

STUDY OF THE OPINION OF TEACHERS TOWARDS THE CONVERTED N.C.E.R.T COURSE IN RAJASTHAN SECONDARY EDUCATION BOARD

POONAM KESHWANI¹

Department of Education, Dr. K. N. Modi University, Newai Tonk Rajasthan

ABSTRACT

The present study was aimed to find out the difference between the opinion of the urban government and the rural government teachers the converted NCERT curriculum in the Secondary Education Board of Rajasthan. The Researchers have formulate the hypothesis that there is no significant difference in the opinion of urban government and non-government teachers for the NCERT course converted into Secondary Education Board Rajasthan. Survey method was used and in the study presented, 40 teachers of urban and rural secondary schools in Tonk district were selected as a test by the random sampling method. Self-made interview tool was used to compile information. The findings have found that the meaning of the NCERT course was not found in the opinion of urban government and non-government teachers due to which the above hypothesis was accepted.

KEY WORDS: Secondary Education Board Rajasthan, NCERT, Opinion of Teachers

With the rise of democracy, India has entered into a new era in the field of education. In our country, the goal of all-round development of children has been given, so we emphasize child-centered education, in inheritance, we have received physical, mental, emotional, functional and moral powers and capabilities.

The teacher plays an important role in the development of these capabilities. Education is the process of change. The process of behavior change occurs both in formal and informal forms. The course is concerned with the formal medium of education, in the last decades, the emphasis is on restructuring of primary and secondary education, in which the curriculum has been considered as an effective and necessary organ.

Continuous efforts are made to upgrade the course, but due to its dynamic environment this effort becomes meaningless. In schools run in any country, the curriculum is influenced by its social, political, economic conditions and in addition to the continuity and mobility of these states; the curriculum has to be changed too. In contemporary perspective it has been accepted that the school curriculum represents the soul of the country. It is possible to get certain objectives from systematic and beautifully planned courses.

If there is an ambiguous concept in building curriculum, then surely it will have to face the failure. Educationist Biggs has clearly written –

"The basic problem in education is of course."

This syllabus of course requires teacher curriculum to be well-acquainted. Courses are of utmost importance in the process of achieving the goals of education. All the activities of the school are controlled only through the curriculum. Because this is the focal point for which the school organizes various innovations. In accordance with the objectives of the school curriculum, latest learning conditions are created under the guidance of teachers under the definite arrangement. Secondary education is a very important part of the whole education system. If you observe different levels of education, then secondary level of education can be considered as the backbone of education. Just as the spinal cord supports the whole body of the person. Similarly, the medium education also handles the entire education system. After the secondary level, students are able to get higher education and formal informal education. And loyalty to labor arises. At this stage, education is based on the interests of the students, which is given according to the needs of the students and the society. The concept of national development changes according to the times of the country. In order to fulfill national hopes and fulfillment of the hopes and expectations of the countrymen and to give qualitative education to the students and to impart equal education in all India, the secondary education board in Rajasthan now has the courses implemented by NCERT has been done.

The secondary education board has changed the curriculum at secondary level of Rajasthan, establishing a uniform education system in the whole nation, educational development of students and the prevention of educational

¹Corresponding author

burden of students and emphasis on the productivity of the students. Keeping all these things in mind, the researcher has made the subject matter of his research problematic.

FUNCTIONAL DEFINITION OF USED KEY TERMS

Secondary Education Board Rajasthan

The Agency established for the purpose of providing school education to the students of the state who conduct secondary and higher secondary examinations for students in the state.

N. C. E. R. T. to Develop Curriculum

Free education and to fulfill educational objectives, the National Council for Educational Research and Training (NCERT) develops curriculum and educational material for school education for "development and qualitative improvement in education sector".

Secondary Level

From the secondary level, it is from Class 9 and 10. Secondary education is an important component of the entire education system. It serves as a link between primary and higher education.

Teacher

The teacher in the proposed research refers to teachers engaged in teaching work.

OBJECTIVES

1. Study of the views of urban public teachers regarding the NCERT curriculum changed in the Secondary Education Board, Rajasthan.

2. Study of the views of urban non-government teachers for the NCERT curriculum changed in the Secondary Education Board, Rajasthan.
3. Study of the views of the rural government teachers regarding the NCERT curriculum converted into the Secondary Education Board, Rajasthan.
4. Study of the opinion of rural non-governmental teachers regarding the NCERT curriculum converted into Secondary Education Board Rajasthan.

Research Method

In order to complete this study, "survey method" has been used in research

Sample

In the presented study, 40 teachers of urban and rural secondary schools in Tonk district have been selected as a tester by the methodical method.

Tool

Interview schedule has been used for the collection data.

Statistical Method

Medium, standard deviation, T-value methods were used for analysis.

Hypothesis -1

The table showing the scores, of the scores for the Secondary Education Board in Rajasthan is not found to be significant difference in the opinion of urban government and non-government teachers for the NCERT course.

Table 1

S.No.	Respondent	(N)	(Mean)	(SD)	T-Value	Significance level
1	Urban government teacher	10	57.9	1.22	0.60	Accepted
2	Urban non-government teacher	10	54.9	0.53		

Here, the fraction of freedom (DF) is $10 + 10 - 2 = 18$.

For the significance of freedom of 18

Essential value of t =

0.01 at the confidence level = 2.28

0.05 at the confidence level = 2.10

It is evident from the above table that the value of the score of 0.60 is less than the above two values.

Therefore there is no significant difference between the two types of reaction periods. Therefore, it can be said in the conclusion that there is no significant difference in the opinion of urban government and non-government teachers for the NCERT curriculum converted

into secondary education board Rajasthan. For this reason the above hypothesis is accepted.

Hypothesis - 2

The table showing the scores of scores for the National Education Board in Rajasthan is not found to be a significant difference in the views of rural government and rural non-government teachers towards the NCERT course.

Table 2

S.No.	Respondent	(N)	(Mean)	(SD)	T-Value	Significance level
1	Rural government teacher	10	50.1	2.23	0.06	Accepted
2	Rural non-government teacher	10	66.5	2.7		

Here, the fraction of freedom (DF) is $10 + 10 - 2 = 18$.

For the significance of freedom of 18

Essential value of t =

0.01 at the confidence level = 2.28

0.05 at the confidence level = 2.10

It is evident from the above table that the value of 0.06 of t is less than the above two values.

Therefore there is no significant difference between the two types of reaction periods. Therefore, it can be said in conclusion that there is no significant difference in the opinion of rural government teachers and rural non-government teachers towards the NCERT course converted into Secondary Education Board Rajasthan. For this reason the above hypothesis is accepted.

Findings

(1) By observing the meanings of the opinion of the urban government and non-government teachers, the results show that 42.01% of urban government teachers are satisfied with the NCERT course. While a large section of urban government teachers, the course is dissatisfied. 43.1% of urban non-government teachers are satisfied with this course. The following is due to the satisfaction and dissatisfaction of urban government teachers and urban non-government teachers.

- The language of the NCERT course is complicated.
- NCERT course is trying to achieve educational goals.
- Developing scientific and modern trends in children
- Proper use of knowledge,
- Developing the underlying abilities and talent
- Teaches to be independent

(2) By observing the meanings of the opinion of rural government and non-government teachers, the results show that 49.9% rural government teachers are satisfied with the NCERT course. While 50.1% of rural government teachers do not satisfy this course. 33.5% teachers of rural non-governmental teachers are satisfied with this course. While 66.5% of non-governmental teachers are not satisfied with this course. The following is due to the satisfaction and dissatisfaction of rural government teachers and rural non-government teachers.

- NCERT course is long.
- Equipment and related reference books for the experimental work are not available in adequate quantity.
- NCERT courses include new areas of experience.
- Developing social sentiment in the learner

Educational Implication

Secondary education board in research presented in Rajasthan N. C. E. R.T. Attempt has been made to know the teachers' opinion about the course. Future decisions for the promotion of this program will be based not only logical but on available payouts and conclusions. Which are more meaningful and effective. In teachers N. C. E. R.T. The findings presented in the development of effective methods will be extremely beneficial to generate awareness of the syllabus. The research presented in general will prove to be helpful in motivating the researchers towards NCERT course for future work.

REFERENCES

Azim Premji Foundation National Curriculum Framework Review Workshop, Bangalore, 2005.

- Best John W., 1963. Research in Education, prentice Hall of Indian Pvt. Ltd. New Delhi.
- Buch M. B. Fifth Survey of Educational Research Vol, 1988-92.
- Dash, N.K., 2007. Data Collection and Analysis, Methodology of Educational Research, New Delhi: IGNOU
- Good, C.V., 1959. Dictionary of Education, McGraw-Hill Education, New York.
- Good C.V., Barr A.S. and Scats D.E., 1954. Methodology of Education Research, Appleton-Centurycrofts, New York.
- Journal of Indian Education, NCERT. New Delhi, Volume XXXIV, No.2 August 2008.
- National Curriculum Framework for Teacher Education, Member –Secretary, National Council for Teacher Education, New Delhi, 2009.
- Right of children to free and Compulsory Education Act, 2009.The Gazette of India, August 2009, New Delhi.
- The Curriculum for the Ten-year School, 1975.A framework NCERT, New Delhi.