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A study of Impact Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in enrollment and parents satisfaction rural schools of Sunderbani

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INTRODUCTION

The present research study is conducted a research study of RMSA schools of Dist Rajouri, Block Sunderbani, using survey technique was used to collect data from 8 schools, 20 high school teachers and 50 parents whose children are studying in RMSA schools, in order to understand their satisfaction level. This paper investigates if better access to secondary school education increases enrolment in primary schools as well as satisfaction level of parents.

Ten years back in 2007, in a speech made by the Hon'ble Prime Minister in his Independence Day address, proposed centrally Sponsored Scheme for universalisation of Access to and Improvement of Quality of education at secondary Stage is proposed to be implemented during 11th five year plan period. Highlights of the scheme are as following:-

– Provision of infrastructure and resources in the secondary education sector to create higher capacity in secondary schools in the country, and for improvement in quality of learning in the school.

– Provision for filling the missing gaps in the exisiting secondary schools system.

– Provision of extra support for education for girls, rural children and students belonging to SC/ST, minority and other weaker sections of the society.

– A holistic convergent framework for implementation of various schemes in secondary education.

Goal and Objectives of RMSA:

The goal of RMSA is to make secondary education of good quality available, accessible and affordable to all young students in the age group 15-16 years. The major target of the scheme is 1) Universal access of secondary education to all students in the age group 15-'16

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years by 2015 by providing a secondary school within 5 kilometers of any habitation and a higher school within 7 kilometer of any habitation and 2 Universal retention by 2020.

Strategies for implementation of RMSA:

A. To provide access of secondary school to students, following has been proposed:

1. Up gradation of upper primary schools through construction of classrooms, laboratories, computer rooms, headmaster room, library rooms, separate toilet for girls and boys, appointment of additional teachers.

2. Strengthening of existing secondary schools through construction of classrooms, computer rooms, strengthening of lab facilities and repair and renovation of existing school buildings.

B. To remove the disparity among the different social groups of people, the scheme envisages the special inventive for students belonging to SC/ST/minority/other weaker sections of the society.

C. To improve the quality the RMSA scheme proposes for:-

Construction of science lab, libraries, In service training of teachers, Leadership training of school head, Curricular reforms, Science and Maths education, Computer aided education, Co-curricular activities, Teaching learning aids

D. Important quality interventions provided under the scheme are:

- Appointment of additional teachers , Focus on science, Math and English education, ICT enabled education, Teaching learning reforms

Important equity interventions provided in the scheme are:-

- Special focus in micro planning, Preference to Ashram schools for up gradation, Special enrolment drive for the weaker sections, More female teachers in schools and separate toilet blocks for girls

Justification :

Promises and commitments which are done on the papers are generally not implemented properly by government. Therefore, it is important to understand the impact of schemes which are directed towards the upliftment of weaker sections of the society. Therefore, the research is directed towards understanding RMSA on the students enrolled and if there is any increase in the enrollment of the students after the implementation of RMSA, in the rural areas. Therefore, it becomes important to understand the micro level impact of the scheme, because learning at the school level will bring real change in the mind sets of the society. Educated society will be more rationale, logical. Researcher in the present research study has focused on understanding the benefits of implemented of RMSA in secondary and higher secondary school at both psychological and social level

Kaura (1973) 19 in his study to evaluate the development of secondary education in all its phases in Punjab since Independence found that the development of secondary education was more quantitative rather than qualitative. The major conclusions of his study were that there is increase in enrollment among the students but by and large there is hardly any change I the quality ans standards of teaching and learning.

Prakash (1975), conducted a study on Secondary Education in Uttar Pradesh with

special reference to educational finance, the study conducted by Parkash, the objectives of the study was to examine the major developments in the fields of Secondary Education in Uttar Pradesh with special reference to financial aspects. The important findings were as follows :

The relative standings of Secondary Education in Uttar Pradesh went down during 1966-1974. This is mainly because they never promoted girls education. The ratio of girls and boys enrolment in rural areas was 1:56 in 1966-1967 , which is very sorry state of affairs, expenditure per pupil at the lower and Higher Secondary stages was comparatively lower than in all but three states.

Objectives:

· To find out the satisfaction level of parents, whose children are studying in RMSA schools in relation to infrastructure, facilities and quality of education

· To find out the satisfaction level of teachers in relation to academic acheivment of students and also in context of enrollment of students in school.

METHODOLOGY

Sample:

50 parents from block sunderbani, 20 teachers working in RMSA schools

Sampling technique:

Stratified Random sampling technique was used for data collection

Tools used:

Questionnaire was constructed and narratives were collected from the parents as well as teachers of the schools with RMSA.

Gupta (1988), in his study which was primary data based study, he analyzed the finances of correspondence education in Rajasthan. He calculated the per-capita cost of studies of correspondence education and compared the cost of regular education with distance education. Major findings of the study conducted on distance education: 1. Per capita cost of distance education ranged from Rs. 425 to Rs. 550. This cost was about one-third of the per capita cost of regular mode of education. 2. The income remained constant whereas the expenditure had a rising trend. 3. Overall expenditure increased about five times in 12 years from 1972-73 to 1984-85. 4. Expenditure on study material, contact sessions, books, journals etc shown a decreasing trend. Student enrolment rose five and a half times but the secondary schools just doubled in their number, which is significant in its nature.

Gupta (1982) in a study on private school girls child at the elementary stage from Class I to Class VIII. He compared the costs incurred in Class I to Class VIII in schools under different managements. The sample for the study consisted 800 girls studying in Class I to Class VIII from the following categories of schools were taken: 1. Schools located in rural areas and under the management of Zilla Parishad. 2. Schools located in urban areas and under the management of State Government. 3. Schools located in industrial towns and managed by the industrial organizations. 4. Schools located in crowded urban areas and

managed by private trusts. He selected two hundred girls from each of these schools and collected data from the girls through a specially designed questionnaire-cum-interview schedule. The major findings of the study were as follows: 1. The average cost per pupil in standard I to Standard VIII ranged between Rs. 19.19 and Rs. 33.29, since girls studying under different managements were required to pay different amount of fee and funds annually. 2. Total cost of books and other supplementary reading material also differed from school to school and standard to standard. In Class I the minimum cost per pupil was Rs. 1.30 and maximum was Rs. 15.50. For class VIII the minimum cost per student was Rs. 17.70 and maximum was Rs. 27.25. 3. Average cost per pupil for notebooks used at Standard I ranged from Rs. 2.00 to Rs. 52.50. At Standard VII the figures ranged from Rs. 3.75 to Rs. 58.10. 4. Total cost per pupil on practical work varied from class to class in same school and also from school to school for the same class. For Standard I it ranged between Rs. 10.00 and Rs. 18.60 while for Standard VIII the range was from Rs. 78.00 to Rs. 162.50. 5. The total annual cost for students on uniforms/dress varied from school to school for the same class and from class to class within the same school. The average cost per pupil on uniforms/ dress for Standard I to Standard VIII ranged between Rs. 92.50 and Rs. 151.25. 6. Overall private cost of schooling a girl ranged as :

RESULTS AND DISCUSSION

Data was collected from the parents of children attending school having RMSA scheme in block Sunderbani Distt. Rajouri

Main focus of the present study is to understand the level of satisfaction of parents of students attending the RMSA schools as well as to understand the difference in education system after implementation of RMSA. While, data collection the male parent gave most of the answers the data no female parent came ahead to gives information about the child education of their school, showing the presence of male dominated society. Interesting fact was seen is that most of the them further are blessed with male child and number of female child is very less in comparison to male child, which simply gives an idea of gender gap or distorted male female ratio

Family occupation of these people living in block sunderbani has been seen as mixed occupation where as maximum of there are govt. jobs of that too in education dept. of few were in agriculture occupation of their own and only three families out of 20 were in business of their own The society is predominated by Brahmins, highlighting the existence of religious culture and because of they constitute the strongest group of the population and hence, maximum decision making in the hands of Brahmins, further Rajputs are also present but in lesser no. and are not landlords which shows that there is change in existing culture, few people of Schedule Caste population is also existing and it is seen and researched that they are belonging to low socio economic status and there are still not able to raise the standards of the family and researchers has found that they are more in alcoholics and hence not able to support their family. All parents are sending their children to RMSA school, none is sending their child to private school and are sending the girls and boys to RMSA school.

Parents are sending both male and female child to school, which are shown the significant change in the level of parents satisfaction with the implementation of scheme. Parents have

told that teachers are very regular after the implementation of scheme and are using various teaching learning aids for increasing their level of teaching and participation of students out of the entire data most of the parents have shown very high level of satisfaction after implementation of scheme. Researcher asked about community participation which was repeated in a manner that the community participation is less than verifying the implementation scheme, to some level but few have reported community hardly looks into the implementation of scheme

Whereas, the data which was collected from School teachers teaching in RMSA schools, they very keenly took part in the research, they have shown that there is increase in available facilities in schools as a result of which parents are showing their interest in enrolling their children in schools. Education is facilitated with the implementation of RMSA and about more enrollments they have shown that the children who are studying in the RMSA schools there parents are even enrolling their younger children in the schools. Teachers have somewhere endorsed to the good enrollment and regularity but they were not able to link enrollment and facility with academic achievement, as according to them there were very few students who were able to do academically good and perform academically well

Important points which were highlighted by parents during the interaction which parents highlighted during the interaction with researches

1 They said local staff came to school and goes back after taking their class i.e. they do not adhere to turning and hence, are not giving psychological support to students by their presence

2 Infrastructure is not appropriate as per the guidance of RMSA and for that school authorities says that they received the appropriate funds

Benefits:

1 the girl child enrollment in schools have gone significantly higher and is increasing which is a significant change in the mind set of parents, as for girl child there are addition scholarships and also because of funding of girls toilets parents are willingly sending there girls to schools

2 Hostel facility, uniform, scholarships are given to the students as a result of which the no. of students have increased in school

3 Special/Additional grants for slow learner students

Suggestions :

Given by parents in interaction with researcher are as following

1 Regular interaction with teachers so that they get detail description about their child's behavior, which will help there to perscuade their child to further study and work hard

2 They want p/o of teacher in school because teacher is the primary image in the minds of the student whom they want to follow

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