

# QUALITY AND EQUITY OF SECONDARY EDUCATION IN HIMACHAL PRADESH UNDER RMSA

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**Abstract:** Education is a basic necessity which we need to acquire to gain new heights. Education is valued because, 'it is life in itself'. Elementary education does not equip a child with the necessary knowledge and skills to face the world of work. Secondary education works as a bridge between elementary and higher education and prepares students of the age group of 14-18 for entry into higher education and also for earning their livelihood. The Sarva Shiksha Abhiyan (SSA) program set up by the government to bring elementary education to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary education infrastructure across the country. It is now a well recognized fact that eight years of elementary education is not sufficient to equip a child for the world of work and it is necessary that access to secondary education must be enhanced and its quality be improved. On the recommendations of CABE, Government of India has prepared a Centrally Sponsored plan for universal access at secondary education known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th plan at a total cost of Rs.20,120 crore and to contain dropouts at class VIII.

**Key Words:** RMSA, Quality, Equity and Secondary Education

## 1. INTRODUCTION:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been implemented in the state of Himachal Pradesh for secondary level (i.e. for 9<sup>th</sup> and 10<sup>th</sup> classes) w.e.f. 2009-2010 through the existing Himachal Pradesh School Education Society and administrative setup of Sarva Shiksha Abhiyan (SSA) as per the guidelines issued by the GOI. The project is being implemented in the sharing pattern of 75: 25 (75% for GOI and 25% for state govt.) during current five year plan.

## 2. AIM OF RASHTRIYA MADHAYMIK SHIKSHA ABHIYAN (RMSA):

- Universal access of secondary education by 2017 (GER of 100%)
- Universal retention by 2020

## 3. VISION:

The vision for secondary education is to make good quality education available, accessible and affordable (3A) to all children in the age group of 14-18 years. With this vision in mind, the following achievements are to be made:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometre for secondary schools and 7 -10 kilometres 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).

## 4. REVIEW OF THE RELATED LITERATURE:

**Kaware and Sain (2013)** found that RMSA is the scheme of universalization of secondary education in India. As Sarva Shiksha Abhiyan worked for spreading elementary level education free and compulsory, we can call universalization of elementary education. RMSA assures quality education by providing required infrastructure to respective schools. RMSA provides equality in Girls, SC, ST and Minority education. RMSA encourages the quality concerns. This scheme provides for requirement of infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster. This scheme is the milestone of the Secondary Education System in India. By this scheme we can achieve more than 30% GER for higher Education in future.

**Sangeeta & Kumar (2013)** concluded that each state government running RMSA to achieve the goal of universalization of secondary education within time period. But the progress is not reflected in the society while governmental and nongovernmental agencies are investing a major financial budget and playing innovative role to achieve this big goal. Rashtriya Madhyamik Shiksha Abhiyan promoting innovative under the scheme of RMSA. If, every governmental or non-governmental agencies will follow guidelines then RMSA mission can be achieved within the time period.

**Deb and Das (2014)** showed in a study that in major reform programmes of recent times for the universalisation of secondary educations is RMSA which addresses the issues of quality and equity are generally addressed through macro level interventions such as the rationalization of schooling inputs, improvements in teacher quality, curriculum and examination reforms, improved support services, and demand-side financing strategies such as scholarship schemes, incentives to socio-economically disadvantaged groups like free uniforms, textbooks and transport allowances, which often do not have the desired results. School competence involvements may certainly prove critical in supplementing macro strategies and intrusions in dealing with problems of equity and quality. West Bengal is one of the Indian states where RMSA activities are lagging behind practically four years due to some of its administrative problems of changing the status from Government Aided School to Government Sponsored Schools. Better let than never and let us hope that RMSA will definitely address the problems in a right way.

**Kalita et al (2015)** showed in a study that secondary education is a transitory phase between elementary and higher education. It plays a very important role in the socio-economic, scientific and technological development of a country. She made following findings-

- (i) Urban secondary teachers have more positive attitude towards universalisation of secondary education than the rural secondary school teachers.
- (ii) Female secondary teachers have more positive attitude towards universalisation of secondary education than the male secondary school teachers.
- (iii) The attitude of urban secondary school teachers toward schooling and education of secondary school students is better than the attitude of rural secondary school teachers toward schooling and education of secondary school students.
- (iv) The attitude of female secondary school teachers toward students' education at secondary level is better than the attitude of male secondary school teachers toward students' education at secondary level.

**Das (2016)** examined in a study that there is big range of differences in the private with the government undertaking schools in Assam. RMSA in Assam is now focusing on the issue- Why the enrollment of the government schools is becoming poor and what will be the way to increase the enrollment ratio of the schools? With the introduction of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for secondary education from 2009 the scenario of the secondary education in Assam has been improved and we can claim a better future in the secondary education system in the coming days in Assam. Some suggestion is mentioned bellow for the improvement of the quality of secondary education system.

- a) Multi intelligence of the learner can be focused greatly in our education system.
- b) Some job oriented courses should be introduced at school course content for the poor students.
- c) New breed of teachers are required in the education system.
- d) Refresher course of the teachers is important for making them up-to-date with the need of the time.
- e) Participatory style of management is lacking in our educational system.
- g) Quality job based education is most required in the education system of Assam.
- j) Life oriented value based education is one of the challenging issues and problems in the education system of Assam.
- m) Use of Technology in the schools yet to start in provincialized schools of Assam.

## **5. NEED AND SIGNIFICANCE OF THE STUDY:**

The Sarva Shiksha Abhiyan (SSA) program set up by the government to bring elementary education to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary education infrastructure across the country. It is now a well recognize fact that eight years of elementary education is insufficient to equip a child for the world of work and it is necessary that access to secondary education must be enhanced and its quality be improved. On the recommendations of CIBE, Government of India has prepared a Centrally Sponsored plan for universal access at secondary education known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

The present study is an attempt in this direction and assesses the objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in terms of indicators of access, quality and equity. So to evaluate the RMSA is significant and needs to be studied on.

## **6. OBJECTIVES OF THE STUDY:**

The objectives of the present study were-

- A. To study the attainment of indicators of access in secondary education in terms of:
  - a) Approximate distance of school from different habitations and number of students enrolled in IX class.
  - b) Range of habitations from where students can access school easily
  - c) Natural or man-made barriers for accessing the education of the children.
- B. To study the attainment of indicators of equity in secondary education in terms of:
  - a) Variations in the pattern of attendance in respect to SC, STs, Girl Children and children from economically weaker background.

**7. DELIMITATION OF THE STUDY:**

- 1. The study will be confined to the Hamirpur, Bilaspur, Shimla and Solan districts of Himachal Pradesh.
- 2. The study will be delimited only to high and secondary schools of Himachal Pradesh.

**8. METHODOLOGY**

Descriptive survey method of research has been used.

**8.1 SAMPLE**

Out of all 12 districts of Himachal Pradesh, 4 districts were selected at random for the sample. From each selected districts, two educational blocks were selected random. From each block 13 and 12 schools were selected at random. The principals of each of the selected schools were selected for the study making it to a total of 100 principals.

**8.2 RESEARCH TOOLS USED**

Keeping in view the nature of the study the questionnaire for the Headmasters/Principals for the attainment of indicators of access, quality and equity to secondary education tools was developed by the investigator herself.

**8.3 ANALYSIS OF DATA**

**1. Perception of Principals about approximate distance from the school and number of students enrolled in IX class**

The responses of the Principals about approximate distance from the school and number of students enrolled in IX class are given in table 1 as under-

**Table 1**

**Responses regarding approximate distance from the school and number of students enrolled in IX class**

District	Distance (in Km)											
	0-1	%	1-2	%	2-4	%	4-5	%	More than 5	%	Total	%
Hamirpur	553	54.53	243	23.97	198	19.52	12	1.19	8	0.79	1014	100.0
Bilaspur	649	64.32	275	27.26	74	7.33	11	1.09	-	-	1009	100.0
Shimla	404	46.5	213	24.5	182	21.0	23	2.6	47	5.4	869	100.0
Solan	678	51.98	471	36.48	69	5.34	57	4.42	23	1.78	1291	100.0

It is evident from table 1 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 54.53 , 23.97 , 19.52 ,1.19 and 0.79 percent and 64.32 , 27.26 , 7.33 , 1.09 percent and 46.5 , 24.5 ,21.0 ,2.6 and 5.4 percent and 51.98 , 36.48 , 5.34 , 4.42 ,1.78 percent of the students come from the habitation of 0-1, 1-2, 2-4, 4-5 Km and more than 5 Km respectively. Whereas no students came from more than 5 km in district Bilaspur.

From the above analysis, it may be inferred that the secondary schools are available to almost all of the students in the sampled districts.

**2. Perception of Principals regarding range of habitations from schools**

The responses of the Principals regarding range of habitations from schools are given in table 2 as under-

**Table 2**

**Responses regarding range of habitations from schools**

District	Beyond Range		Within range	
	N	%	N	%

Hamirpur	1	4.0	24	96.0
Bilaspur	0	0.0	25	100.0
Shimla	5	20.0	20	80.0
Solan	3	12.0	22	88.0

It can be seen from table 4.1.2 that in district Hamirpur, district Shimla and district Solan 4.0 percent, 25.0 and 12.0 percent schools are beyond range from habitations. Whereas in district Hamirpur, district Shimla and district Solan 96.0 percent, 100.0 percent 80.0 and 88.0 percent of schools were within range from habitations. In district Bilaspur 100.0 percent of schools were within range from habitations.

It may be inferred from table 2 that majority of the habitations were within range of schools from where students can access school easily.

### 3. Perception of Principals about types of barrier

The responses of the Principals regarding types of barriers are given in table 3 as under :

**Table 3**  
**Types of barrier**

Barrier	District							
	Hamirpur		Bilaspur		Shimla		Solan	
	N	%	N	%	N	%	N	%
Natural Barrier	2	8.0	0	0.0	1	4.0	0	0.0
Man Made Barrier	6	24.0	5	20.0	1	4.0	2	8.0
<b>Total</b>	<b>8</b>	<b>32.0</b>	<b>5</b>	<b>20.0</b>	<b>2</b>	<b>8.0</b>	<b>2</b>	<b>8.0</b>

It is evident from table 3 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 8.0, 0.0, 4.0 and 0.0 percent and 24.0, 20.0, 4.0 and 8.0 percent of the principals respectively were of the view that school had natural barrier and man -made barrier which is creating problems for children in accessing the school.

It can be concluded from table 3 that majority of the schools has no barrier which created problems for children in accessing the school.

### 4. Responses of Principals regarding source of natural and man -made barrier

The responses of the Principals regarding source of man-made and barriers are given in table 4 as under:

**Table 4**  
**Sources of barrier**

Man Made Barrier	District							
	Hamirpur		Bilaspur		Shimla		Solan	
	N	%	N	%	N	%	N	%
Bridge	1	12.5	1	4.0	0	0.0	0	0.0
Liquor Shop	1	12.5	1	4.0	0	0.0	0	0.0
Pond	2	25.0	0	0.0	0	0.0	0	0.0
National Highway	1	12.5	1	4.0	0	0.0	1	4.0
State Highway	0	0.0	1	4.0	0	0.0	1	4.0
Congested area	0	0.0	1	4.0	1	4.0	0	0.0
<b>Natural Barrier</b>								
River	1	12.5	0	0.0	0	0.0	0	0.0
Earthquake prone area	1	12.5	0	0.0	0	0.0	0	0.0
Landslide area	1	12.5	0	0.0	0	0.0	0	0.0
Forest	0	0.0	0	0.0	1	4.0	0	0.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>5</b>	<b>20.0</b>	<b>0</b>	<b>8.0</b>	<b>0</b>	<b>0.0</b>

It can be seen from table 4 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 12.5, 4.0, 0.0 and 0.0 percent and 12.5, 4.0, 0.0 and 0.0 and 25.0, 0.0, 0.0 and 0.0 percent and 12.5, 4.0, 0.0 and 0.0 and 0.0, 4.0, 0.0 and 4.0 and 0.0, 4.0, 4.0 and 0.0 of the Principals respectively were of the opinion that schools has bridge, liquor shop, pond, national highway, state highway and congested area were present as man - made barrier. Whereas 12.5, 0.0, 0.0 and 0.0 percent and 12.5, 0.0, 0.0 and 0.0 percent and 12.5, 0.0, 0.0 and 0.0 percent and 0.0, 0.0, 4.0 and 4.0 of the Principals respectively were of the opinion that schools has river, earthquake prone area, landslide area and forest were present as a natural source of barrier.

It is inferred from above table that large majority of secondary schools had no barrier indicating that secondary education is available to all the students of secondary education appropriate age.

### 5. Responses regarding variation in the pattern of attendance in respect to the following communities

The responses of the Principals regarding variation in the pattern of attendance in respect to the following communities are given in Table 5.

Table 5

Responses regarding variation in the pattern of attendance in respect to the following communities

Variation in the pattern of attendance	District															
	Hamirpur				Bilaspur				Shimla				Solan			
	Yes		No		Yes		No		Yes		No		Yes		No	
SC	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0
ST	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0
Girl Child	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0
Minorities	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0
Weaker Background	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0	0	0.0	25	100.0

It is evident from Table 5 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 100.0 percent of school principals were of the view that there was no variation in the pattern of attendance of SC, ST, girl child, minorities and weaker background.

It can be concluded from above table that no schools have variation in the pattern of attendance of SC, ST, girl child, minorities and weaker background. It is interpreted from above table that all sampled school completed the indicators of access, enrolment and retention.

### 9. CONCLUSION:

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a scheme of the Government of India for universalisation of access to and improvement of quality of education at the secondary stage. The findings of the present study suggested that secondary schools are available to almost all of the students in the sampled districts. Large numbers of the habitations were within range of schools from where students can access school easily. Majority of the schools had no barrier which created problems for children in accessing the school. Large majority of secondary schools are no barrier indicating that secondary education is available to all the students of secondary education appropriate age. No schools had variation in the pattern of attendance of SC, ST, girl child, minorities and weaker background. All sampled school completed the indicators of access, enrolment and retention. The RMSA envisages a bottom-up approach to planning and management of secondary education development interventions.

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