Classroom Transaction and Assessment Process of Secondary Schools of Odisha in the Context of Rastriya Madhyamik Shiksha Abhiyan

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Abstract

The present research paper attempts to evaluate the teaching learning and assessment process of secondary schools of Odisha in the context Rastriya Madhyamika Shiksha Abhiyan. The study was guided with theobjective to study the teaching learning and assessment process of secondary schools.A descriptive survey method was used.Total Three districts, 6 blocks and 30 secondary schools are involved in this study as sample and selected by using multistage sampling techniques from the revenue divisions of Odisha. (Balasore, Budha and Keonjhar) Self-developed observation schedule was used for data collection. The observation schedule has comprised eightdimensions with fifty items, such as introducing lesson in class,presenting the lesson in class, questioning and reinforcement, use of teaching learning materials, relating to the interaction with students, relating to teacher reflections and use of ICT, assessing learning in class, and personality of teacher. Analysis and interpretation made by using frequency and percentage. The study indicated that 56.6% of teachers sometimes use TLMs, 56.6% write legibly on the chalkboard, 56.7% employ effective teaching-learning strategies. Teachers primarily used elements under the "sometimes" category, such as using self-reflections and ICT in classes and teaching how to learn a topic (50%), suggesting alternative learning resources as references (63.3%), using ICT only in the classroom (3.3%), giving out homework assignments that require research (41.7%), and giving feedback (56.7%).

KEYWORDS: Teaching, Learning, Assessment, Secondary Schools and RMSA

Conceptualization of the Problem

The development of knowledge through interaction between teachers and students in the classroom can be regarded as the process of teaching and learning. It is referred to as a combination of numerous characteristics when a teacher determines and specifies the learning objectives, creates instructional materials, and implements the teaching and learning approach. The fundamental component of education that a teacher must consider is learning, on the other hand. Maintaining good standards in secondary education is essential since this is the type of education that actually creates nations. Secondary education is undoubtedly the most important link in the educational chain due to its capacity to establish both forward and backward ties.

The Indian government has launched a number of programs to promote secondary education after realizing the importance of this level of education. The Rastriya Madhyamik Shiksha Abhiyan (RMSA) is the most recent policy in this area. The RMSA's primary goal is to give all students in classes IX through XII access to a high-quality secondary education. The degree to which RMSA offers high-quality education is the primary determinant of its success. TheMHRD(2014)in the report***"Guidelines for Quality (RMSA)"*** stated dimensions of quality education are (1) learning outcomes of students, (2)governance of school and (3) availability of basic infrastructure.

Rationale of the Study

In India, education is a basic right for every child, and as we know, the whole world provides primary education free and compulsory. However, a few countries have achieved excellence in providing quality education, such as Finland, the United States, China, Russia, etc. In this matter, India is under process with its new plans, policies, and programs. One such program wasRastriya Madhyamik Shiksha Abhiyan (RMSA), However, recently in Odisha, due to low attendance of students in the year 2015-16 to 2018-19, there were 1236 Primary Schools, 42 Upper Primary Schools were closed, and in the middle session, i.e., 2019-20 again, there are 475 Primary Schools, 13 Upper Primary Schools, 3 Government and 3 Government aided high schools were closed (Khabra Odisha, November 2019). The literacy rate among girls compared to boys is very low in the KBK district (Das, 2009; Sailabala & Mahesh, 2008; Suthar, et al., 2016). Lack of proper infrastructure is the school's main drawback and weakness and affects the quality of education and students' comfort level (Geddam, 2015; Naik & Ragi, 2015).

On the other hand, numerous research studies on secondary school quality in various regions of India have been carried out at the individual and institutional levels. The paragraphs that follow discuss a few of the pertinent research studies.

Palavi(2021) the study reveals that the goal of universalization of secondary education in Odisha, an educationally and economically backward state in India, seems to be elusive in the near future. Neither the financing pattern of education per se nor secondary education in particular, is conducive to achieving the goal of universal secondary education. **Singh (2017)** reveals that there was non-significant difference in knowledge of RMSA among secondary and senior secondary school teachers of upper caste and lower caste. **Mohalik(2017)**teachers having more qualification perform well in introducing the lesson, presenting the lesson and in all aspects of teaching process, xvii) Science and math teachers do better class room transaction than the other subjects'teachers. **Sachdeva (2016)** reveals that teachers have somewhere endorsed to the good enrolment and regularity but they were not able to link enrolment and facility with academic achievement, as according to them there were very few students who were able to do academically good.**Deb. Das & Ghose (2015)** reveals that the variables viz. Age of Student (X1), Regular Schooling (X2), Causes of Absence(X3), Private Tuition (X4), Reasons behind Private Tuition (X5), Shortfall of Present Education System(X6), Drawback of Present Secondary Education (X7), Remedial Measures of Secondary Education (X8),Lack of Social Awareness (X9), Additional boost up given by Rastriya Madhyamik Shiksha Abhiyan.**Coffeild (2013)** opines that the quality of teaching and learning is often compromised due to lack of constant up-gradation in knowledge on the subject or issue.Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment **(Sequeira, 2012).**However, in order to be an active learner in higher education, each student expects to be treated as an adult learner who has some right over the learning ambience in the form of asking questions and clearing of doubts **(Michael, and Modell, 2003).**That is, students expect to have ownership over the learning session **(Mitra, 2008; Pond & Rehan, 1997**)Moreover, students also want their instructor to be cooperative and humorous who would teach clearly and usually use relevant examples so that the course material being taught

becomes easy to understand, which I think is increasingly being required in classrooms today **(Becker et al., 1990).**

The analysis of related literature revealed that, particularly in the context of RMSA, no thorough research study on the teaching, learning, and assessment processes of secondary schools in Odisha had been carried out. Therefore, research on the subject is pertinent.

Objectives

- To study the teaching learning and assessment process of secondary schools.

Research questions

- Whether the teaching learning process iseffective in secondary schools after implementation of RMSA?

Methodology

In order to analyse the teaching, learning, and assessment processes of secondary schools in Odisha within the context of RMSA, a descriptive survey methodology was used in the current study. Although all secondary government schools in the state of Odisha were the population for the current study, population is typically thought of as the entire universe. In the current study, 30 secondary schools in Odisha were examined. Multi-stage sampling approaches were used to choose these secondary schools. The investigator started by choosing districts from Odisha's revenue divisions including Balasore, Boudh, and Keonjhar. They then chose 3 blocks and 30 schools, 10 from each district. An observation schedule with 50 items and a three-point scale (Always, Sometimes, and Never) was used to collect the data. These elements were investigated and reviewed with the expert team as the tool was being developed and its validity and reliability were being ensured

Analysis and interpretation

Data is quantitatively examined using simple descriptive statistics, such as frequency and percentages, to draw the conclusions while taking into account the aims and research questions.

Classroom Transaction Processes with Reference to Teachers Qualification

Table-1 Introducing lesson in class

Sl. No	Aspects / Criteria	Qualification	Always N (%)	Sometimes N (%)	Never N (%)
1	Gets class to settle before teaching	Degree & B.Ed.	12(20)	28(46.6)	3(5)
		PG & B.Ed.	11(18.4)	6(10)	-
		Total	**23(38.4)**	**34(56.6)**	**3(5)**
2	Test previous knowledge before teaching	Degree & B.Ed.	17(28.4)	16(26.7)	10(16.7)
		PG & B.Ed.	11(18.4)	5(8.4)	1(1.7)
		Total	**28(46.6)**	**21(35)**	**11(18.4)**
3	Engage students to create interest towards topic	Degree & B.Ed.	10(16.7)	23(38.4)	10(16.7)
		PG & B.Ed.	9(15)	5(8.4)	3(5)
		Total	**19(31.7)**	**28(46.6)**	**13(21.7)**
4	Creates readiness among learners(Icebreaking / Warm up Activity)	Degree & B.Ed.	13(21.7)	21(35)	8(13.4)
		PG & B.Ed.	7(11.7)	9(15)	2(3.4)
		Total	**20(33.3)**	**30(50)**	**10(16.7)**

5	Uses appropriate strategy for introducing the topic	Degree & B.Ed.	9(15)	25(41.6)	9(15)
		PG & B.Ed.	7(11.6)	5(8.3)	5(8.3)
		Total	**16(26.7)**	**30(50)**	**14(23.3)**
6	States the topic before teaching	Degree & B.Ed.	25(41.6)	14(23.3)	2(3.4)
		PG & B.Ed.	10(16.7)	8(13.4)	1(1.7)
		Total	**35(58.4)**	**22(36.4)**	**3(5.1)**

**N is the total number of classes observed by researcher i.e., 60 classes*

Table-1: shows that 46.6% of teachers always assess students' prior knowledge before instruction and 56.6% of teachers sometimes arrive at class to settle before instruction. Further, 38.4 % to 46.6% of teachers sometimes engage students to create interest in the topic, create readiness among learners through Icebreaking/ Warm-up activity and use appropriate strategies for introducing the topic. The same table also indicated that 58.4% of teachers always state the topic before teaching. So, it can be interpreted that sometimes number of teachers used the criteria often & teachers with high qualifications used them always more often than teachers with only degrees with B.Ed. qualifications.

Table-2 Presenting the lesson in class

Sl. No	**Aspects / Criteria**	**Qualification**	**Always N (%)**	**Sometimes N (%)**	**Never N (%)**
1	Teaches basing on what students already know	Degree & B.Ed.	14(23.3)	25(41.6)	4(6.6)
		PG & B.Ed.	8(13.3)	9(15)	-
		Total	**22(36.7)**	**34(56.7)**	**4(6.6)**
2	Posses Mastery Over Content Knowledge	Degree & B.Ed.	25(41.6)	14(23.3)	4(6.6)
		PG & B.Ed.	11(18.3)	6(10)	-
		Total	**36(60)**	**20(33.4)**	**4(6.6)**
3	Presents Information in a Clear and Organized Manner	Degree &B.Ed.	25(41.6)	14(23.3)	3(5)
		PG &B.Ed.	12(20)	4(6.6)	2(3.3)
		Total	**37(61.6)**	**18(30)**	**5(8.4)**
4	Explains the Simple Concepts with Familiar Language	Degree &B.Ed.	25(41.6)	18(30)	1(1.7)
		PG &B.Ed.	12(20)	4(6.6)	
		Total	**37(61.7)**	**22(36.6)**	**1(1.7)**
5	Presents in an Audible Voice to Every Learner	Degree &B.Ed.	30(50)	10(16.6)	4(6.6)
		PG &B.Ed.	10(16.6)	6(10)	-
		Total	**40(66.7)**	**16(26.7)**	**4(6.6)**
6	Illustrates Concepts with Variety of Examples from the Context	Degree &B.Ed.	8(13.3)	30(50)	5(8.4)
		PG &B.Ed.	8(13.3)	8(13.3)	1(1.7)
		Total	**16(26.6)**	**38(63.4)**	**6(10)**

**N is the total number of classes observed by researcher i.e., 60classes*

According to Table-2. 56.7% of teachers sometimes base their lessons on what their students already know. Additionally, 66.7% of teachers present information in a clear and organized manner, presenting in an audible voice to every learner, and 60% of teachers consistently demonstrate mastery of content knowledge.The same table also indicated that 63.3% of sometimes teachers Illustrates Concepts with a Variety of Examples from the context. So, it can be interpreted that the majority 66.7% of teachers are always in presenting their lesson in an audible voice, effectively reaching every learner in class.

Table-3 Questioning and reinforcement

Sl. No	Aspects / Criteria	Qualification	Always (N& %)	Sometimes N (%)	Never N (%)
1	Prompts Learners for Enquiry	Degree &B.Ed.	10(16.6)	30(50)	6(10)
		PG &B.Ed.	5(8.3)	7(11.6)	2(3.3)
		Total	**15 (25)**	**37(61.7)**	**8(13.3)**
2	Asks Questions with Precision and Clarity	Degree &B.Ed.	10(16.6)	30(50)	3(5)
		PG &B.Ed.	8(13.3)	8(13.3)	1(1.7)
		Total	**18(30)**	**38(63.4)**	**4(6.6)**
3	Distributes Questions Throughout Whole Class	Degree &B.Ed.	7(11.6)	13(21.6)	20(33.3)
		PG &B.Ed.	2(3.3)	11(18.3)	7(11.6)
		Total	**9(15)**	**24(40)**	**27(45)**
4	Allows Reasonable Time to Students for Answering the Question	Degree &B.Ed.	4(6.6)	25(41.6)	14(23.3)
		PG &B.Ed.	3(5)	6(10)	8(13.3)
		Total	**7(11.7)**	**31(51.6)**	**22(36.7)**
5	Gives Appropriate Reinforcement.	Degree &B.Ed.	2(3.3)	25(41.6)	16(26.6)
		PG &B.Ed.	3(5)	10(16.6)	4(6.6)
		Total	**5(8.4)**	**35(58.3)**	**20(33.3)**

**N is the total number of classes observed by researcher i.e., 60 classes*

The table-3. reveals that 50% to 61.7% of teachers sometimes encourage students to ask questions, ask questions during lessons with clarity and precision, distribute questions among the entire class, and provide the necessary feedback. Furthermore, just 11.7% of teachers always give their students enough time to respond to a question. Therefore, it can be stated that teachers sometimes employed the following criteria most frequently, i.e., encourage learners to inquire 61.7%, ask questions during lessons with clarity and accuracy 63.4%, distribute queries throughout the entire class 40%, and give suitable reinforcement 58.3%.

Table-4Use of teaching learning materials

Sl. No	Aspects / Criteria	Qualification	Always N (%)	Sometimes N (%)	Never N (%)
1	Writes Legible in the Blackboard	Degree & B.Ed.	15(25)	30(50)	2(3.3)
		PG & B.Ed.	8(13.3)	4(6.6)	1(1.7)
		Total	**23(38.4)**	**34(56.6)**	**3(5)**
2	Uses Different Activities (Listening/Reading/ Doing) in Class	Degree & B.Ed.	10(16.6)	15(25)	20(33.3)
		PG & B.Ed.	5(8.3)	7(11.6)	3(5)
		Total	**15(25)**	**22(36.6)**	**23(38.4)**
3	Uses Appropriate Teaching Learning Method	Degree & B.Ed.	15(25)	25(41.6)	3(5)
		PG & B.Ed.	6(10)	9(15)	2(3.3)
		Total	**21(35)**	**34(56.7)**	**5(8.3)**
4	Uses Locally Available Things as Teaching Learning Materials	Degree & B.Ed.	6(10)	30(50)	5(8.3)
		PG & B.Ed.	4(6.6)	12(20)	3(5)
		Total	**10(16.7)**	**42(70)**	**8(13.3)**
5	Gives examples from real life situations	Degree & B.Ed.	12(20)	14(23.3)	17(28.3)
		PG & B.Ed.	10(16.6)	4(6.6)	3(5)
		Total	**22(36.6)**	**18(30)**	**20(33.4)**

**N is the total number of classes observed by researcher i.e., 60 classes*

According to table-4, between 56.6% and 70% of teachers sometimes write clearly in the blackboard, use appropriate teaching-learning strategies, and use locally accessible items as teaching learning materials. Additionally, just 25% of teachers consistently use different activities (listening, reading, and doing) in class, and 36.6% of teachers consistently use examples drawn from real-world scenarios. In light of this, it can be said that teachers occasionally applied the following criteria most frequently: write clearly on the blackboard 56.7%; apply an appropriate teaching-learning method 56.7%; and use locally accessible items as teaching learning materials 70%.

Table-5 Relating to interaction with students

Sl. No	Aspects / Criteria	Qualification	Always N (%)	Sometimes N (%)	Never N (%)
1	Interacts with Each Student	Degree &B.Ed.	11(18.3)	23(38.3)	9(15)
		PG &B.Ed.	9(15)	7(11.6)	1(1.7)
		Total	**20(33.4)**	**30(50)**	**10(16.6)**
2	Maintains Order in the Class	Degree &B.Ed.	38(63.3)	3(5)	2(3.3)
		PG &B. Ed	16(26.6)	1(1.7)	-
		Total	**54(90)**	**4(6.6)**	**2(3.4)**
3	Offer Personal Support to Learner at the Time of Difficulty During Class Activity	Degree &B. Ed	10(16.7)	25(41.6)	8(13.3)
		PG &B.Ed.	6(10)	9(15)	2(3.3)
		Total	**16(26.7)**	**34(56.7)**	**10(16.6)**

4	Allows Learners to Interact With Each Other	Degree &B. Ed	4(6.6)	13(21.6)	25(41.7)
		PG &B.Ed.	2(3.3)	10(16.7)	6(10)
		Total	**6(10)**	**23(38.3)**	**31(51.7)**
5	Activates Learners During the Class	Degree &B.Ed.	15(25)	21(35)	7(11.6)
		PG &B.Ed.	5(8.3)	9(15)	3(5)
		Total	**20(33.3)**	**30(50)**	**10(16.7)**
6	Encourage Pair Work/ Group Work and Ensures Peer Learning	Degree &B.Ed.	10(16.7)	30(50)	5(8.3)
		PG &B.Ed.	6(10)	5(8.3)	4(6.6)
		Total	**16(26.6)**	**35(58.4)**	**9(15)**

**N is the total number of classes observed by researcher i.e., 60 classes*

Table-.5. shows that 50% of teachers sometimes interact with almost all students in class, 90% of teachers always maintain classroom discipline, 56.7% of teachers sometimes offer personal support to students during class activities, 51% of teachers never permit student interaction, 50% of teachers sometimes engage students in class activities, and only 26.6% of teachers always encourage. Therefore, it might be assumed that teachers don't encourage as much pair or group work or peer learning. 90% of teachers consistently maintain discipline and order in the classroom.

Table-6 Relating to teacher reflections and use of ICT

Sl. No	**Aspects / Criteria**	**Qualification**	**Always N (%)**	**Sometimes N (%)**	**Never N (%)**
1	Teaches How to Learn a Topic	Degree & B.Ed.	12(20)	23(38.3)	8(13.3)
		PG & B.Ed.	8(13.4)	7(11.6)	2(3.3)
		Total	**20(33.4)**	**30(50)**	**10(16.6)**
2	Suggests other Learning Materials for References	Degree & B.Ed.	4(6.6)	30(50)	12(20)
		PG & B.Ed.	4(6.6)	8(13.3)	2(3.3)
		Total	**8(13.3)**	**38(63.3)**	**14(23.3)**
3	Uses ICT in Classroom	Degree & B.Ed.	-	15(25)	35(58.3)
		PG & B.Ed.	2(3.3)	3(5)	5(8.3)
		Total	**2(3.3)**	**18(30)**	**40(66.7)**
4	Encourages Learner for Asking Questions	Degree & B.Ed.	6(10)	25(41.6)	8(13.3)
		PG & B.Ed.	6(10)	10(16.6)	5(8.3)
		Total	**12(20)**	**35(58.4)**	**13(21.6)**
5	Encourage Learners for Self-Reflection	Degree & B.Ed.	4(6.6)	12(20)	30(50)
		PG & B.Ed.	1(1.7)	8(13.3)	5(8.3)
		Total	**5(8.3)**	**20(33.3)**	**35(58.4)**

6	Encourages Divergent Thinking	Degree & B.Ed.	4(6.6)	20(33.3)	20(33.3)
		PG & B.Ed.	2(3.3)	10(16.6)	4(6.6)
		Total	**6(10)**	**30(50)**	**24(40)**
7	Focuses on the Process of Learning in the Class	Degree & B.Ed.	25(41.6)	20(33.3)	2(3.3)
		PG & B.Ed.	5(8.3)	6(10)	2(3.3)
		Total	**30(50)**	**26(43.4)**	**4(6.6)**
8	Relates the Subject with Other School Subjects	Degree & B.Ed.	6(3.6)	20(33.3)	15(25)
		PG & B.Ed.	4(6.6)	10(16.6)	5(8.3)
		Total	**10(16.6)**	**30(50)**	**20(33.4)**
9	Summarizes at the end of the Class	Degree & B.Ed.	12(20)	30(50)	4(6.6)
		PG & B.Ed.	8(13.3)	5(83)	1(1.7)
		Total	**20(33.3)**	**35(58.4)**	**5(8.3)**

**N is the total number of classes observed by researcher i.e., 60 classes*

Table-6. shows that teachers sometimes focus on the process of learning in the classroom and teach how to learn a topic in 50% of the time, suggest other reading materials for references in 63.3% of the time, use ICT in the classroom in 3.3% of the time, encourage learners to ask questions in 58.4% of the time, encourage self-reflection in learners in 33.3% of the time, and encourage divergent thinking in learners in 33.3% of the time. Therefore, it can be stated that 58.4% of teachers prefer to encourage students to ask questions throughout the teaching-learning process, while just 3.3% of teachers always employed ICT during class activities.

Table -7 Assessing learning in class

Sl. No	**Aspects / Criteria**	**Qualification**	**Always N (%)**	**Sometimes N (%)**	**Never N (%)**
1	Assess Learners Understanding Throughout the Class	Degree & B.Ed.	13(21.6)	25(41.6)	9(15)
		PG & B.Ed.	4(6.6)	8(13.3)	1(1.7)
		Total	**17(28.3)**	**33(55)**	**10(16.7)**
2	Asks Questions as Per Objectives of Lesson	Degree & B.Ed.	20(33.3)	20(33.3)	3(5)
		PG & B.Ed.	9(15)	7(11.6)	1(1.7)
		Total	**29(48.4)**	**27(45)**	**4(6.6)**
3	Gives Importance on Learners Work in Assessment	Degree & B.Ed.	10(16.7)	30(50)	5(8.3)
		PG & B.Ed.	10(16.7)	4(6.6)	1(1.7)
		Total	**20(33.3)**	**34(56.7)**	**6(10)**
4	Helps Learner in Self Assessment	Degree & B.Ed.	10(16.6)	20(33.3)	10(16.7)
		PG & B.Ed.	10(16.6)	7(11.6)	3(5)
		Total	**20(33.3)**	**27(45)**	**13(21.7)**

5	Provides Home Assignments That Requires Enquiry	Degree & B.Ed.	4(6.6)	20(33.3)	20(33.3)
		PG & B.Ed.	1(1.7)	5(8.33)	10(16.7)
		Total	**5(8.3)**	**25(41.6)**	**30(50)**
6	Provides feedback	Degree & B.Ed.	5(8.3)	25(41.7)	12(20)
		PG & B.Ed.	5(8.3)	9(15)	4(6.6)
		Total	**10(16.7)**	**34(56.7)**	**16(26.6)**

**N is the total number of classes observed by researcher i.e., 60 classes*

The above table 7 shows that teachers sometimes access students' understanding throughout the class (55%), ask questions in line with lesson objectives (45%), give students' work importance in assessments (56.7%), assist students in their own assessments (33.3%), assign homework that requires inquiry (56%), and give feedback (45.4%). Therefore, it can be stated that 48.4% of teachers always ask questions in line with the lesson's objectives during teaching and learning, whereas 567% of teachers sometimes provide home assignments that call for research.

Table -8 Personality of teacher

Sl. No	**Aspects / Criteria**	**Qualification**	**Always N (%)**	**Sometimes N (%)**	**Never N (%)**
1	Remains Active Throughout the Class	Degree & B.Ed.	30(50)	10(16.6)	-
		PG & B.Ed.	20(33.3)	-	-
		Total	**50(83.4)**	**10(16.6)**	**-**
2	Dresses Himself/ Herself Properly.	Degree & B.Ed.	40(66.6)	2(3.3)	-
		PG & B.Ed.	18(30)	-	-
		Total	**58(96.7)**	**2(3.3)**	**-**
3	Enjoys The Classroom Teaching	Degree & B.Ed.	26(43.3)	15(25)	2(3.3)
		PG & B.Ed.	14(23.3)	3(5)	-
		Total	**40(66.7)**	**18(30)**	**2(3.3)**
4	Remains Empathetic	Degree & B.Ed.	35(58.3)	8(13.3)	-
		PG & B.Ed.	17(28.3)	-	-
		Total	**52(86.7)**	**8(13.3)**	**-**
5	Ensure Democratic Practice in The Classroom	Degree & B.Ed.	36(60)	8(13.3)	)
		PG & B.Ed.	14(223.3)	2(3.3)	-
		Total	**50(83.4)**	**10(16.6)**	
6	Seeks To Co-Operate of The Students	Degree & B.Ed.	28(46.6)	9(15)	5(8.3)
		PG & B.Ed.	15(25)	1(1.7)	2(3.3)
		Total	**43(71.6)**	**10(16.6)**	**7(11.6)**
7	Ensures An Inclusive Classroom Environment	Degree & B.Ed.	30(50)	9(15)	5(8.3)
		PG & B.Ed.	13(21.6)	2(3.3)	1(1.7)
		Total	**43(71.7)**	**11(18.3)**	**6(10)**
8	Maintain Flexibility in The Movement	Degree & B.Ed.	30(50)	10(16.6)	4(6.6)
		PG & B.Ed.	13(21.6)	2(3.3)	1(1.7)
		Total	**43(71.7)**	**12(20)**	**5(8.3)**

**N is the total number of classes observed by researcher i.e., 60 classes*

Table-8 makes it clear that the teachers generally have positive dispositions. 66.7% of teachers enjoy the classroom teaching, 71.7% of teachers try to work with the

students, 83.4% of teachers ensure democratic practice in the classroom, 71.7% of teachers maintain flexibility in their movement during the teaching-learning process, and 71.7% of teachers ensure an inclusive classroom environment. 86.7% to 96.7% of teachers always remain active throughout the class and dress appropriately.

Results

The investigator estimated frequencies and percentages to analyse the teaching, learning, and assessment processes in secondary schools in Odisha within the context of RMSA. Eight tables based on various dimensions are available. The outcomes are displayed in accordance with the dimensions.

- In classroom transaction teachers having more qualifications, performe well in introducingthe, presenting the lesson and in all aspects of teaching process.
- 56.6% of teachers are sometimes used TLMs, writing legibly on the blackboard using appropriate teaching-learning methods
- 70% of teachers are using locally available things as TLMs
- 50% of teacher's reflections and ICT in classes and teaching how to learn a topic
- 63.3% of teachers suggesting other learning materials for references
- Only 3.3% of teachers always use of ICT in the classroom
- 58.4% of teachers encourage learners for asking questions
- 33.3% of teachers encourage learners for self-reflection
- 50% of teachers encourage divergent thinking,
- 50% of teachers relates the subject with other school subjects.
- 58.4% of teachers summarizes at the end of the class.
- 55% of teachers assessing learners understanding throughout the class
- 48% of teachers asking questions as per objectives of the lesson
- 56.7 % of teachers giving importance to learners' work in assessment
- 45 % of teachers help the learner in self-assessment
- 41.7% of teachers provide home assignments that require inquiry
- 56.7% of teachers provide feedback
- Overall, personalities were always positive, along with all other qualities like staying engaged in class, dressing appropriately, enjoying the instruction in the classroom, maintaining empathy, promoting democratic practices in the classroom, attempting to work with the students, fostering an inclusive classroom environment, and maintaining flexibility in movement.

Discussion

The study concentrated on activities taking place in classrooms and the methods of evaluation employed to measure student learning. The study discovered that teachers with more education performed better than teachers with only a degree and a B.Ed. The study's findings were consistent with those of Mohalik and Sethy (2015) and, to a lesser extent, Imam, Ali, Singh G.P., and Tiwari Y.N. (2016) as well as Mohanty, 2003.However, throughout the researcher's classroom observations, only a very small percentage of teachers (3.3%) utilised ICT. The majority of secondary schools lack enough technical resources, according to the study, which also supports the conclusions of Mohalik and Sethy (2015). Only the study's findings differ from those of Patra, S.K., 2016, Pradhan and Patnaik, 2006, and Chaudhari, Awasthi & Amin, 2012, as well as those of Devi, Kiran, & Prashanti, 2014, and to a lesser extent from

those of Chaudhari, Awasthi, & Amin, 2012, and Devi, Kiran, & Prashanti, 2014. Other TLMs, such as Science Kit and Math Kit.

Educational Implications.

- Teachers are teaching by following traditional methods of teaching. Mostofthe classes are dull and inactive. There is little participation of students inclassroom teaching. It is more prevalent in social science and language classesand teachers having low qualification. Hence all teachers need to be orientedand trained on new pedagogy of teaching especially constructivist approach ofteachinglearning.
- Thegovernmentshouldorganizeseriesofin-servicetrainingprogrammesforallsecondaryschoolteachers.
- The teachers need to be familiar with uses of ICT and Open EducationalResources for teaching school subjects. Training must be organized on uses ofepathsalateachersand students.
- Teachersmaybeencouragedtoidentifylocalavailableteachinglearningmaterials and use it suitably while teaching. The study indicates that overallpersonality of teachers is not excellent which has very strong bearing onlearning of students. Hence some personality development programmes forteachersmaybeorganizedwiththehelpoftheNCERTandCBSE.
- The poor classroom transaction of teachers also reflects quality of pre-serviceteacher education programmes of state. So, the pre-service teacher educationprogrammesneedtoberevisedandupdatedaspertheNCF2005.

Conclusion

Since 2009–10, the Government of Odisha has been putting the RMSA into practice in accordance with the directives issued by the MHRD. By giving socially disadvantaged children access to infrastructure, instructors' training, and incentives, the government has been working to improve the quality of education. Despite all the effort, there has been very little improvement in the secondary school teaching, learning, and evaluation processes in Odisha. The state government should take immediate action to offer these. The pre-service and in-service teacher education programs need to be strengthened by the state. because the teachers continue to use the old-fashioned chalk-and-talk method of instruction. Implementing ICT for teaching and learning must happen quickly since it canhelp in equalising educational opportunities among learners.

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