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RESEARCH ARTICLE

THE NEEDS OF RASHTRIYA MADHYAMIK SIKSHA ABHIYAN IN INDIA.

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Abstract

India is a developed country and is constantly making effort to reach a level of a developed country. A status of that nation where all its citizens live a healthy and prosperous life, gets due requirements to live a life with dignity. Any nation that that's aspire for achieving the status of a developed nation should focus on certain important areas, and education is one of these basic areas that needs special attention. India is constantly making efforts to reform, rejuvenate and revitalize its education system and in this attempt after the significant progress through Sarva shiksha Abhiyaan (SSA) the objective of Universalisation of Elementary Education (UEE) is secured. It's time now to focus on Universalisation of Secondary Education (UEE), so Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a major step to provide access, and affordable quality education at secondary level. This present paper discusses how the vision of RMSA can be successfully accomplished with the help of planning at institutional level, because it is seen that success of a particular policy in different institution is different, it is so because institutional needs differs. This paper also deals with why institutional planning is needed and different method of planning at grass root level.

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Introduction:-

The development of technology and means of communication, this world has become very small and quite complicated. Things are being invented and dispersed all over the world at the rate of blink of the eyes. But one thing here which needs a special mention is that these inventions and discoveries are being done in the western countries and from there these things are communicated to developing countries. This phenomenon has resulted in fast changing world. Things in practice today may become out of date tomorrow and if we want to keep pace with this rapid changing world, we must keep ourselves up to-date. Otherwise we will lag behind. Our growth and development, will be shunted. Growth and development of a nation depends upon the human resources of that nation. And school is a place where we mould the man power into human resources. If our children will get quality education then only they can bring prosperity and growth in the nation. For achieving this objective we need to reform and rejuvenate our education system. But still this journey from a poor education system to an efficient and quality education system has many barriers to overcome, multi level and multi dimensional efforts will be required. Central and state governments of our countries are trying to help' in improving the existing grave situation of our education system. There are many plans at each level- elementary education, secondary education and higher

education in the 12th five year plan for a quality education system. But this help from government will prove to be futile if the institutions do not cooperate in achieving the desired goals and objectives.

Rashtriya Madhyamik Shiksha Abhiyaan is a major step at secondary level with the vision to make good quality education available, accessible and affordable to all young persons in the age group of 14 to 18 years. With this vision in mind, 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.
- ❖ Ensure universal access of secondary education by 2017 (GER of 100%), and
- ❖ Universal retention by 2020,
- ❖ 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).

There exist many actors with the realm of educational planning and implementation, namely: the policy makers; the national and local and regional institution engaged in the dissemination and interpretation of these policies; and the educational institution that implement these policies at the ground level (school). While schools are largely at the receiving end of these policies, they are also held most accountable for any failure in the effective implementation. Iyengar (2010) finds institutional differences affects policy implementation in two mega cities of India, namely Mumbai and Delhi and suggests that policy reshaping rarely considers the feedback from the bottom-up; the revision of policies are largely based on global and national agenda shift rather than in response to on-the-ground impact of their implementation. She argues for a reciprocal relationship between policy and practice. In the light of the above it can be said that the role of Institutional planning becomes critical, as here appears a need of innovation at the local level of policy implementation. By innovation in implementation at the local/school level only such reciprocal relationship can be established. Tinto (2007) tells Institutional actions are required for retaining the students in school. Because it is one thing to understand why student leave; it is another thing to know what institutions can do to help student stay and succeed. Leaving is not a mirror image of staying. Knowing why student leave does not tell us, at least not directly, what a school can do, to help the student stay and succeed. Institutional actions should be planned on the basis of thorough research. What is needed and what is yet not available is a model of institutional action. It provides guidelines for development of effective policies and programs that the institution can reasonably employ to enhance the persistence of their students.

This vision can be accomplished only when the schools think of institutional planning in addition to the help provided by the governments at the central and state level. M.B. Buch (1986) defines institutional planning as - A program of developmental improvement prepared by an educational institution on the basis of felt needs and the resources available or likely to be available, with a view to improving the school programs and school practices, and constitutes plans for the institutes. This means needs and requirements of every institution should be taken into consideration and it should not only be associated with educational planning but also a "planning atmosphere" be built up and maintained in each institution. Following are the objectives of institutional planning:

- ❖ Improvement of library equipments and facilities in school.
- ❖ Optimum utilization of existing resources.
- ❖ Harnessing community resources and goodwill to improve and develop the school.
- ❖ Providing an opportunity to the local community, school staff and student to join hands and improve the school.
- ❖ Improvement of instruction.
- ❖ Developing co-curricular programs in the school like work experiences, social services and adult educational programs and youth service which will make the school a community centre.

Effective Institutional Planning:-

There can be numerous ways in which institutional planning can be done, as it is a need based planning that is very exclusive for schools. Following characteristics can be listed for effective institutional Planning:

- ❖ All the material and human resources should be judiciously used
- ❖ There should be cooperation among all members of the school in formulating, implementing, evaluating and modifying the plan.
- ❖ Planning should be based on rational goal
- ❖ Planning should be based on thorough research base and prospective in nature.

- ❖ Planning should be specific.
- ❖ All the members involved in execution of the plan should be motivated for the improvement.
- ❖ The prime focus of institutional plan should be improvement and development of the school.

Only an efficient school and its potential employees can device good- plan for the institution. The frame work for RMSA shows that some steps would be taken for the improvement of the institution. These improvements includes following things:

- ❖ Reforms in school governance- Improve schools' performance by decentralizing their management and accountability.
- ❖ Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- ❖ Undertaking reforms in educational administration including modernization /e-governance and delegation/ de-centralization;
- ❖ Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and
- ❖ Streamlining financial procedures for speedy flow of funds and their optimal utilization.

Government would provide funds for improving school infrastructure, learning resources etc. The description of these funds is as follows: -

Table-1 :- The school can get under RMSA (strengthening)

Areas	Funds (In Lakh)
Funds (in Iakh)	5.60
Classroom	6.30
Science lab	2.00
Lab equipment	4.00
Computer room	5.00
Art/craft/culture room	8.00
Library	3.00
Head master room	6.63
Separate toilet block (with drinking water facilities)	1.50

The school can get under RMSA (new/upgraded school):-

The school can get a maximum of 61.50 lakh rupees for up-gradation of upper primary Schools with two sections each in class 9th & 10th and 50.24 lakhs rupees with one section each in class 9th to 10th.

The school will get under RMSA (annual school grant):-

The School annual grant will be Rs 55,000 for the following recurring expenses:

- ❖ Sports, Music, Dance, Painting, Culture and Teaching aid.
- ❖ Organizing meeting, Conveyance and Stationeries.
- ❖ Petty repairs and Maintenance.
- ❖ Water, Electricity, Telephone, Internet etc.

The school can get under RMSA (Major and Minor Repairs):-

The school will get a maximum amount of Rs 4 to5 lakhs for major repairs of school building and for minor repairs the school will get upto Rs 25000.

The above mentioned provisions of government have been made to make efficient school with capable teachers and intact infrastructure. Now from here the responsibility of the school begins, the school should use above facilities very judiciously. Planning is not only about managing the material resources but it is also related with human element There should be harmonious relationship and appropriate power distribution among principal, teaching-staff, non-teaching staff etc. because these things are very important factor in the execution of any plan which a particular school has set for itself. Banbur (2012) thinks that devolution of power and authority to school level can create partnership in participatory decision making in terms of setting a school mission, shared values, annual program, school budget, school based curriculum, even school discipline policy.

Institutional Planning: Introduction of few methods:-

While solving any problem the school can do a SWOT analysis. It is a strategic planning method often used to highlight and identify strengths, weaknesses, opportunities and threats in any organization, it is particularly helpful in identifying areas for development. And after identifying the areas a “problem tree” should be made for each problem and that problem tree should be transformed into the “objective tree”. And on the basis of these objectives institutions should formulate their plan. A properly planned project addressing the real needs of the beneficiaries is necessarily based upon a correct and complete analysis of the existing situation. The existing situation should be interpreted according to the views, needs, interests and activities of parties concerned. It is essential that all those involved accept the plans and are committed to implement them. The Problem Tree Analysis belongs to the family of participatory planning techniques, in which all parties involved identify and analyze the needs together. Participatory methods aim to create ownership and commitment among the involved parties (e.g. beneficiaries, implementing organizations, local governments).

In the Problem Analysis method, three stages are involved that are as follows:

- the analysis of problems related to the subject
- the analysis of objectives
- the analysis of strategies

One more method of institutional planning is the Delphi method and it is based on structural surveys and makes use of the intuitive available information of the participants, who are mainly experts. Therefore, it delivers qualitative as well as quantitative results and has beneath its explorative, predictive even normative elements. There is agreement that Delphi is an expert survey in two or more ‘rounds’ in which in the second and later rounds of the survey the results of the previous round are given as feedback. Therefore, the expert’s answer from the second round is based on the influence of their colleagues’ opinions. Thus, the Delphi method is a ‘relatively strongly structured group communication process, in which matters, on which naturally unsure and incomplete knowledge is available, are judged upon by experts’ comment.

Suggestions for the Improvement of Institutional Planning:-

Following suggestions are given for the improvement in the strategies of institutional planning to achieve the objectives of RMSA.

- ❖ There is a need for an awareness program for school principals so they initiate participatory planning at the school level for achieving the desired vision of RMSA.
- ❖ There is a need of training programs for principals and teachers so that they can learn the method of institutional planning and understand its real spirit of planning at grass root level.
- ❖ There is also need of building a positive school culture which will be conducive for implementation of plans prepared by the school member for the schools.

Conclusion:-

Schools can prove to be very critical in achieving the vision of RMSA, because schools themselves can assess their needs and accordingly plan their action. Through institutional planning only the local problems can be addressed. Hence, schools should focus their attention and pull up their socks to take part in the endeavor of making secondary education universal. Innovation in implementation at school level is sometimes hampered by hidden interests of schools. These interests may be different for different schools. Until and unless the schools would rise above these trivial but attracting practices the innovations required cannot be realized. Barbieri (2011) interprets that sometimes while planning for the improvement of their schools, schools follow ‘Hedgehog concept’. The hedgehog concept distorts the nature of education. It is embedded in the concept of becoming ‘good to great’. A school tries to become a hedgehog after understanding the interaction of the following three circles:

- What you can be the best in the world at?
- What drives your economic engine?
- What are you deeply passionate about?

A hedgehog sees ‘what is essential and ignores the rest’. In pursuit of greatness or sometimes simply for survival schools are seeking their hedgehog concept. Many private schools are looking for that one thing in which they can excel, and around which they can build admissions and marketing, curriculum and programming, strategic planning and fund raising. So schools while planning with the visions of RMSA in mind should avoid being a hedgehog and

include all the things which may not be that beneficial to serve their greed but may be essential for the welfare of the children inside and outside schools.

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