

IMPACT OF IN SERVICE TEACHER TRAINING OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) ON TEACHING COMPETENCY IN INDORE DISTRICT OF MADHYA PRADESH

UGC CARE
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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 enhance and improve the quality of education. It envisaged making available secondary schools within a reasonable distance to impart quality education under the prescribed norm. Quality education depends on structured planning, clear long and short-term education, vision, and commitment of teachers. The aim of the paper is to study the impact of Rashtriya Madhyamik Shiksha Abhiyan on teaching competency in the Indore district.

Keywords : *In service, Rashtriya Madhyamik Shiksha Abhiyan, Teaching Competency, Use of previous knowledge, Reimprovement*

Introduction

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme introduced in 2009, demonstrates the government's aim for a secondary education system that can support India's growth and development. It also aims to improve the quality of secondary education by making all secondary schools conform to prescribed norms, removing gender, socio-economic, and disability barriers, and providing universal access to secondary-level education. The present study has been conducted in the Indore district of Madhya Pradesh.

Quality education depends on structured planning, clear long and short term education, vision and commitment of teachers." Manoj Jhalani (Commissioner of Rajya Shiksha Kendra Bhopal. So what is the role of the teacher to enhance the quality of education?

Rationale

RMSA works on the improvement of quality education at the secondary level and teacher competency is an important aspect of quality education. Mudasir (2014) made a comparative study of teaching competency of secondary school teachers in district Srinagar and the result was that male secondary schools teachers showed better teaching competency as compared to female secondary school teachers. Gupta and Chouahan (2014) studied the teaching competency among teachers at secondary school level in Ghaziabad District and they found competence of female teachers was higher than that male teachers; the competence of experienced teachers was higher than The

inexperienced teachers and no significant difference was seen in the teaching competency of rural and urban teachers. Khan (2016) studied the teaching competency of secondary teachers in relation to their educational qualification, stream and type of school and the findings revealed that government teachers were more competent than private teachers and educational qualification did not affect the teaching competency of secondary school teachers. Science stream teachers were more competent than art stream secondary teachers. Kumar (2016) studied on attitude of secondary school teachers towards their profession with respect to teaching competency and this study revealed that high teaching competency had a positive attitude towards the teaching profession than those with lower teaching competency.

Objective

The objective of this study is to study the effect of RMSA in terms of teacher competency.

Delimitations of study

The following are the delimitation of the study

1. The study is confined to the Indore district only.

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2. The study is restricted to higher secondary schools which are covered under RMSA scheme

Methodology

The investigator collected data by administering the self-developed Classroom Teaching Competency Scale to 22 teachers of secondary schools in the Indore district.

The scale consisted of 65 statements related to various aspects of teaching-learning.

responding teachers were asked to check their responses on the five-point categories.



Data analysis

The analysis of the responses obtained was done using percentages. The statement-wise analysis is presented below.

Table 1
Statement-wise Analysis

S. No	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Answered	Total
1	40%	60%	0%	0%	0%	0%	100%
2	25%	58%	8%	0%	0%	8%	100%
3	42%	50%	0%	0%	0%	8%	100%
4	45%	55%	0%	0%	0%	0%	100%
5	45%	36%	14%	5%	0%	0%	100%
6	55%	40%	5%	0%	0%	0%	100%
7	14%	63%	18%	0%	0%	5%	100%
8	25%	75%	0%	0%	0%	0%	100%
9	41%	59%	0%	0%	0%	0%	100%
10	23%	55%	9%	14%	0%	0%	101%
11	14%	64%	14%	9%	0%	0%	101%
12	0%	27%	50%	18%	5%	0%	100%
13	18%	32%	27%	9%	0%	14%	100%
14	18%	36%	27%	9%	0%	9%	99%
15	41%	36%	9%	5%	5%	5%	101%
16	17%	75%	0%	8%	0%	0%	100%
17	50%	50%	0%	0%	0%	0%	100%
18	33%	58%	8%	0%	0%	0%	100%
19	50%	50%	0%	0%	0%	0%	100%
20	45%	45%	0%	0%	5%	5%	100%
21	27%	59%	5%	5%	0%	5%	101%
22	45%	45%	0%	0%	5%	5%	100%
23	9%	77%	5%	5%	0%	5%	101%
24	18%	72%	0%	0%	5%	5%	100%
25	50%	45%	0%	0%	0%	5%	100%
26	41%	50%	0%	5%	0%	5%	101%
27	27%	68%	0%	0%	0%	5%	100%
28	23%	59%	5%	9%	0%	5%	101%
29	33%	58%	0%	0%	0%	8%	100%
30	50%	50%	0%	0%	0%	0%	100%
31	25%	75%	0%	0%	0%	0%	100%
32	58%	42%	0%	0%	0%	0%	100%
33	67%	33%	0%	0%	0%	0%	100%
34	42%	58%	0%	0%	0%	0%	100%

35	33%	58%	8%	0%	0%	0%	100%
36	41%	55%	0%	0%	0%	5%	101%
37	32%	59%	0%	5%	0%	5%	100%
38	27%	68%	0%	0%	0%	5%	100%
39	32%	64%	0%	0%	0%	5%	100%
40	41%	55%	0%	0%	0%	5%	100%
41	55%	36%	0%	0%	0%	9%	100%
42	32%	64%	0%	0%	0%	5%	100%
43	36%	55%	0%	0%	0%	9%	100%
44	27%	68%	0%	0%	0%	5%	100%
45	23%	73%	0%	0%	0%	5%	100%
46	36%	50%	5%	0%	0%	9%	100%
47	36%	59%	0%	0%	0%	5%	100%
48	36%	59%	0%	0%	0%	5%	100%
49	27%	59%	5%	0%	0%	9%	100%
50	27%	64%	0%	0%	0%	9%	100%
51	27%	64%	0%	0%	0%	9%	100%
52	36%	55%	0%	0%	0%	9%	100%
53	18%	64%	5%	0%	0%	14%	100%
54	32%	50%	5%	5%	0%	9%	101%
55	32%	50%	5%	5%	0%	9%	101%
56	41%	45%	5%	0%	0%	9%	100%
57	23%	64%	5%	5%	0%	5%	101%
58	27%	59%	5%	0%	0%	9%	100%
59	23%	68%	0%	0%	0%	9%	100%
60	27%	59%	5%	0%	0%	9%	100%
61	25%	58%	8%	0%	0%	8%	100%
62	33%	58%	0%	0%	0%	8%	100%
63	50%	42%	0%	0%	0%	8%	100%
64	42%	50%	8%	0%	0%	0%	100%
65	50%	50%	0%	0%	0%	0%	100%

Data analysis for objective

1. The first statement of this investigation was that teachers are using the previous knowledge of the students to teach them new concepts using new methods and techniques in the classroom. Responses collected on this particular statement show that 36% of teachers strongly agreed, while 64% of teachers agreed with the statement. Thus it can be concluded that all the teachers are using the previous knowledge of the students to teach them new concepts using new methods and techniques in the classroom.
2. The third statement of this investigation was that reasonable use of prior knowledge in the preface of the text is done more efficiently. The data collected regarding the third statement shows that 50% of teachers strongly agreed, 42% of teachers agreed and 8% of teachers did not respond to the statement. Hence it can be concluded that the majority of the teachers (92%) were of the view that they efficiently used prior knowledge.
3. The Fourth statement of this investigation was that more efforts are being made to bring creativity in the preface of the lesson, such as the use of questions and answers story, poem, short drama, etc. to develop the curiosity among the students. Responses collected on this particular statement from teachers show that 45% of teachers strongly agreed, and 55% of teachers agreed with it. And so it can be concluded from the data gathered that all the teachers are making efforts to bring creativity in the preface of the lesson by using question and answer, Story, Poem, etc.
4. The tenth statement of this investigation was that teachers are efficiently using audio and visual material with confidence in the classroom. The data gathered from the teachers shows that 23% of teachers strongly agreed, 55% of teachers agreed, 9% of the teachers were undecided and 14% of teachers disagreed with the statement. Thus it can be concluded from the data gathered that 78% of teachers were using the audio-visual aids efficiently in the classroom.
5. The Eleventh statement of this investigation was that teachers are facing less difficulty in using new technology in the class. The data gathered from the teachers shows that 13.6% of teachers strongly agreed, 64 % of teachers agreed, 13.6% of teachers were undecided and 9% of the teachers disagreed with the statement. Hence it can be concluded from the data gathered that the majority (78%) of the teachers face less difficulty in using new technology in the class.
6. The Forty-Ninth statement of this investigation was that while giving reinforcement in the classroom individual differences are taken due care of. The responses collected from the teachers show that 27% of teachers strongly agreed 59% of teachers agreed, 9% of teachers did not respond and 5% of teachers were undecided about the statement. It is quite obvious from the above data that the majority of the teachers (86%) did agree with the statement that while giving reinforcement in the classroom individual differences are taken due care of.



7. The Fiftieth statement of this investigation was that reinforcement creates an atmosphere of vibrancy in the classroom and students become active. The responses collected from the teachers show that 27% of teachers strongly agreed, 64% of teachers agreed and 9% of teachers did not respond to the statement. It is quite evident from the data gathered that most of the teachers (91%) did agree with the statement that reinforcement creates an atmosphere of vibrancy in the classroom and students become active.
8. The Fifty First statement of this investigation was that reinforcement prompts the whole class to work. The responses collected from the teachers show that 27% of teachers strongly agreed, 64% of teachers agreed and 9% of teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the teachers (91%) did agree with the statement.
9. The Fifty-Second statement of this investigation was that reinforcement is developing confidence in students. The responses collected from the teachers show that 36% of teachers strongly agreed, 55% of teachers agreed and 9% of teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the teachers (91%) did agree with the statement that reinforcement develops confidence among students.
10. The Fifty-Third statement of this investigation was that reinforcement helps the students to face future challenges. The responses collected from the teachers show that 20% of teachers strongly agreed, 64% of

teachers agreed, 5% of teachers were undecided and 14% of

teachers did not respond to the statement. It is quite clear from the above data that most of the teachers (84%) did agree with the statement that reinforcement helps students to face future challenges.

Conclusion

The investigator prepared a self-constructed questionnaire to know whether RMSA has improved teachers teaching competency or not. After analyzing the data the investigator can safely conclude that RMSA has played a vital role in enhancing the teaching competency of teachers.

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