Opinion of Educational Functionaries towards the Functioning of Rajiv Vidya Mission (SSA)

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ABSTRACT

SSA is an Indian programme aimed at the universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the constitution of India making free and compulsory education to children between the ages of 6 to 14 a fundamental right. The Sarva Shiksha Abhiyan realizes that till now focus has been more on Access to primary education and increase in enrolment and Retention of children in schools with somewhat inadequate attention to quality of education in terms of effective teaching and adequate level of student’s achievement. The Sarva Shiksha Abhiyan now, while recognizing the need for increasing Access, enrolment and Retention lays stress on improving the quality of elementary education. It therefore proposes a holistic and comprehensive approach to the issue of quality. It encourages decentralization and vibrant role of community in the school management and implementation of interventions. It is implied that planning and interventions and their implementation. Focusing on improvement of quality in elementary education, must go hand in hand with the effort to increase enrolment and Retention (T.N. Dhar, et.al., 2004). This study focuses on the opinion of educational functionaries towards the functioning of Rajiv Vidya Mission.

Keywords: Educational functionaries, Sarva Shiksha Abhiyan, Rajiv Vidya Mission.

Rajiv Vidya Mission (RVM/SSA) is an effort to universalize elementary education by 2010 through community ownership. A number of effective studies on the base line assessment about current situation with regard to learning achievement, retention, access, gender, equity, social equity, physical infrastructure etc., were undertaken as preparatory activities. Therefore considering the importance of the learning achievement, retention, access, gender, equity, social equity, physical infrastructure etc. there is a need to understand the opinion of educational functionaries towards the functioning of rajiv vidya mission and the association of variables, the present study is undertaken and although innumerable studies are conducted on rajiv vidya

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mission(SSA). The results of the study would be of immense useful to bring changes in the school education. Hence the researcher wants to study the -Opinion of Educational Functionaries towards the Functioning of Rajiv Vidya Mission (SSA) in Warangal District of Andhra Pradesh.

**Objectives**

- To study the opinions of the Educational Functionaries with respect to their designation towards the RVM (SSA) with regard to access enrollment, retention and quality provided to the children at primary level.

**Hypothesis**

1. There is no significant difference in the opinion of Educational Functionaries with respect to their designation towards the RVM (SSA) activities with regard to access.
2. There is no significant difference in the opinion of Educational Functionaries with respect to their designation towards the RVM (SSA) activities with regard to enrollment.
3. There is no significant difference in the opinion of Educational Functionaries with respect to their designation towards the RVM (SSA) activities with regard to retention.
4. There is no significant difference in the opinion of Educational Functionaries with respect to their designation towards the RVM (SSA) activities with regard to quality.

**Population & Sample**

The population of the study consists of all the Teachers and Head Masters at elementary level and all Educational Officials of Warangal District of Andhra Pradesh state. Total 380 Respondents were selected for the present study including PS/UPS Teachers and Head masters. 219 respondents are PS/UPS teachers and head masters remaining 161 respondents are educational official’s viz., School Complex Head Masters, Cluster Resource Persons, RVM Sectoral and Asst. Sectoral Officers, MEOs, Dy. E.Os, KGBV Special Officers, Divisional level team members etc., constituted the universe of the study. The total sample of the study was 760.

**Tools**

Tools used in the present study are as follows.

1. Opinions of educational functionaries questionnaire developed by the investigator
2. Interview questionnaire about RVM (SSA) developed by the investigator

| Interventions | Percentage | N   | Minimum | Maximum | Mean  | Std. Deviation | Variance |
|---------------|------------|-----|---------|---------|-------|----------------|----------|
| Access        | 85.99%     | 380 | 6       | 17      | 12.90 | 1.980          | 3.921    |
| Enrollment    | 82.90%     | 380 | 18      | 33      | 27.36 | 3.288          | 10.812   |
| Retention     | 82.69%     | 380 | 19      | 33      | 27.29 | 3.198          | 10.227   |
| Quality       | 81.32%     | 380 | 51      | 109     | 80.51 | 9.508          | 90.398   |
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Analysis of Data
Table 1 Shows the percentage of agreement regarding ACCESS, ENROLLMENT, RETENTION AND QUALITY wise Percentage, ‘Mean’ and S.D values of the of the respondents:

It is evident from the table 1 that,

i. The percentage of agreement of the Respondents with regard to Access is 85.99%, which indicates majority of the Respondents agree.

ii. The percentage of agreement of the Respondents with regard to Enrollment is 82.90%, which indicates majority of the Respondents agree.

iii. The percentage of agreement of the Respondents with regard to Retention is 82.69%, which indicates majority of the Respondents agree.

iv. The percentage of agreement of the Respondents with regard to Quality is 81.32%, which indicates majority of the Respondents agree.

Table 2 Shows the Designation wise ‘Mean’ and SD values of the opinions of the respondents.

| RVM functioning areas | Designation     | N   | Mean | Std. Deviation | Std. Error Mean |
|-----------------------|----------------|-----|------|----------------|-----------------|
| Access                | Edu.Official   | 161 | 13.11| 1.948          | .154            |
|                       | Teacher        | 219 | 12.75| 1.994          | .135            |
| Enrollment            | Edu.Official   | 161 | 27.23| 3.410          | .269            |
|                       | Teacher        | 219 | 27.46| 3.200          | .216            |
| Retention             | Edu.Official   | 161 | 27.42| 3.267          | .257            |
|                       | Teacher        | 219 | 27.19| 3.151          | .213            |
| Quality               | Edu.Official   | 161 | 77.50| 9.677          | .763            |
|                       | Teacher        | 219 | 82.72| 8.767          | .592            |

It is evident from the table 2 that,

i. The mean and SD values of Educational officials regarding Access are 13.11 and 1.948, Enrollment are 27.23 and 3.410, Retention 27.42 and 3.267 and Quality 77.50 and 9.677

ii. The mean and SD values of Teachers regarding Access are 12.75 and 1.994, Enrollment are 27.46 and 3.200, Retention 27.19 and 3.151 and Quality 82.72 and 8.767

Table 3 Shows the Designation wise t- values of the opinions of the respondents

| RVM functioning areas | t            | df | Sig.   | Mean Difference |
|-----------------------|--------------|----|--------|-----------------|
| Access                | Equal variances assumed | 1.740 | 378 | .083 | .357 |
|                       | Equal variances not assumed | 1.746 | 349.34 | .092 | .357 |
| Enrolment             | Equal variances assumed | -0.664 | 378 | .507 | -0.227 |
|                       | Equal variances not assumed | -0.658 | 332.07 | .511 | -0.227 |
| Retention             | Equal variances assumed | .694 | 378 | .488 | .231 |
|                       | Equal variances not assumed | .690 | 337.74 | .491 | .231 |
| Quality               | Equal variances assumed | -5.481 | 378 | .204 | -5.214 |
|                       | Equal variances not assumed | -5.399 | 324.61 | .107 | -5.214 |
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It is evident from the table 3 that, t-test was employed to find out the mean score differences between the Educational Functionaries with respect to their Designation (Teachers and educational Officials)

**Testing of Hypothesis-1**
There is no significant difference in the opinion of Educational Functionaries with respect to their Designation towards the RVM(SSA) activities with regard to Access.
From table 3 the calculated t-Value 1.740 is not significant at 0.05 level of significance. Hence the formulated null Hypothesis-1 is accepted. Therefore, it is concluded that there is no significant difference between Educational Officials and Teachers in their opinion with regard to Access.

**Testing of Hypothesis-2**
There is no significant difference in the opinion of Educational Functionaries with respect to their Designation towards the RVM (SSA) activities with regard to Enrolment.
From table 3 the calculated t-Value .664 is not significant at 0.05 level of significance. Hence the formulated null Hypothesis-2 is accepted. Therefore, it is concluded that there is no significant difference between Educational Officials and Teachers in their opinion with regard to Enrolment.

**Testing of Hypothesis-3**
There is no significant difference in the opinion of Educational Functionaries with respect to their Designation towards the RVM (SSA) activities with regard to Retention.
From table 3 the calculated t-Value .694 is not significant at 0.05 level of significance. Hence the formulated null Hypothesis-3 is accepted. Therefore, it is concluded that there is no significant difference between Educational Officials and Teachers in their opinion with regard to Retention.

**Testing of Hypothesis-4**
There is no significant difference in the opinion of Educational Functionaries with respect to their Designation towards the RVM (SSA) activities with regard to Quality.
From table 3 the calculated t-Value 5.481 is not significant at 0.05 level of significance. Hence the formulated null Hypothesis-4 is accepted. Therefore, it is concluded that there is no significant difference between Educational Officials and Teachers in their opinion with regard to Quality.

**FINDINGS**
There is no significant difference in the opinion of Educational Functionaries with respect to their designation towards the RVM (SSA) activities with regard to access, enrolment, retention and quality.
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