (2017) studied Quality Improvement in Secondary Education through RMSA, Scholarly Research Journal for Interdisciplinary Studies. The schemes envisages inter alia, to enhance the enrollment at secondary stage by of providing a secondary school with a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc. Important physical facilities are provided which include, (i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) drinking water provisions, (vii) Electricity / telephone/internet connectivity and (viii) Disabled friendly provisions. Improvement in quality through, (i) Appointment of additional teachers to improve PTR (ii) Inservice training of teachers, (iii) ICT enabled education, (iv) Curriculum reforms and (v) Teaching learning reforms. The gap between male and female literacy rate is more in Indian national average. Many students could not continue their higher education due to lack of resources. It is provision to open new model schools in educationally backward blocks under Rashtriya Madhyamik Shiksha Abhiyan. So this program will be very much fruitful in the country.

1.2 Statement of the Problem

The topic selected for the investigation is “A Study of Opinion of Teachers towards Evaluation of RMSA in Karnataka”

1.3 Objectives of the study

1. To find out the significant differences in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka with regard to sex.
2. To find out the significant differences in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka with regard to type of management.
3. To find out the significant differences in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka with regard to locality.

1.4 Hypotheses of the Study

Keeping in view the objectives of the study the following hypotheses have been framed in null form for statistical verification.

1. There is no significant difference in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka between male and female school teachers under RMSA.
2. There is no significant difference in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka between school teachers working in government and private aided institutions under RMSA.
3. There is no significant difference in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka between school teachers working in urban and rural schools under RMSA.

II. METHODOLOGY

2.1 Research Method

In the present study, the investigator employed the 'survey method'. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

2.2 Population and Sample

The teachers working in government and private aided institutions of Kolar under RMSA programme are identified as population of the study. A sample is a small proportion of a population for observation and analysis. The investigator used stratified random sampling technique over type of management and locality. The investigator selected the sample of 100 school teachers who were working under RMSA scheme from government and private aided institutions situated at urban and rural locality.

2.3 Tool used for Data Collection

The self prepared Opinion of school teachers towards Evaluation of RMSA Programme was selected.

2.4 Statistical Techniques

The collected data was analyzed by utilizing independent 't' test. The level of significance was fixed at 0.05 and 0.01 levels of confidence.

III. ANALYSIS AND INTERPRETATION OF DATA

The data is analyzed by computing 't' test analysis in the following tables along with graphical presentation.

Table-1: Table shows 't' test results related to Opinion of Teachers Towards Evaluation of RMSA in Karnataka with regard to sex, type of management and locality of teachers.

Variable and Groups		Evaluation of RMSA Scheme			
		N	Mean	Standard Deviation	't' value & Sig. level
Sex	Male	50	23.969	3.025	4.17*
	Female	50	21.656	1.420	
Type of Management	Government	50	23.075	2.765	3.20*
	Private Aided	50	21.680	1.461	
Locality	Urban	50	23.239	2.914	3.22*
	Rural	50	21.722	1.406	

*Significant at 0.05 level.

Table-1 shows number, mean, standard deviation, 't' value and significant levels of Opinion of Teachers Towards Evaluation of RMSA in Karnataka between male and female school teachers under RMSA with regard to sex, type of management and locality of schools. The obtained 't' value 4.17 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Opinion of Teachers Towards Evaluation of RMSA in Karnataka between male and female school teachers under RMSA." The mean scores of male teachers are higher than male teachers with regard to opinion of Teachers towards evaluation of RMSA programme.

The obtained 't' value 3.20 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Opinion of Teachers towards Evaluation of RMSA in Karnataka between school teachers working in government and private institutions under RMSA." The mean scores of teachers working in government institutions are higher than teachers working in aided institutions with regard to opinion of Teachers towards evaluation of RMSA programme.

The obtained 't' value 3.22 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Opinion of Teachers towards Evaluation of RMSA in Karnataka between school teachers working in urban and rural schools under RMSA." The mean scores of teachers working in urban schools are higher than teachers working in rural schools with regard to opinion of Teachers towards evaluation of RMSA programme.

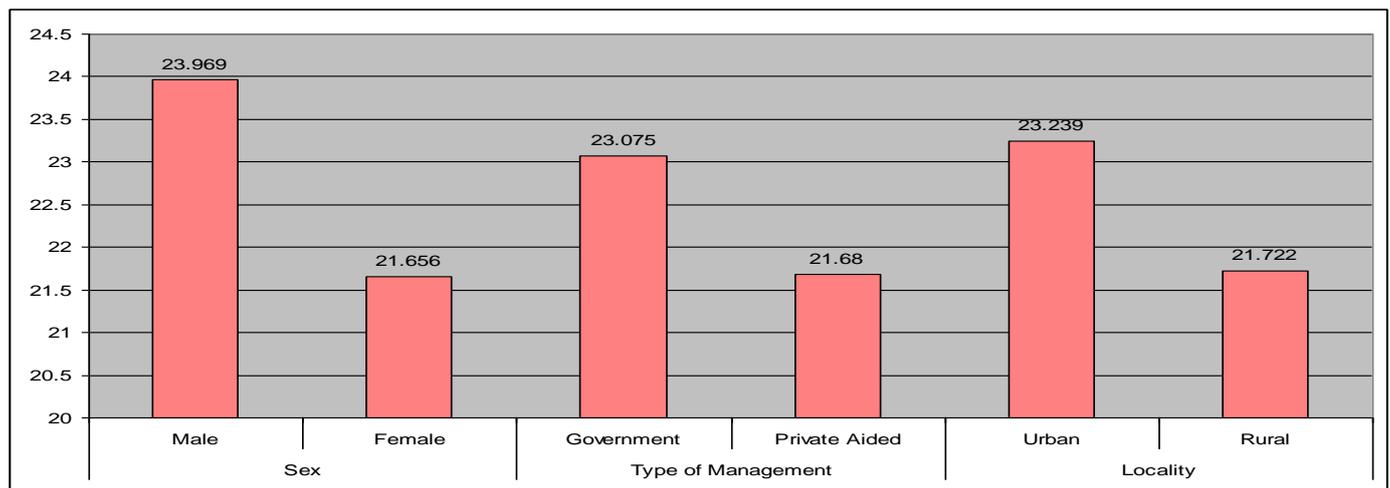


Fig.1 : Bar graph shows comparison of mean scores of Opinion of Teachers towards Evaluation of RMSA in Karnataka

IV. CONCLUSION

In the present study, it has been found that there was significant difference in the Opinion of Teachers towards Evaluation of RMSA in Karnataka with regard to sex, type of management and locality. The study concluded that sex, type of management and locality of school teachers influenced on implementation of RMSA programme. There should be provision of residential accommodation for teachers in remote areas as per Rashtriya Madhyamik Shiksha Abhiyan guidelines.

V. REFERENCES

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