

Impact Of Rashtriya Madhyamik Shiksha Abhiyan (Rmsa) On Improvement Of Quality Of Education At Secondary Stage In Indore District

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Research Article

Impact Of Rashtriya Madhyamik Shiksha Abhiyan (Rmsa) On Improvement Of Quality Of Education At Secondary Stage In Indore District

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ABSTRACT

With the aim of making secondary education of good quality accessible and affordable, Indian Government launched a scheme by the name 'RMSA' in March 2009. The objective was to improve quality of education. RMSA especially work on quality education.. The study paper is likely to impact of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) on improvement of quality of education at secondary stage in Indore district. Rashtriya Madhyamik Shiksha Abhiyan, was a flagships programme of government of India. Now it's part of Samagra Shiksha The present study has been conducted in Indore district of Madhya Pradesh. The aim of the paper is to study the impact of Rashtriya Madhyamik Shiksha Abhiyan on improving quality of education at secondary stage in Indore district. So researcher analysis all the factors of Quality of Education like the learner's outside experiences (science exhibition NSS scout guide), learning environment (infrastructure, teachers behavior) ,contemn of education (curriculum), learning processes (teaching method), and education outcomes (achievement) in Indore district during implementation period of RMSA. Following study conducted in period 2010-2021.

INTRODUCTION

Education is one the major and significant tool of life skills. If the education would be a qualitative then life will be very smooth, happy and progressive. According to Krishnamurti, education means to draw out or to pull out. Education comes out from the hardships and struggles and brings the fruitful results to both individual and society. It enables a learner to face the challenges. Education proves beneficial in every stage especially during the adolescent stage which is critical and a very difficult stage, because during this stage so many changes occur in mentally, socially, physically and emotionally. Adolescent stage is very crucial stage for secondary education. We know the aim of primary education is only to provide the learning of three R's (reading, writing, and remembering). But the secondary education helps a man to interact with is his real environment of life. In secondary education we include one more R that is reflecting. How to reflect your thought it depends on your education. If education is qualitative reflection should be positive. So secondary education must be/should be strong and qualitative. For this aim In 2007, the then Prime Minister Manmohan Sing Ji, in his Independence Day address, presented ideas for quality improvement in secondary education with universalisation at the secondary level, which took shape in 2009 as the

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RATIONALE

In 2001, Sarva Shiksha Abhiyan was launched with the aim of universalisation of primary education, which included a multi-purpose scheme like Mid-Day Meal (increase enrollment as well as provision of nutritious food). The Sarva Shiksha Abhiyan proved successful, the success of this scheme is indicated by the fact that according to the annual report of 2008-09, there was a decrease of up to 5% among the children who were deprived of school, that is, enrollment increased. This success appeared not only at the primary level, but also at the secondary level. There was an increase of 2.83% in secondary education in the year 190, which increased to 6.7% between 2000 and 2003. Seeing the success of the Sarva Shiksha Abhiyan, the Rashtriya Madhyamik Shiksha Abhiyan started with the motley "**Padhe Chalo, Badhe Chalo**" aimed at universalizing secondary education and improving the quality of education. **some study done on sarv shikhsa abhiyaan Alam (2019)** Impact of Sarva Shiksha Abhiyan on the quality of school education a case study of Patna district in Bihar The finding was enrollment ratio and infrastructure has improved to some extent in Patna district of Bihar **Rani (2013)** conducted a study entitled "An evaluative study of midday meal scheme in Bathinda district of Punjab". Main objective of study was to evaluate whether the scheme has been effective in checking the drop-out rate in the primary schools of Bathinda district of Punjab. Researcher used survey method. Interview schedule used by researcher and findings. But study not done on RMSA. some question were remain.

1. After the completion of long year of this scheme, are the desired goals achieved?
2. what is the effect on teacher competency ?
3. what is the effect of physical and instructional facilities?

OBJECTIVES OF THE RESEARCH

1. To study the effect of RMSA in terms of teacher competency based on students & teachers perception.
2. To study the effect of RMSA in terms of physical and instructional facilities of school based on students and teachers opinion.
3. To study the contribution of RMSA in developing secondary education in Indore district.

OPERATIONAL DEFINITION

Rashtriya Madhyamik Shiksha Abhiyan

Rashtriya Madhyamik Shiksha Abhiyan, was a flagships programme of government of India, launched in March 2009, With the aim of making secondary education of good quality and easily accessible and affordable to all.

Quality of Education

A quality education is defined by five elements: the learner's outside experiences (science exhibition NSS scout guide) , learning environment (infrastructure, teachers behavior) , contemn

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of education (curriculum), learning processes (teaching method), and education outcomes (achievement).

Secondary Stage

Secondary stage, the stage of education, traditionally found in formal education, beginning about at the age 11 to 13 and ending usually at the age 15 to 18

DELIMITATION

1. RMSA is flagship program of central government. The current study is delimited to teacher competence which based on students and teachers perception.
2. The current study is also delimited to physical infrastructure with respect to quality of education.

PROCEDURE AND DATA COLLECTION

SAMPLE

Population of the study consisted of 155 secondary schools and among these 155 secondary schools, 15 schools were part of the sample which were selected by using simple random sampling technique .

Table 1 : Overall Sample Description

Students	Teachers	Principals
1251	105	27

TOOLS

Table 2 : List of Tools

Sr.no	Questionnaire
1.	Teaching Competency Scale
2.	Students Perception Scale
3.	Students Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan
4.	Teachers & Principals opinion scale for Rashtriya Madhamik Shiksha Abhiyan
5.	Teachers & Principals opinion scale for Rashtriya Madhamik Shiksha Abhiyan Indore district

PROCEDURE OF DATA COLLECTION

The data were conducted by three ways (i) Field survey (ii) Online survey and (iii) Interview

- I. Field survey: the investigator collected the data from District Education Office and government schools. The researcher met the principals of the selected schools with an introductory letter from his Guide and RMSA coordinator, and discussed his research problem with them. Taking the permission from the principals the investigator met the students of different schools in different blocks at different days and discussed his research

problem and gave them clear instruction regarding the collection of data. The students assured full cooperation and were cooperative during the data collection. The investigator assured them that their responses will be kept confidential and will be used for research purpose only.

- II. Investigator conducted online survey for collection of data from teachers. The investigator used an application named survey sparrow for collection of online data from teachers. Link was provided to RMSA coordinator and was shared in official RMSA WhatsApp group. Teachers and Principal used the link for completion of the survey.
- III. For suggestions/issues and to check the progress in Indore district, the Investigator used open ended interview schedule.

DATA ANALYSIS

The data were analyzed by using Frequency, Percentage and Mean . Moreover, Content Analysis was used for Open-ended questionnaire for the analysis of data.

FINDINGS

Major Findings of Teachers Competency

Findings related to teacher's competency was divided into two parts:

Teachers views related to teachers competency and students view related to teacher's competency. Teacher's competency scale was based on 15 statements and the major findings of the scale have been discussed below:

- **Previous Knowledge of the Students**
 - ❖ 100% Teachers are using the previous knowledge of the students to teach them the new concepts using new methods and techniques in the classroom.
 - ❖ 84% Teachers are using the previous knowledge as a tool to present the new knowledge to the students.
- **Presentation in the classroom**
 - ❖ 100% agreed that more efforts are being made to bring creativity in the preface of the lesson, such as the use of Q & A, story, poem, short drama etc. to develop the curiosity among the students.
 - ❖ 82% the teachers were infavour that Students actively participate during the preface of the lesson.
- **Presentation of the Topic in the Class**
 - ❖ 96% teachers agreed with the statement that they use topic-related daily life examples in teaching.
 - ❖ 78% teachers agreed that there has been an increase in the use of audio visual material presentation related to the topic.
- **Use of A-V aids in the Classroom**
 - ❖ 78% Teachers are facing less difficulty in using new technology in the class
 - ❖ 50% Teachers are able to integrate audio material such as radio or language lab usage, etc. with the class efficiently.

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- ❖ 54% Teachers are using audio-visual materials, students are able to construct concepts or explain the concept of an object.
- **Satisfying the students Curiosity in the classroom**
 - ❖ 100% Teachers are satisfying the curiosity of the students by giving them appropriate answers to their questions in the classroom.
 - ❖ 82% of teachers are using modern technology. Teachers are able to satisfy the curiosity of the students.
- **Class Discipline**
 - ❖ 90% of the teachers agree with the statement that Classes are more disciplined than before, Discipline is being transformed into self-discipline.
 - ❖ 90% of teachers agree that Work has increased as per rules and students have become aware of the rules.
 - ❖ 86% of teachers agree with the statement that Ethical accountability has increased among students.
- **Classroom Evaluation Process**
 - ❖ 95% of teachers were of the view that different objective types of questionnaire were included for the class evaluation process.
 - ❖ 96% of Teachers agree that they conduct surprise tests for students for evaluation purposes.
- **Developing Consciousness towards the attentiveness of Teachers and Students.**
 - ❖ 92% of teachers agree that after the training, there has been an increase in the use of such methods in the classroom, such as (jerk method), which is observing the students' attention
- **Status of subject knowledge in the class**
 - ❖ 100% of teachers agree with the statement that while teaching, knowledge of a subject or matter is not limited to textual knowledge (Books only). Instead, teachers are trying to relate daily examples more closely to the present.
 - ❖ 92% of teachers agree with the statement that to impart the knowledge of the subject, Teachers use different methods of teaching such as Problem Solving Method, Discovery Method, Drama Method, Role Play Method and other methods etc
- **Inclusion of useful examples related to daily life in lesson presentation**
 - ❖ 95% of teachers agree with the statement that Examples related to daily life have become more inclusive in the curriculum/ topics taught.
 - ❖ 95% of teachers agree with the statement that there has been an increase in the number of examples related to daily life, which can also lead to their moral, spiritual, social development.
- **Homework and Class work**
 - ❖ 92% of Teachers agree with the statement that teachers provide essay type questions to the students as their homework, which are based on Analysis, Differentiation and Illustrated Presentation.
 - ❖ 91% of teachers agree with the statement that Teachers design such questions as homework to the students which compel them to work harder and harder
- **Reinforcement status in the classroom**
 - ❖ 86% of teachers agree with the statement that while giving reinforcement in the classroom individual differences are taken due care of.

- **Special efforts in class for Special Child**
 - ❖ 82% of teachers agree with the statement that there was an increase in classroom procedures for academically gifted students to develop their leadership skills.
 - ❖ 87% of teachers agree with the statement that Teachers try to give simple and useful homework to educationally backward students.
 - ❖ 91% of teachers agree with the statement that Efforts in the classroom have increased to increase the achievement of the students in their capacity
- **Class work Observation Process**
 - ❖ 94% of teachers agree with the statement that Teachers are able to use the methods of observing class work with ease and dexterity.
 - ❖ 92% of teachers agree with the statement that Teachers are able to observe the work of every student of the class easily.
- **Special Efforts to get students to solve the problems in the classroom**
 - ❖ 100% of teachers agree with the statement that after getting the training the confidence of the teachers has increased to solve the problem.

Second part of the scale consisted of student's views about teacher's competency which is discussed below:

- **Teaching Methodology**
 - ❖ 94% of the students agree that the teachers Prompt the students to find the answers to the questions while classroom teaching
 - ❖ 94% of the students agree that the teachers ask additional questions from the students to develop their curiosity
 - ❖ 94% of the students agree that Teachers after understanding the learning difficulties of students provide them with remedial classes.
 - ❖ 86% of the students agree that the teachers are well versed in their subjects.
 - ❖ 95% of the students agree that the teachers teach the subject in such a way that it is easily understood by all.
 - ❖ 89% of the students agree that the teachers use the Audio Visual aids effectively to suit the needs of the class.
 - ❖ 95% of the students agree that during teaching teachers use different resources besides using textbooks.
 - ❖ 94% of the students agree that Teachers while teaching provide examples which have real life implications.
 - ❖ 94% of the students agree that the teachers use examples related to daily life to teach the different subjects.
 - ❖ 88% of the students agree that the teachers are using new technologies such as Internet / Educational Satellites (EDUSAT) /Smart Class etc.
- **Teacher's Behavior**
 - ❖ 94% of the students agree that the encouragement given by teachers in the class is positive, which increased the achievement of students
 - ❖ 94% of the students agree that the Classroom assessment process remains transparent.
 - ❖ 96% of the students agree that the teachers listen to their Students with utmost honesty.
 - ❖ 96% of the students agree that the teachers do their work with great honesty.

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- ❖ 97% of the students agree that they always talk positively.
- ❖ 96% of the students agree that the teachers love discipline.

Major Findings of RMSA Work and Success

For knowing the RMSA work and success, the investigator prepared opinion scales for students, teachers, principals and for administrators& got the following findings:

Major findings from Student's Opinion Scale

- **School Facilities**
 - ❖ 93 % students agreed that the quality of teachers has improved
 - ❖ 80% students agreed that the library in their school has gone well.
 - ❖ 77% students agreed that the labs in their school are up to mark.
 - ❖ 83% students agreed that school had good playgrounds.
 - ❖ 89% students agreed that the physical structure like desk, chair, and furniture are better than past.
 - ❖ 82% students agreed that there are clean toilets in their schools.
 - ❖ 58% students agreed that they participate in Scout Guide / NCC / NSS / Sports etc.
 - ❖ 42% students agreed that they go to the excursion, science fair, and exhibition.
 - ❖ 68% students agreed that parent's teacher meeting are done in school.
 - ❖ 87% students agreed that guidance and counseling are also done from time to time by the teacher.
- **Students achievements**
 - ❖ 87% student agreed that their achievement has increased.
 - ❖ 87% students agreed that their participation in their school has increased.
 - ❖ 48% students agreed that they have represented at national or state level.
- **Students attitude towards the Schools**
 - ❖ 96.6 % of the students agreed that encourage their friends to come to their schools.
 - ❖ 98% of the students agreed that they have a strong desire to come to school.
 - ❖ 83% of the students agreed that they do not feel ashamed to come school.
 - ❖ 67% of the students agreed that others are also willing to come here (School).

Major findings from Teachers and Principals Opinion Scales

The scale was divided into two parts, first part dealt with overall success of RMSA at National Level and Second Part dealt with success of RMSA in Indore district only. The major findings have been put below:

School Up gradation and physical facilities

- ❖ 72.14% Respondents strongly agreed that they are satisfied with the physical improvements like new buildings.
- ❖ 46.25% Respondents disagreed that new technology is not being used during training.
- ❖ 68.83% Respondents agreed that the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan will bring the level of government schools at par with that of reputed private schools.

- **Curriculum development**
 - ❖ 81.49% Respondents agreed that teachers participate in curriculum development.
- **Teachers competency /training**
 - ❖ 81.92% Respondents agreed that there has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 47.56% Respondents agreed that Training provided under the Rashtriya Madhyamik Shiksha Abhiyaan is accurate.
 - ❖ 79.31% Respondents agreed that teachers training has been successful in quality enhancement.
 - ❖ 81.72% Respondents agreed that all subject should be included in the training.
 - ❖ 74.69% Respondents agreed that the practical training is given by RMSA.
 - ❖ 80.77% Respondents agreed all teachers are given opportunities in the teacher training programs.
- **Evaluation of RMSA**
 - ❖ 69.91% Respondents agreed that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly.
 - ❖ 67.74% Respondents agreed that all the students are getting the benefit of other schemes being run in the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 37.21% Respondents agreed that the schemes run by Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time,
 - ❖ 74.03% Respondents agreed that teachers who have taken the training are evaluated from time to time by RMSA.
- **Intensive and life skills programme**
 - ❖ 80.95% Respondents agreed that they have been benefited from the life skills training of the RMSA.
- **Quality enhancement/ success of RMSA**
 - ❖ 81.05% Respondents agreed that the quality of education has improved due to the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 71.91% Respondents agreed that the Rashtriya Madhyamik Shiksha Abhiyan is also successful like Sarva Shiksha Abhiyan.
 - ❖ 83.14% Respondents agreed that the achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan.

Findings from Second part of the scale: (Success of RMSA in Indore district)

- **Girls education**
 - ❖ 82.42% Respondents agreed that In Indore district, the scholarship given by RMSA and the allowance given to the girls is helpful in increasing enrolment.
- **ICT School**
 - ❖ 65.59% Respondents agreed that Central Plan ICT is working successfully under Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
 - ❖ 48.81% Respondents disagreed that the smart class programmes in government schools of Indore district which come under ICT are not working successfully.
- **Up gradation and physical facilities**
 - ❖ 77% Respondents agreed that in Indore district, full support is provided by RMSA in the school construction and upgrading of the system.

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- **Curriculum development**
 - ❖ 52.33% Respondents disagreed with the statement that the teachers of Indore district are not participating in curriculum construction program of RMSA.
- **Quality enhancement/success of RMSA**
 - ❖ 71.30% Respondents agreed that the quality of education has improved in the programs being run under RMSA.
 - ❖ 73.15% Respondents agreed that Language development programs are being conducted in Indore district under the RMSA making meaningful efforts for the quality development of education.
 - ❖ 81.9% Respondents agreed that Enrolment of girls in government schools has increased after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
 - ❖ 72.17% Respondents agreed that the study material given at the time of training by the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is complete with quality.
 - ❖ 75.26% Respondents strongly agreed that there has been a decrease in the number of dropout students in Indore district.
 - ❖ 57.96% Respondents strongly agreed that the training imparted in vocational education conducted under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not completely qualitative.
 - ❖ 77.17% Respondents agreed that the parents Teachers Association meeting held in Indore district is a meaningful effort to enhance the quality of education.
 - ❖ 87.40% Respondents agreed that the quality of education has improved after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
 - ❖ 87.21% Respondents agreed that RMSA is working successfully in Indore district.

CONCLUSION

- ❖ **Teaching Competency:** On analyzing the data it was found that majority of the responding respondents (85%) were in favour that after receiving the teacher training, the teaching competency has enhanced among them substantially. Moreover, it was also found that majority of the students (80%) were also in favour that teaching competency among the teachers has enhanced substantially.
- ❖ **RMSA Work & Success:** All four opinion scales showed that responding respondents do agree that RMSA has made a significant contribution in Indore district with respect to enhancing quality education.

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