**Original Research Paper**

# A Comparative Study of the Knowledge of Rashtriya Madhyamik Shiksha Abhiyan among Secondary and Senior Secondary School Teachers of Almora District

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**ABSTRACT**

The present investigation compares the knowledge of Rashtriya Madhyamik shiksha Abhiyan (RMSA) among secondary and senior secondary school teachers in Almora district. The main properties of RMSA programme are access, quality, equity, institutional reform and strengthening of resource institutions. 70 teachers were selected randomly from secondary and senior secondary school of Almora district. Survey method was used to the present research. The logo of RMSA is 'pade chlo, bade chlo'. For the purpose of research work "Rashtriya Madhyamik shiksha Abhiyan knowledge test" which was made and standardized by G. S. Nayal and G. C. Pandey was used. This test was distributed to 70 secondary and senior secondary school teachers. Descriptive statistics were used. Mean, standard deviation, t-values were calculated. t-test was used to find out the significance of difference of RMSA knowledge among secondary and senior secondary school teachers at $p<0.01$ and $p<0.05$. For the purpose of discussion and comparison participants (teachers) were selected from ten different categories such as rural (54.28%), urban (45.71%), male (50 %), female (50%), government (54.28%), private (45.71 %), upper caste (50.00%), lower caste (50.00%), senior secondary teacher (48.57%) and secondary teacher (51.42%).

*Keywords: RMSA, secondary, senior secondary, teacher, school.*

**S**econdary level education is on thinking situation in present time. Although after secondary education prepares for higher education and for other social work. Rashtriya Madhyamik Shiksha Abhiyan was declaration by Hon'ble Prime Minister Dr. Manmohan Singh on the Independence Day, 2007 at Lalkila for the universalization of secondary education. This programme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality and equity. This programme was setting up of a new mission for secondary education, on the lines of SSA, which is for primary education. The implementation of the scheme started from 2009-10. RSMA programme started with the

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objective of physical and educational reform to the class 9th and 10th of government schools till 2011-12 and for intermediate schools till 2017. Class 9th and 10th are known as secondary level and class 11th and 12th are known as higher secondary or senior secondary level. Age group of 14 to 16 are studying in secondary level and age group of 16 to 18 are studying in higher secondary level. The vision for secondary education of RMSA programme is to make good quality education available, accessible and affordable to all young persons in the age group of 14- 18 years and universal retention by 2020. Ensure GER of 70% by 2012 and GER of 100% till 2017. During the 11th five year Plan (2007-12) the central Govt. will bear 75% and the state Govt. will bear the rest 25%. For the 12th Five Year Plan, the sharing pattern between the centre and states will change to 50:50. RMSA started with the objective of access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls, the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and the educationally backward minorities, all the young people who have completed primary education up to class 8th. 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 providing universal access to secondary level education by 2017 and achieving universal retention by 2020. The important physical facilities provided under the scheme are additional class rooms, laboratories, libraries, art and crafts room, toilet blocks, drinking water provisions and residential hostels for teachers in remote areas. The important quality interventions provided under the scheme are appointment of additional teachers to reduce PTR to 30:1, focus on science, math and English education, in-service training of teachers, science laboratories, ICT enabled education, curriculum reforms and teaching learning reforms. The important equity interventions provided in the scheme are special focus in micro planning, preference to ashram schools for up gradation  preference to areas with concentration of SC/ST/Minority for opening of schools, special enrolment drive for the weaker section, more female teachers in schools, and separate toilet blocks for girls. The scheme is being implemented by the state government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable state share is also released to the implementing agency by the respective state governments. The government of India has approved the following revised norms of RMSA, with effect from 01.04.2013 as: (i) To permit state/UT Governments to use state schedule of rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA (ii) To increase the management, monitoring evaluation and research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the state allocation. In cases of states where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across state/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT (iii) To subsume the other centrally sponsored schemes of secondary education– information and communication technology (ICT), school, girls hostel, inclusive education

for disabled at secondary stage (IEDSS) and vocational education in their existing form under the umbrella of RMSA (iv) To extend the benefits of RMSA to aided secondary schools (excluding infrastructure support/core areas, i.e. teacher's salary and staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools (v) To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim) (vi) To authorize the RMSA project approval board (PAB) of the ministry of human resource development to consider for approval integrated plan of the umbrella scheme of RMSA, including the four subsumed centrally sponsored schemes of secondary education (vii) To authorize the release of funds to the RMSA State implementation society directly for all components of the RMSA umbrella scheme. Secondary schools opened within 5 km radius and higher secondary schools within 7-10 km radius. Resource institutions of RMSA are NCERT ( including RIEs), NIEPA and NIOS, at the national level, SCERTs, state open schools, SIEMATs, etc., at the state level and university department of education, reputed institutions of science/social science/ humanities education and colleges of teachers, education (CTEs)/ institutions of advanced study in education (IASEs) Funded under the centrally- sponsored scheme of teacher education. This scheme promote the usage of ICT especially in higher secondary and secondary government schools including widespread availability of access device, connectivity to the internet. Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning**.** Some committees were formed at state, district level and sub divisional level as: state mission authority-governing council, state level executive committee, technical support group at state level, district level management committee and school management and development committee (SMDC). Sub committees of SMDC are the academic committee and parent teacher association (PTA).  At district level the District programmed Coordinator (DPC) will conduct review meeting of sectoral officers on enrolment, equity, quality of civil works. The ministry of human resource development directly provides funds to the state governments. Regular evaluations and sample surveys at the district levels should be conducted. District-wise studies should be conducted or commissioned by the States/UTs. Block-wise evaluation studies should be conducted or commissioned by the District programmed Coordinator. Each state government then releases the funds to the approved implementing agencies or institutions. RMSA has been started in the state of Uttarakhand since 2009-10. RMSA in Uttarakhand has now embarked upon an innovative programme 'UNNATTI' to enhance the competencies in functional English of students of class IX and X studying in govt. secondary schools of the state. In Uttarakhand, in the present time there are approximately 3260 secondary schools from which 2069 are governmental remaining are non-governmental. Light connections are not available in 320 schools. 1114 schools have no computer rooms, 1068 schools have no science laboratories, 1688 schools have no libraries, 317 schools have no light connections, 171 schools have no water connection and 42 schools have no toilet. These data are of governmental secondary schools till November 2015. The different work and educational schemes for secondary education under RMSA are science lab, computer room, library, water facilities, educational tour, lab assistant, science exhibition, girls hostel, Model school, information and

communication technology, baalika shikshya protasaahan and meenskam merit chhatravirti etc. Secondary education management and information system (SEMIS)/ unified district information system of education (UDISE) are systems which collect information about secondary education with the help of data capture format (DCF). These DCF are filled by school principles. Data capture format contain information related to school, enrolment and class repetition, teacher, fundamental structure, facilities related to teaching-learning material and result. In order to understand the knowledge of RMSA of the teachers of Almora district, we have to analyse the various variables such as living place, gender, level of teaching, type of school and caste. Almora is one district out of 13 districts in kumaon division of Uttarakhand state, India. It is 1,638 meters above from sea level. According to 2011 census the total literacy rate of Almora district is 81.06% while the male literacy rate is 93.57% and the female literacy rate is 70.44%.

### *Statement of the Problem*
A comparative study of the knowledge of Rashtriya Madhyamik Shiksha Abhiyan among secondary and senior secondary school teachers of Almora district.

### *Objective of the Study*
- The purpose of the present study to compare the knowledge of RMSA of secondary and senior secondary school teachers on the basis of their living place, gender, level of teaching, type of school and caste.

### *Delimitations of the Study*
The problem is very vast & wide. Hence the investigator has delimited the problem as under:
1. The study was confined to Uttarakhand and CBSE board teachers only.
2. The study was confined to secondary and senior secondary school teachers (who teach class from 9th to 12th).
3. The area of present study was of limited to Almora district and 10 colleges were taken for sample.

## METHODOLOGY
Survey method was used to research.
### *Population*
Population contained all secondary and senior secondary school teachers of Almora district.

### *Sample*
The present study was carried out on secondary and senior secondary school teachers of Almora district. Present study contains 70 secondary and senior secondary school teachers.

### *Tool*
In the present investigation the research tool "RMSA knowledge test" was made and standarised by G. S. Nayal and G. C. Pandey. The total number of items included in the

Maapni ware 100. These items were related to the knowledge of RMSA scheme. This tool was developed in Hindi because the all teachers did not understand English very well. This tool was made on objective type questions. Each question has four answers from which one must be chosen. In this tool 14 variables are used.

*Administration and Procedure*

The teachers, who were teaching in secondary and senior secondary schools of different areas in Almora district, were randomly selected & G.S. Nayal and G.C. Pandey knowledge test of RMSA were distributed to 70 secondary and senior secondary school teachers and data was collected. In case of multiple opinion questions, teachers were instructed to choose only one opinion from provided list of opinions. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt. The data obtained from 70 teachers were analysed with the help of mean, S.D. and t-test.

*Statistical Analysis*

Data ware analysed using excel programme. Descriptive statistics were used and t-value was calculated. t-test was used to find the significance of difference in the knowledge test of RMSA among 70 secondary and senior secondary school teachers at $p<0.05$ and $p<0.01$.

## RESULTS

The number of secondary and senior secondary school teachers who participated in the study was 70 including rural (54.28%), urban (45.71%), male (50 %), female (50%), government (54.28%), private (45.71 %), upper caste (50.00%), lower caste (50.00%), senior secondary teacher (48.57%) and secondary teacher (51.42%). The data regarding knowledge about RMSA of secondary and senior secondary school teachers were analysed as follows:

*Table 1: Comparative study of knowledge of RMSA among secondary and senior secondary school teachers on the basis of their living place*

| Category | Sample (N) | Mean (M) | Standard deviation (S.D.) | t-value | Significance Level |
|----------|-----------|----------|---------------------------|---------|-------------------|
| Rural | 38 | 46.09 | 10.41 | | significant at 0.05 |
| Urban | 32 | 52.08 | 10.33 | 2.405 | |

*D. F. = 68, t-value is significant at 0.05 level

The above result table no.1 we can see that there was significant difference in knowledge of RMSA among secondary and senior secondary school teachers of rural and urban areas. t-value indicates that urban area teachers have more knowledgeable of RMSA than rural area teachers. Thus the null hypothesis, "There is no significant difference in the knowledge of RMSA among secondary and senior secondary school teachers on the basis of their living place" was rejected. The main reason for this difference may be urban area teachers read news about RMSA in newspapers, use internet sites and going from offices related to RMSA. Rural area teachers have fewer facilities and his environments are not related to this type of knowledge. The all offices related to RMSA are in urban areas.

*Table 2: Comparative study of knowledge of RMSA among secondary and senior secondary school teachers on the basis of their gender*

| Category | Sample (N) | Mean (M) | Standard deviation (S.D.) | t-value | Significance level |
|----------|-----------|----------|---------------------------|---------|--------------------|
| **Male** | 35 | 54.27 | 10.45 | 4.64 $^{**}$ | Significant at 0.01 |
| **Female** | 35 | 44.26 | 7.98 | | |

*D. F. = 68, t-value is significant at 0.01 level

The above result table no. 2 we can see that there was significant difference in the knowledge of RMSA among secondary and senior secondary school in male and female teachers. t-value indicates that male teachers and female teachers have different knowledge of RMSA. Thus the null hypothesis, "There is no significant difference in the knowledge of RMSA of secondary and senior secondary school teachers on the basis of their gender" was rejected. The main reason for this difference may be that the male teachers are seeing the main works related to RMSA in schools and offices. The male teachers take interest in this type of schemes. Female teachers have many works in her home and they are busy from her family work. Male teachers do discuss about points of RMSA in place to place with other teachers. Female teachers are less interested in such type of works.

*Table 3: Comparative study of knowledge of RMSA among secondary and senior secondary school teachers on the basis of their type of school*

| Category | Sample (N) | Mean (M) | Standard Deviation (S.D.) | t-value | Significance Level |
|----------|-----------|----------|---------------------------|---------|--------------------|
| **Government.** | 38 | 53.87 | 6.25 | 6.172 $^{**}$ | Significant at 0.01 |
| **Private** | 32 | 44.55 | 6.37 | | |

*D. F. = 68, t-value is significant at 0.01 level

The above result table no. 3 we can see that there was significant difference in knowledge of RMSA among secondary and senior secondary school teachers of government and private schools. t-value indicates that government school teachers have more knowledge of RMSA than private school teachers. Thus the null hypothesis, "There is no significant difference in knowledge of RMSA of secondary and senior secondary school teachers on the basis of their type of school" was rejected. The main reason for this difference may be that the scheme is now only for government schools. The RMSA are not used in private schools. The government teachers attainted regular meeting, listening, discusses and reads the rule of RMSA. Governmental school teachers are also members of different committees of RMSA. So the government school teachers have more knowledge of RMSA.

*Table 4: Comparative study of knowledge of RMSA among secondary and senior secondary school teachers on the basis of their caste*

| Category | Sample (N) | Mean (M) | Standard deviation (S.D.) | t-value | Significance level |
|---|---|---|---|---|---|
| **Upper caste** | 35 | 48.35 | 9.53 | 0.79 | non-significant at 0.05 |
| **Lower caste** | 35 | 50.24 | 10.41 | | |

*D. F. = 68, t-value is non-significant at 0.05 level

The above result table no. 4 there was non-significant difference in knowledge of RMSA among secondary and senior secondary school teachers of upper caste and lower caste. t-value indicates that lower caste teachers and upper caste teachers have same knowledge of RMSA. Thus the null hypothesis, "There is no significant difference in the knowledge of RMSA of higher secondary and senior secondary school teachers on the basis of their caste" was accepted. The main reason for this non-difference may be that there are same opportunities in school, societies, home for both upper caste and lower caste teachers. In present time both progresses in same way. Another reason may be that in present time there are no differences in upper caste and lower caste teachers in comparison to past time. Both upper caste and lower caste teachers participated in all meetings related to RMSA activities. Lowest caste teachers are also members of RMSA committees. Lower caste teachers are also interested in gaining knowledge same as upper caste teachers. So both upper caste and lower caste teachers have same knowledge of RMSA

*Table 5: Comparative study of knowledge of RMSA among secondary and senior secondary school teachers on the basis of their level of teaching*

| Category | Sample (N) | Mean (M) | Standard deviation (S.D.) | t-value | Significance Level |
|---|---|---|---|---|---|
| senior secondary | 34 | 59.15 | 11.62 | 6.93 | significant at 0.01 |
| secondary | 36 | 43.33 | 6.7 | | |

*D. F. = 68, t-value is significant at 0.01 level

The above result table no. 5 we can see that there was significant difference in knowledge of RMSA among secondary teacher and senior secondary teachers. t-value indicates that senior secondary teachers have more knowledgeable of RMSA than secondary teacher. Thus the null hypothesis, "There is no significant difference in the knowledge of RMSA of secondary and senior secondary teachers on the basis of their level of teaching" was rejected. The main reason for this difference may be that the senior secondary teachers have more experienced than secondary teacher. Were new joining in education department. The reason may be that the senior secondary teachers attained more meetings and take more training of RMSA than secondary teacher. Almost in all committee members of RMSA are senior secondary teachers. So the knowledge of RMSA, senior secondary teachers have more than secondary teachers.

## DISCUSSION

In the present study rural area teachers and urban area teachers have different knowledge of RMSA. Urban area teachers have high knowledge of RMSA than rural area teachers. Male teachers have more knowledge of RMSA than female teachers. Government school teachers have more knowledge of RMSA than private school teachers. Lower caste teachers and upper caste teachers have same knowledge of RMSA. Senior secondary teachers have more knowledgeable of RMSA than secondary teacher. The highest mean scores obtained for senior secondary teachers (M=59.15). This value of mean indicates that senior secondary teachers have higher knowledge of RMSA than other. The senior secondary teachers teach to class 11th and 12th. The lowest mean scores obtained for secondary teacher (M=43.33). This value of mean for secondary teachers indicates that secondary teacher has lowest knowledge of RMSA. Secondary teacher teach to class 9th and 10th. Thus the all other mean value scores between these two mean (M) values. Thus we can say that almost teachers have average knowledge of RMSA. There was a very high difference in t-value (related to knowledge of RMSA) between senior secondary teachers and secondary teacher and lowest differences in t-value (related to knowledge of RMSA) between upper caste and lower caste. The differences observed in the knowledge of RMSA between rural area, urban area, males, females, government school, private school, upper caste, lower caste, senior secondary teachers and secondary teacher. secondary and senior secondary school teachers were partly due to differences in their living areas, societies, subject interest, teaching experience and availability of the resources etc.,.

## CONCLUSION

We can conclude by the above data analysis as follows:

1. There was significant difference in knowledge of RMSA among secondary and senior secondary school teachers of rural and urban areas.
2. There was significant difference in the knowledge of RMSA among secondary and senior secondary school in male and female teachers.
3. There was significant difference in knowledge of RMSA among secondary and senior secondary school teachers of government and private schools.
4. There was non-significant difference in knowledge of RMSA among secondary and senior secondary school teachers of upper caste and lower caste.
5. There was significant difference in knowledge of RMSA among secondary teacher and senior secondary teachers.

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