

A STUDY ABOUT IMPLEMENTATION OF RASHTRIYA MADHYAMIKA SHIKSHAN ABHIYANA (RMSA) TO IMPARTING OF QUALITY EDUCATION IN HIGH SCHOOLS

“EFFECT ON SECONDARY SCHOOLS ABOUT QULITY EDUCATION FROM RMSA SCHEME “

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Abstract: *Rashtriya Madhyamika Shikshan Abhiyana (RMSA) is an innovative programme implimented in joint venture of Central and State Government. It has been established in Karnataka the year 2009-10.It is aimed at imparting vallue based education at the same time improvement of quality education in secondary level of schooling in India is its basic concern. It will definitely give new dimation in secondary education.*

Rashtriya Madhyamika Shikshan Abhiyana (RMSA) is further aimed at imparting quality education in 4228 Government High Schools. Improvement of infrastructure and proper utilization of plenty of human resources and its strengthing is made with atmost care. Universalization of Education upto class X is also aimed in this innovative programme. In this directions steps are taken to improve the Enrollment and Attendance of students to schools, more attention is also taken to improve overall quality including infrastructural qualities and Empowerment of Teachers.So as to become good fasilitator and widen the meanses of education.It is further aimed at enabling both students and teachers in meating varied challenges of modern scenari.

The whole process of imparting quality of education in secondary schools is monitered in department of education but the key person who makes this task the most successfull is the HeadMaster.HeadMaster work like agents between the Education department and Schools,so the major responsibility lie on the HeadMaster.It is the primary concern of the HeadMaster to work honestly to make this programme a grand success. National Curriculam Framework -2005 and Continuous and Comprehensive Evaluation (CCE) are also aimed at remoulding the quality of education and it inturn provide vallue based and quality based education,more and more innovative steps have been taken to change overall systems to its best More constructive efforts are neede to enrich the students with more vallues in secondary level as they carry the knowledge and experiences from schooling of Primary level.

Key words :- Education, Quality, Teachers, Students,SDMC Members, HMs, and Officers

1. Introduction:-

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

2. Vision :-

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved: To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools. $\frac{3}{4}$ Ensure universal access of secondary education by 2017 (GER of 100%), and $\frac{3}{4}$ Universal retention by 2020, $\frac{3}{4}$ Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

2.1 Goal and Objectives

In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

2.2 The above goal translates into the following main objectives;

- i) To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- ii) To improve access to secondary schooling to all young persons according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- v) To ensure that all students pursuing secondary education receive education of good quality
- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

2.3 Approach and Strategy for Secondary Stage

1. Access
2. Quality
3. Equity
4. Institutional Reforms and Strengthening of Resource Institutions
5. Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.
6. Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools.
7. Number of Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas will be increased in view of their importance as pace-setting schools, and strengthening their role.

3. Rational of the Study :-

The study is purely aimed at highlighting the considerable improvement of universal increase in Enrollment and Attendance in schools after Rashtriya Madhyamika Shikshan Abhiyana (RMSA) is established. It is also aimed at conveying the facilities and special methods of education by Rashtriya Madhyamika Shikshan Abhiyana (RMSA). It also provides a chance to analyse the impacts of implementation of Rashtriya Madhyamika Shikshan Abhiyana (RMSA).

Rashtriya Madhyamika Shikshan Abhiyana (RMSA) is implemented keeping in view the objectives of SSA Implemented by The Government of India an attempt to convey the fact. It also aimed at showing the fact that Implementation of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) has brought with it the major constructive changes in the mode of working in both HeadMasters and Assistant Teachers through its innovative training programmes.

It also aimed at introducing the fact that SDMC members work with more care and dedication for its successful Implementation. This study it also aimed at declaring the objectives of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) equality of Sex, Urban and Rural areas etc.

The study is more constructive and effective as it is made by one of the Professional and expert of the field and department. Hence it provides more fruitfulness and reliability.

3.1 Objectives of the Study :-

- 1) Analization of the process of Enrollment and Attendance in secondary schools by Rashtriya Madhyamika Shikshan Abhiyana (RMSA)
- 2) Verification of Infrastructure facilities of secondary schools before and after the Implementation of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) in Karnataka.
- 3) Analysis of Improvement of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) in the schools of Urban areas in respect to rural areas.
- 4) Understanding the level of quality education in Boys and Girls through Rashtriya Madhyamika Shikshan Abhiyana (RMSA) .
- 5) Understanding the Impacts of Implementation of Training to both HeadMaster and Assistant Teachers through Rashtriya Madhyamika Shikshan Abhiyana (RMSA) .
- 6) Analysis of Mode/Attitudes of SDMC Members in Improvement of HighSchools of Rashtriya Madhyamika Shikshan Abhiyana (RMSA)

3.2 Hypothesis of the Study :-

- 1) Considerable progress of universal Enrollment and Attendance is not observed after Implementation of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) project in Karnataka.
- 2) Infrastructure facilities provided to the High Schools various before the Implementation (2003-08) and after the Implementation of Rashtriya Madhyamika Shikshan Abhiyana (RMSA)- (2009-13).
- 3) Considerable variations are not observed in the High Schools of Urban and Rural areas through Rashtriya Madhyamika Shikshan Abhiyana (RMSA) project.
- 4) Considered Improvement of quality education to both Boys and Girls through Rashtriya Madhyamika Shikshan Abhiyana (RMSA)project.
- 5) Implementation of Training provided to the High Schools HeadMasters and Assistant Teachers in the schools is constructive through Rashtriya Madhyamika Shikshan Abhiyana (RMSA).
- 6) Constructive opinions are shared by SDMC Members in Improvements of Rashtriya Madhyamika Shikshan Abhiyana (RMSA) in High Schools to its best effects.

3.3 Sampling of the Study :-

- 150 Govt and Aided High schools.
- 24 RMSA/ Upgrade High schools.
- RMSA Hostels of 9 th &10 th class one of each blocks .
- 5 Adarsh Vidyalay of each blocks.
- 150 High School teachers
- 400 Govt and Aided High School Students
- BEO,EO,DYPC (SSA and RMSA),DIET Lecturers, DDPI and DIET Principal
- 150 SDMC President and Members of the Govt and Aided High Schools

3.4 Date collection of the Study :-

- Questionnaire to Teachers.
- Enrollment and Attendance of the Students.
- Questionnaire to SDMC Presidents and members Tool/ Attitude
- Head masters Y/N Modula
- Questionnaire to BEO,EO,DYPC (SSA and RMSA),DIET Lecturers, DDPI and DIET Principal Information is collected through all these sources

3.5 Statistical Analysis:-

- Average.
- Standerd Deviation
- T -.Test .
- P - Vallue
- Co – Relation

4. DATA ANALYSIS AND RESULTS :-

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

After the data had been collected, it was tabulated and processed using Microsoft Excel - 2010 Software. The data collected on SDMC involvement from president/mummers and teachers involvement from teachers from secondary schools. Further, the data on percentage attendance and success rates of students and basic infrastructures providing to the schools were collected before and after implementation of Rashtriya Madhyamika Shikshan Abhiyana. Then, the data were analyzed systematically with according to the objectives and hypotheses of the study by interms of descriptive statistics including summary statistics, differential analysis including unpaired t-test, one-way and two way ANOVA followed by Tukeys multiple posthoc procedures for comparisons of different factors of SDMC presidents / members and teachers, correlation analysis for relationships by using SPSS 20.0 statistical software and the results obtained thereby have been interpreted.

It is also the intention of the investigator to find the out whether differences in the independent variables namely, location (Rural and Urban), gender of SDMC members (Males and Females), gender of teachers (Males and Females), and types of management (Government and Aided) with respect to SDMC involvement and teachers involvement scores and consequently others.

The purpose of the convenience, the different sections of chapter IV of the study has been organized under the following sections:

1. Descriptive statistics
2. Differential statistics
3. Correlation analysis

4.1 Findings of the Study**4.1.1 Results of t test between rural and urban SDMC president / members of secondary schools with respect to Involvement scores**

Location	Mean	SD	SE	t-value	P-value	Signi.
Rural SDMC	17.21	2.75	0.31	4.8090	0.0001	<0.05, S
Urban SDMC	15.34	1.85	0.22			

From the results of the above table, it can be seen that, the rural and urban SDMC president / members of secondary schools with respect to their involvement scores ($t=4.8090$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the rural SDMC president / members of secondary schools have significant higher involvement scores as compared to urban SDMC president / members of secondary schools.

4.1.2 Results of t test between rural and urban Teachers of secondary schools with respect to teachers involvement scores

From the results of the collected data, it can be seen that, the rural and urban Teachers of secondary schools with respect to their involvement scores ($t=4.5807$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the rural teachers of secondary schools have significant higher involvement scores as compared to urban Teachers of secondary schools.

4.1.3 Results of t test between before and after implementation of Rashtriya Madhyamika Shikshan Abhiyana with respect to attendance rate of secondary school students

From the results of the collected data, can be seen that, a significant difference is observed between before and after implementation of Rashtriya Madhyamika Shikshan Abhiyana with respect to attendance rate of secondary school students ($t=3.1339$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the after implementation of Rashtriya Madhyamika Shikshan Abhiyana,

the attendance rate of secondary school students are significantly higher as compared to before implementation of Rashtriya Madhyamika Shikshan Abhiyana.

4.1.4 Results of t test between before (2004-05) and after (2009-10) implementation of Rashtriya Madhyamika Shikshan Abhiyana with respect to success rate of secondary school students

From the results of the collected data, can be seen that, a non-significant difference is observed between before (2004-05) and after (2009-10) implementation of Rashtriya Madhyamika Shikshan Abhiyana with respect to success rate of secondary school students ($t=1.2946$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the secondary school students similar before (2004-05) and after (2009-10) implementation of Rashtriya Madhyamika Shikshan Abhiyana success rate scores.

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