

## IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHAABHIYAN IN GOVERNMENT SECONDARY SCHOOLS OF UTTAR PRADESH

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### **Abstract**

*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. Rashtriya Madhyamik Shiksha Abhiyan is a centrally sponsored scheme to attain the goal of Universalization of Secondary Education by promoting access, quality and equity at secondary level. The state of Uttar Pradesh has been going through sequence of educational reforms and implementation of Rashtriya Madhyamik Shiksha Abhiyan is one among them. Although the state has made all efforts to implement Rashtriya Madhyamik Shiksha Abhiyan in its real essence, the questions that remain unanswered are whether truly and effectively Rashtriya Madhyamik Shiksha Abhiyan has been implemented in Government secondary schools and what problems are being faced by teachers with respect to implementation of the same in schools. The study has been conducted on 15 teachers of Government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Hathras district of Uttar Pradesh. Descriptive survey method was employed. Self-constructed questionnaire was used for data collection. The present paper is a brief effort in this regard and is directed towards answering these questions and in giving suggestions for the same.*

**Key words:** Implementation, government secondary schools, Rashtriya Madhyamik Shiksha Abhiyan

Education is essential for the development of innate potentialities, satisfaction of social needs as well as enrichment of culture and civilization. Education is the key to social inclusion and sustainable development. It is one of the essential conditions for quality of life and freedom. "Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel, 2009)."

Universal access to quality knowledge and skills ensures that everybody has an equal opportunity to contribute in work and development of society. Consequently, a well-developed education and training system, needs to hold central position in developmental agenda of every society. After the implementation of the various schemes like Sarva Shiksha Abhiyan, Mid-day meal, Model schools, District Primary Education Programme etc. for promoting universalization of elementary education, the focus shifts towards the next stage

i.e. the secondary stage of education, a stage which prepares an individual to play his/her future roles successfully in all aspects. With the successful implementation of Sarva Shiksha Abhiyan, a large number of pass out students from elementary classes created a huge demand for secondary education. "Secondary education serves as a link between the elementary and higher education. 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 years, whereas it is 16-18 years for higher secondary classes. Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of earning livelihood (RMSA, 2009)." The strict enforcement of the specific learning system at secondary and higher secondary level will enable the students to compete for higher education and job successfully at global level. Pati (1992) found that majority of the

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secondary school Headmasters of Cuttack-I circle did not have adequate provision for audio-visual aids in their schools. Tilak (2007) analyzed the post elementary education, poverty and development in India, emphasized that earnings of individuals can be increased by secondary and higher education and it will result in economic development. Biswal (2010) in his paper reviewed the current status, developmental policies, approaches and reform programmes and concluded that India needs to set up investment in pre-reform activities for creating a sustainable environment for initiating change, improving political will, introducing strategic management models ensuring continuity in change at school level and increasing budgetary allocation for making more inclusive quality secondary education a reality.

Due to liberalization and globalization, incredible changes in scientific and technological world, and necessity to improve the quality of life it is necessary that school leavers acquire a sufficient level of knowledge and skills to survive in this global society. Similar to universalization of elementary education, which has become a constitutional mandate, it is essential to drive this vision forward towards universalization of secondary education. Elementary education is rudimentary for leading a life with dignity and overcoming vital deprivations, while secondary education is the doorway for prosperity, economic and social development as it opens the world of work to the youth of country. "India's impressive, sustained economic growth has increased household and labour market demand for secondary and higher education (World Bank 2009)."

Rashtriya Madhyamik Shiksha Abhiyan is one of the various centrally sponsored schemes targeted at secondary stage. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a project of Ministry of Human Resource Development for strengthening secondary education across the country, was launched in 2009. The RMSA provides a unique opportunity to improve access to and participation in quality secondary education in the country. Rashtriya Madhyamik Shiksha Abhiyan based on the model of democratic decentralization aimed at improving accountability, transparency and service delivery, predominantly at the district level. "Rashtriya

Madhyamik Shiksha Abhiyan is the first large scale intervention for universalizing access to and quality of secondary education, covering the socio-economic and ecological variations as well as people from diverse educational and cultural backgrounds (RMSA, 2009)." Rashtriya Madhyamik Shiksha Abhiyan is a crucial step to prepare the state governments to take up the goal of Universalization of Secondary Education in each state and union territory of the country. Unlike Universalization of Elementary Education, which is a constitutional mandate, Universalization of Secondary Education is not mandatory by Constitution but by morale and by need. RMSA has been designed as a country-wide reform programme more or less in line with reform programme Sarva Shiksha Abhiyan, at elementary level. The specific goals and objectives of Rashtriya Madhyamik Shiksha Abhiyan are:

- 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 (RMSA, 2009)."

The broad development strategies of the Rashtriya Madhyamik Shiksha Abhiyan primarily focus on improving access, quality, equity, school effectiveness and governance, including support service (RMSA, 2009). Lewin (2011) analyzed the access to secondary education in India and found less than half of all children attend and complete secondary education particularly in the Northern states; further pinpointed the reason for dropout as poor and disadvantaged groups were excluded from making progress to grade VIII, the growth of private provision was also limited, the infrastructural needs were massive and the issues related with deployment of teachers.

Uttar Pradesh situated in the Northern part of India is best known for its significant contributions. The literacy situation in Uttar Pradesh is dismal, especially with respect to females and younger age group in rural areas. The state government has made persistent efforts for improving the overall literacy rate of the state. Rashtriya Madhyamik Shiksha Abhiyan a centrally sponsored scheme, was implemented by Uttar Pradesh Rashtriya Madhyamik Shiksha Abhiyan society in Uttar Pradesh with the goal to make good quality education available, accessible and affordable to all young children. According to the Ministry of Human Resource Development 449 schools are set up under Rashtriya Madhyamik Shiksha Abhiyan in Uttar Pradesh. "There are 825 blocks in the State and one school is proposed to be upgraded in each block. The State government was advised to accord priority to setting up of new / upgraded schools in minority concentration areas, and has also to give due priority to SC/ST concentration areas. Further for strengthening of existing secondary schools, the State government to submit a detailed proposal with a district-wise list of schools to be strengthened indicating existing facilities in the school and additional facilities to be provided (PAB, 2009)." The state of Uttar Pradesh has made all efforts to implement Rashtriya Madhyamik Shiksha Abhiyan in its real essence, the questions that remain unanswered are whether truly and effectively Rashtriya Madhyamik Shiksha Abhiyan has been implemented in Government Secondary Schools and what problems are being faced by teachers with respect to implementation of the

same in schools. Unless attempts are made to find out how RMSA is being implemented, what problems arise while implementing RMSA and solutions to be found out for the same, the expected benefits of RMSA cannot be made. The present paper is a brief effort in this regard and is directed towards answering these questions and in giving suggestions for the same.

#### **OBJECTIVES OF THE STUDY**

- 1 To find out initiatives taken in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote- Access, Quality and Equity
- 2 To identify the problems faced by teachers in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

#### **METHOD**

Descriptive Survey Method was employed in the present study.

#### **SAMPLE AND SAMPLING TECHNIQUE**

The study was undertaken in Hathras district of Uttar Pradesh. A sample of 15 teachers of government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan were selected purposively. A total of 15 teachers formed the sample of the study.

#### **MEASURES**

A self-constructed questionnaire comprising of 40 questions for teachers on implementation of Rashtriya Madhyamik Shiksha Abhiyan in Government secondary schools was used. Questions on how Rashtriya Madhyamik Shiksha Abhiyan was being implemented, whether all facilities required for proper implementation of scheme were taken care of, what problems were being faced by teachers while its implementation.

#### **PROCEDURE**

For the collection of data due permission was taken from the principals of schools and questionnaire was given to teachers of selected government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Before the administration of the questionnaire, a brief description about the tool, objectives of the study were discussed and assurance was given to the respondents that information provided by them will be kept confidential and will be used only for the purpose of research work.

## FINDINGS OF THE STUDY

The findings of the study are:

- **Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote access**
  - Majority of teachers (ninety percent) agreed that there was provision of physical facilities, classrooms, library, laboratory, drinking water facility and black board in the government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Eighty percent of teachers agreed that facility of Art & craft room was provided in the government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Only forty percent teachers responded that adequate equipment's were available in Maths and Science laboratories for the use of students. Ninety percent of teachers revealed that there was no provision of computer laboratory in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Further, hundred percent teachers agreed that laboratories constructed apart from computer laboratory, were newly constructed.
  - About sixty seven percent teachers accepted that the construction of additional rooms for qualitative improvement of education in schools. Hundred percent of teachers agreed that regarding provision of separate toilet blocks for boys and girls.
  - According to hundred percent of teachers there was no provision of separate hostel facility for boys and girls and residential accommodation for teachers in remote areas as per guidelines of Rashtriya Madhyamik Shiksha Abhiyan.
  - Hundred percent of teachers agreed that the existing school building was made disabled friendly, there was provision of separate toilets for Children with Special Needs and provision of ramp facility for disabled children to access the classrooms.
  - Hundred percent of teachers accepted that secondary schools were located within the radius of five km. While hundred percent of teachers revealed that there was no availability of transport facility in secondary schools. Majority of teachers (ninety four percent) agreed that facility of water harvesting system was provided in schools.
- **Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote quality**
  - According to twenty six percent teachers secondary schools were newly constructed, while sixty seven responded that school building was old constructed, further, seven percent responded that schools were under construction. Only fourteen percent teachers agreed that existing building was expanded, while twenty six percent teachers responded that school building was upgraded, and about sixty percent teachers responded that school building was both expanded and upgraded.
  - Hundred percent of teachers agreed that there was focus on Maths, Science and English education in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. While hundred percent teachers agreed that there was lack of ICT enabled education. Almost fifty five percent teachers responded additional teachers were appointed in government secondary schools to reduce pupil teacher ratio.
  - Hundred percent teachers agreed that there was provision of in-service teacher training and bridge courses for enhancing learning ability of students passing out of class VIII in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Hundred percent teachers accepted that curriculum was reviewed to meet the guidelines of National Curriculum Framework, 2005.
  - According to hundred percent teachers there was adequate furniture in headmaster room and office room, while majority of teacher (eighty percent) responded that Art & craft room had adequate furniture, further hundred percent teachers revealed there was lack of adequate furniture in computer room.
  - About sixty seven percent teachers accepted that annual grants were provided to schools for purchasing of teaching learning materials, games equipment's, musical, drawing, art education material. Seventy four percent teachers responded that grants were provided for maintenance of laboratories in government

secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Almost sixty seven percent teachers responded that grants were provided for purchasing of new books, magazines, newspapers. Most of the teachers (seventy four percent) accepted that additional grants were provided for purchasing of additional equipment's in existing laboratories in government secondary schools secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

- Hundred percent teachers agreed that there was formation of School Management Committee and Parent- Teacher Association in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

- **Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote equity**

- Only fourteen percent teachers agreed that more female teachers were recruited in school as per Rashtriya Madhyamik Shiksha Abhiyan guidelines. Only seven percent teachers responded that preference was given to the accommodation of female teachers under Rashtriya Madhyamik Shiksha Abhiyan.
- Hundred percent teachers agreed that there was no free lodging/ boarding facilities for students belonging to SC, ST, OBC and minority communities available in secondary schools. Hundred percent teachers agreed that cash incentives were provided to the girls of government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Majority of teachers (ninety four percent) responded that there was provision of free books and uniform for girl students. Hundred percent teachers accepted that scholarship was provided to meritorious/ needy students at secondary level under Rashtriya Madhyamik Shiksha Abhiyan. Sixty percent teachers accepted that Rashtriya Madhyamik Shiksha Abhiyan has made good quality education available, accessible and affordable to all secondary school students.

- **The following problems were faced by teachers in Government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan**

- Teachers faced the problem with regard to

provision of residential accommodation for teachers in remote areas as well as lack of preference to the accommodation of female teachers as per Rashtriya Madhyamik Shiksha Abhiyan guidelines.

- Teachers faced the problem of lack of teachers in secondary schools in order to meet required pupil teacher ratio.
- Further teachers faced the problem with regard to provision of ICT enabled education in secondary schools under Rashtriya Madhyamik Shiksha Abhiya neither due to lack of computer laboratories or due to lack of adequate furniture in computer laboratories.
- Along with this, with respect to proper implementation of RMSA for attaining the goal of universalization of secondary education, there was no separate hostel facility for girls and boys, any free lodging / boarding facilities for students belonging to SC, ST, OBC and minority communities and lack of transport facility in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

#### RECOMMENDATIONS

The following are recommendations for the proper implementation of Rashtriya Madhyamik Shiksha Abhiyan in Government secondary schools taking into consideration teachers suggestions:

- There should be accommodation facility for the teachers in remote areas as well as preference to the accommodation of female teachers as per Rashtriya Madhyamik Shiksha Abhiyan guidelines must be fulfilled, so that the objective of access as per Rashtriya Madhyamik Shiksha Abhiyan could be achieved.
- There should be recruitment of additional teachers in government secondary schools in order to meet required pupil teacher ratio (1:30) and thus promoting quality in education
- There should be provision of computer laboratory as well as adequate furniture so as to provide ICT enabled education for all students, thereby promoting quality education and making students fit in today's information based society.
- There should be provision of transport facilities and separate hostel facility for girls and boys in government secondary schools under Rashtriya

Madhyamik Shiksha Abhiyan so as to promote access to education.

- Further, there should be proper arrangement of free lodging / boarding facilities for students belonging to SC, ST, OBC and minority communities in government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan so as to promote equity in education.

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#### Websites

- MHRD website provides information regarding secondary education (<http://mhrd.gov.in>)
- Rmsaindia provides information on Rashtriya MadyamikShikshaAbhiyan(<http://rmsaindia.gov.in/en/>)

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