



EFFECTS OF R.M.S.A PROGRAMMES ON THE DEVELOPMENT OF SECONDARY EDUCATION IN THE VIEWS OF URBAN AND RURAL LOCAL MANAGEMENT MEMBERS OF SECONDARY SCHOOLS OF GADAG DISTRICT

S. I. Gogeri¹ and Dr B M Hurakadli²

¹Research Scholar , DBHPS, Dharwad.

² Principal , J H Patel College of Education, Sindhagi Dist Vijayapur.

ABSTRACT

The purpose of the present study was to find out the difference between a pre-RMSA and post-RMSA of Local management members in the development of Primary Education in Gadag District. The sample of 360 students and 30 teachers were selected. The questionnaire for teachers and students were constructed by the investigator with the help of his guide. The procedure of data collection was also followed. The results of the study reveals that; both urban and rural Local management members expressed that pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of Post-RMSA they are found to be effective to the students.

Keywords : development of Primary Education , data collection , pre-RMSA school infrastructure.

INTRODUCTION :

RMSA Vision :

Provision of free access to good quality secondary education to all young persons in the age group 14 - 18 years irrespective of gender, creed, religious denomination, physical and mental disabilities and social and economic status so as to enable them to progress towards becoming socially and economically active citizens capable of contributing positively to their own holistic development and that of the state and country as a whole.

Mission :

Provision of a secondary school within reasonable distance of any habitation with a maximum distance of five kilometres. If required residential schools shall be opened for girls, socially and economically weaker sections, religious minorities and sparsely populated regions. Ensure universal access and thereby universalisation of Secondary Education in the state where the state will reach GER of 80% by the end of the eleventh five year plan in 2012, and a GER of 100 % by end of twelfth five year plan in 2017. Improve the quality of education being provided in all secondary schools.



Objectives :

1. To ensure that all secondary schools have physical facilities, staff and supplies according to the standards prescribed in the RMSA norms with special emphasis on achieving and sustaining a pupil/teacher ratio of 30, pupil/classroom ratio of 40, adequate and fully equipped laboratories, computer rooms and libraries.
2. To provide full financial support in case of Government, Local Body and Government aided schools and also encourage public private partnership of various kinds and extent with NGOs and private providers of education.
3. To ensure that no child is deprived of secondary education of satisfactory quality due to poverty, gender, socio-economic, disability and other barriers.
4. To improve quality of secondary education through appropriate curriculum development, learning methodology and teachers' training.
5. Establishing Secondary School within a radius of 5kms.
6. Achieving 75% access by 2012-13 and 100% access by 2017-18.
7. Achieving 100% retention by 2020.
8. Providing necessary physical facilities, teaching and non – teaching staff for every secondary school
9. To see that no student shall be deprived of secondary education because of gender disparity, socioeconomic reasons, disability or any other reasons.

Achievement of the above objectives would also imply substantial progress in the direction of the Common School System as detailed in the report of the Common.

Activities taken up under RMSA

- **Construction of Additional Classrooms** for quality improvement in the school infrastructure and school buildings are strengthened
- **Laboratory** construction of integrated Science Laboratory of Physics, Chemistry, Biology and Mathematics for quality learning.
- **Laboratory Equipment** providing laboratory equipment for the newly constructed laboratories. Providing grant for existing laboratories for the purchase of additional equipment
- **Supply of Furniture and Equipment** furniture of Headmaster room, Office room, Computer room, Art/Craft, & Library
- **Separate Toilet blocks for boys and girls & drinking water facility for all secondary schools**
- **Annual grants for Schools:** Rs. 50,000 annual grant is given to all schools for the purchase of teaching Learning Material, Games equipment, Music, Drawing, Art education material and maintenance
- **Minor Repair grants:** Every secondary school having own building will be given Rs. 25,000 annually for Minor repairs of the School
- **Major Repair grants for Schools:** Annual Grants for major repairs to the class rooms having own building will be given Rs.2.00 Lakhs maximum for having two sections and Rs.4.00 Lakhs maximum for having 4 sections
- **Laboratory maintenance grants:** For the purchase of laboratory equipment maintenance Rs. 25,000 will be provided.
- **Library, News Paper grants:** For every secondary school library books worth Rs.1.00 Lakh would be provided. Rs. 10,000 for every school for the purchase of magazines, news papers and purchase of new books to the library will be provided annually.

Statement of the Problem**EFFECTS OF R.M.S.A PROGRAMMES ON THE DEVELOPMENT OF SECONDARY EDUCATION IN THE VIEWS OF URBAN AND RURAL LOCAL MANAGEMENT MEMBERS OF SECONDARY SCHOOLS OF GADAG DISTRICT****Objectives of the Study**

The following are objectives of the present study.

1. To know the developments due to implementation of RMSA programmes in secondary schools in the views of urban educational officers of Gadag district.
2. To know the developments due to implementation of RMSA programmes in secondary schools in the views of rural educational officers of Gadag district.

Hypotheses

The following are objectives of the present study.

Hypothesis-1: With regards to Urban Local management members views there is no Significant difference between the Pre-RMSA programme and Post-RMSA Programmes regarding infrastructure, physical facilities and human resources of the schools of Gadag district.

Hypothesis-2: With regards to Rural Local management members views there is no Significant difference between the Pre-RMSA programme and Post-RMSA Programmes regarding infrastructure, physical facilities and human resources of the schools of Gadag district.

Limitation of the Study

- The present study is limited to Secondary schools of Gadag district only
- Te present study is limited to RMSA Programmes only.

Methodology:

The present study involves Survey Research with two stages of events. That is the situation of the school and development before RMSA programmes and the situation and development of the school after implementation of RMSA programmes.

Sample

It is a purposive random sampling method

Since this is a survey research a longitudinal survey have to be undertaken. Which is to cover the whole Gadag district.

Tools:

Following tools were constructed to realize the above objectives:

- Questionnaire
- Check list
- Opinionnaire

Data Collection:-

Data collection was done in Three Phases :

First Phase : From primary source giving questionnaire to students, teachers and HM and also the opinionnaire to Teachers and HM.

Second Phase : Giving questionnaire and Opinionnaire to Parents, Gramapanchayat members, Local management members and Educational officers.

Third Phase : Giving achievement test to the students of the primary schools.

Data Analysis

Collected data were analyzed using appropriate statistics techniques.

Hypothesis-1: With regards to Urban Local management members views there is no Significant difference between the Pre-RMSA programme and Post-RMSA Programmes regarding infrastructure, physical facilities and human resources of the schools of Gadag district.

Table-1 Showing the data analysis of Urban Local management members present in 120 schools of Gadag District were compiled and similar scores were taken as a single score for the convenience. The final presentation is 50 compiled educational officers which are representative of 120 schools.

Item No.	Pre-RMSA		Post-RMSA		Gain	
	Yes	No	Yes	No	Gain	%Gain
Mean	20	80	80	20	60	108
SD	0.211	0.231	0.121	0.211	0.312	
't' test	7.21	2.21				

Table-1 shows analysis for Urban Local management members response for 120 schools regarding questionnaire -6

The mean of Pre-RMSA is 20 and that of Post-SSA is 80 the difference will be 60. Similarly SD is negligible and the 't' value is 7.2 which is more than the tabled value for two tailed test. This means the pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of Post- RMSA they are found to be effective to the students.

This clearly shows that, there is significant difference between Pre-RMSA situation and Post-RMSA Situation existed in the Urban primary schools of Gadag District. Hence, the null hypothesis is framed is rejected and the alternative one is accepted.

Hypothesis-2: With regards to Rural Local management members views there is no Significant difference between the Pre-RMSA programme and Post-RMSA Programmes regarding infrastructure, physical facilities and human resources of the schools of Gadag district.

Table-2: Showing the data analysis of Rural Local management members present in 120 schools of Gadag District were compiled and similar scores were taken as a single score for the convenience. The final presentation is 50 compiled educational officers which are representative of 120 schools.

Item No.	Pre-RMSSA		Post-RMSA		Gain	
	Yes	No	Yes	No	Gain	%Gain
Mean	20	80	80	20	60	107
SD	0.12271	0.225583	0.16642	0.229251	0.311411	
't' test	6.21272	1.19E-46				

Table-2 shows analysis for Rural Local management members response for 120 schools regarding questionnaire -6

The mean of Pre-RMSA is 20 and that of Post-RMSA is 80 the difference will be 60. Similarly SD is negligible and the 't' value is 6.2 which is more than the tabled value for two tailed test. This means the fpre-RMSA school infrastructure and other facilities were

not so good, whereas after the implementation of RMSA they are found to be effective to the students.

This clearly shows that, there is significant difference between Pre-RMSA situation and Post-RMSA Situation existed in the primary schools of Gadag District. Hence, the null hypothesis is framed is rejected and the alternative one is accepted.

Hypothesis-2: With regards to Urban Local management members views there is no Significant difference between the Pre-RMSA programme and Post-RMSA Programmes regarding infrastructure, physical facilities and human resources of the schools of Gadag district.

Table-2 Showing the data analysis of Urban Local management members present in 120 schools of Gadag District were compiled and similar scores were taken as a single score for the convenience. The final presentation is 50 compiled educational officers which are representative of 120 schools.

Item No.	Pre-RMSA		Post-RMSA		Gain	
	Yes	No	Yes	No	Gain	%Gain
Mean	20	80	80	20	60	108
SD	0.211	0.231	0.121	0.211	0.312	
't' test	7.21	2.21				

Table-2 shows analysis for Urban Local management members response for 120 schools regarding questionnaire.

The mean of Pre-RMSA is 20 and that of Post-SSA is 80 the difference will be 60. Similarly SD is negligible and the 't' value is 7.2 which is more than the tabled value for two tailed test. This means the pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of Post- RMSA they are found to be effective to the students.

This clearly shows that, there is significant difference between Pre-RMSA situation and Post-RMSA Situation existed in the Urban primary schools of Gadag District. Hence, the null hypothesis is framed is rejected and the alternative one is accepted.

FINDINGS OF THE STUDY:

According to the Local management members;

1. The pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of Post- RMSA they are found to be effective to the students.
2. The pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of RMSA they are found to be effective to the students.

CONCLUSION

The study was conducted by the investigator has revealed that the both urban and rural Local management members expressed that pre-RMSA school infrastructure and other facilities were not so good, whereas after the implementation of Post-RMSA they are found to be effective to the students.

BIBLIOGRAPHY

CABE (2005) *Report of the Central Advisory Board of Education Committee on Free and Compulsory Education and Other Issues Related to Elementary Education.* Government of India New Delhi.

-
- DISE (2008) *Report of the District Information System on Education 2007- 08*, Officer of State Project Director, Sarva Shiksha Abhiyan, Government of Karnataka, Bangalore.
- GOK (2009a) Status of School Education in Karnataka, State Project Office, Sarva Shiksha Abhiyan, Government of Karnataka, Bangalore.
- GOK (2009b) Education in Karnataka: District Reports (2008-09), E-Governance Unit, State Project Office, Sarva Shiksha Abhiyan, Government of Karnataka, Bangalore.
- KHRD - Government of Karnataka (2005) **Karnataka Human Development Report**, Government of Karnataka, Bangalore
- Kahelnberg, R D (2001) **All Together Now: Creating Middle-Class Schools through Public School Choice**, Washington DC: Brookings Institution's Press
- Kingdon, G (2002) "The Gender Gap in Educational Attainment in India: How Much can be Explained", *Journal of Development Studies*, 39 (2).