

PHYSICAL ACCESS TO SCHOOL INFRASTRUCTURE UNDER RMSA IN THE SCHOOLS OF HIMACHAL PRADESH

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Abstract: *Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a national mission program for Universalization of secondary education. This scheme was launched in March 2009 with the objective to enhance and to improve the quality of education at secondary level. 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. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) came into existence after Central Advisory Board of Education (CABE) recommendations. Central Advisory Board of Education (CABE) is the highest deliberative and advisory forum on education in the country. It includes education ministers of all the states and eminent educationists as its members. In 2004 and 2005, CABE decided to make secondary education universal in India. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been implemented in the state of Himachal Pradesh for secondary level (i.e. for 9th and 10th 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 Government of India. RMSA project is being implemented in the sharing pattern of 75: 25. It is 75% for Government of India and 25% for state government during current five year plan.*

Keywords: *RMSA, Secondary Education, Physical access, School Infrastructure.*

1. INTRODUCTION:

The RMSA visualizes a bottom-up approach to planning and management of secondary education development interventions. School Infrastructure, Learning Resources, Teachers are the main factors which should be improved under RMSA. It is compulsory to have projection of additional enrolments at Secondary Stage and the targets.

Following strategies should be included to universalize access to secondary education:

- (1) Strengthening of existing secondary schools and deploying required number of subject wise teachers;
- (2) Upgradation of existing Upper Primary Schools;
- (3) Opening of new Secondary Schools.
- (4) Rationalizing quality infrastructure across secondary schools;
- (5) Developing management Information System;
 - Curriculum development;
 - Development of learning resources;
 - Professional development of teacher and competency (e.g. In service training of teachers, Training of heads of the school, site based professional development, etc);
 - Training of members of the SDMC;
 - Focus on total development of children through promotion of sports, cultural activities; project work involving interaction with social and natural surroundings, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc.
 - Examination reforms – focus on continuous and comprehensive school based assessment
 - Strengthening guidance and counselling services at the school level – provision of Guidance and Counselling Grant to the States for strengthening of Guidance Bureaus in States.
 - Leadership development programmes for school heads.

2. REVIEW OF THE RELATED LITERATURE:

Aggrawal (2001) investigated in a study that goal of universalisation of primary education needs to attain by 2010 as per the targets of Millennium Development Goals (MDG). The present study showed the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. Under DPEP, the construction of more than 1600 new schools and an additional 26,000 classrooms was

completed by 2001. The student classroom ratio was found to be 50:5 in 2000-01. Many schools have overcrowded classrooms. The national trends in primary grades enrolment are showing signs of slow down and stagnating. In the year 1998-2000 there is an increase enrolment of about 2% per annum. The DISE data system includes data on underage and overage children in various grades. The pupil-teacher ratio (PTR) has increased for the very low female literacy districts from 39.2 in 1999-00 to 41.3 in 2000-01. Firstly, the practice of sharing school data with stakeholders and the community has to be strengthened, secondarily periodic validation of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimated at the district level.

Kaul (2001) identified that denial of education was linked to the socio-economic conditions of families. Even in Government run schools parents have to spend on stationery, transport, school bags and uniforms, etc which involved expenses ranging from Rs.600-800 per child per annum in rural areas and Rs.800-1,200 in urban areas. Children in private schools did not receive free books or uniforms. In upper primary classes, text books, uniforms and school bags were given only to SC/ST children. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were other main reasons for non-enrolment and drop-out of students. Poor quality infrastructure, less number of teachers and indifferent teaching also resulted in low achievement levels among children. To improve the education scenario, the study suggested implementation of integrated government-supported development projects which reduce widespread inequalities.

National Institute of Education Planning and Administration (2004) showed in a report that Indian education system is one of the largest systems in the world. District Information System for Education (DISE) 2001 was software designed by NIEPA which was used to collect data from the grass roots, and standardize educational variables at the national level. It eliminated chances of data manipulation. Data revealed that 26.58 percent primary schools were located within 1 km from the Cluster Resource Centre (CRC) and 32.85 percent schools were located more than 5 km from CRC. Only 4.38 percent of the total numbers of schools were run by Tribal Welfare Department. In 1994, 53.50 percent new primary schools were opened in the state of Rajasthan, 26.7 percent in Andhra Pradesh, 17.90 percent in Madhya Pradesh and 24.7 percent in Uttar Pradesh. More than 80 percent primary schools in Karnataka, Maharashtra, Uttar Pradesh and Uttaranchal had permanent buildings. About 36 percent primary schools had more than three teachers. 71.9 percent primary schools and 79.5 percent elementary schools had drinking water facility. In 2003, about 14 percent primary schools in Madhya Pradesh had a ramp in school which was also the highest in country. In Bihar, Uttar Pradesh and West Bengal, the average number of primary schools per upper primary school was five and more. At the primary level, the share of SC and ST enrolment to total enrolment was 21.8 percent and 9.6 percent respectively. About 3.16 million teachers were engaged in teaching in elementary schools. Kerala had the highest number of teachers (19.85 percent) and Bihar the lowest (2.55 percent). Para-teachers were better qualified than regular teachers. Despite all significant achievements, DISE data may not necessarily be absolutely free from limitations, in view of its large scale operations.

Mehta (2006) showed that nearly 86.9% schools were located in rural areas. About 84.8% of the total number of 1,037,830 schools was Government schools. About 73.67% of the total 1.04 million schools were in Government buildings, 11.19% schools were in private buildings, 7% schools were running in rented buildings. About 2.4% Government schools were in rent free buildings. 69.9% had pucca building and 9.19% had partially pucca. 1.84% had kuccha building and 10.23% had multiple types of building. Around 2.66% schools had 11-15 classrooms. About 68.4% classrooms were in good condition. 31.52% needed either major or minor repairs. More than 44% schools had enrolled up to 100 students. Drinking water facility (80.60%) and electricity connection (28%) was found to be higher in 2005 compared to the previous year (77.89% and 25%). 7.86% of the total schools were without blackboards. About 47% schools had common toilets in 2005. The percentage of girls' enrolment in Government schools was found to be higher than that in private schools in primary (48% and 44%), upper primary (45.82% and 44.31%) and elementary classes (47.76% in urban areas was 842,420 and 127,896 in 2003, which increased to 1,152,451 and 244,756 in 2005. The retention rate at primary level improved from 53% in 2003 to 58% in 2004-05. Teacher related indicators showed that 78% teachers were located in rural areas in 87% of the schools. On an average, there were 4.02 teachers in a school that imparted elementary education, and primary schools had 2.74 teachers per school in 2005. The percentage of female teachers was higher in urban areas (64.75%) than rural areas (33.12%). The highest pupil teacher ratio (PTR) was observed in the case of primary schools (42:1) and lowest in independent upper primary schools (31:1). A majority of the teachers in primary schools were in the age group 26-45 years. It was found that 49% male and 48% female teachers were graduates and above. As many as 379,000 Para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. Focus should be on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

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. This scheme 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. Appointment of additional teachers and in-service training of teachers, Bridge course for enhancing learning ability for students passing out of class VIII, Reviewing curriculum to meet the NCF, 2005 norms, Residential accommodation for teachers in rural and difficult hilly areas, Preference will be given to accommodation for female teachers are major issues. 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.

3. 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 CABE, 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.

4. OBJECTIVES OF THE STUDY:

To study the attainment of indicators of quality in secondary education in terms of:

- a) Number of classrooms and condition of classroom for class IX and X
- b) Providing required infrastructure like black board, furniture, libraries, toilet and drinking water facilities.

5. DELIMITATION OF THE STUDY

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

6. METHODOLOGY

Descriptive survey method of research has been used.

6.1 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.

6.2 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.

6.3 ANALYSIS OF DATA

6.3.1 Number of classrooms

The responses of the Principals about number of classrooms for class IX and X are given in Table 1 as under-

Table 1
Number of classrooms

Number of classrooms	District					
	Class		Hamirpur	Bilaspur	Shimla	Solan
One room	IX	N	17	15	23	17
		%	68.0	60.0	92.0	68.0
	X	N	17	15	23	17
		%	68.0	60.0	92.0	68.0
Two rooms	IX	N	8	7	2	6
		%	32.0	28.0	8.0	24.0
	X	N	8	7	2	6
		%	32.0	28.0	8.0	24.0

Three rooms	IX	N	0	1	0	2
		%	0.0	4.0	0.0	8.0
	X	N	0	1	0	2
		%	0.0	4.0	0.0	8.0
No Room	IX	N	0	2	0	0
		%	0.0	8.0	0.0	0.0
	X	N	0	2	0	0
		%	0.0	8.0	0.0	0.0

It is evident from table 1 that in district Hamirpur, district Bilaspur , district Shimla and district Solan 68.0 , 60.0 and 92.0 percent and 68.0 percent of the principals respectively were of the view that for IX and X class students there is one classroom. In district Hamirpur, district Bilaspur , district Shimla and district Solan 32.0 , 28.0 , 8.0 and 24.0 percent of the principals respectively were of the view that for IX and X class students there are two classrooms. In district Hamirpur, district Bilaspur , district Shimla and district Solan 0.0 , 4.0 , 0.0 and 8.0 percent of the principals respectively were of the view that for IX and X class students there are three classrooms. In district Hamirpur, district Bilaspur , district Shimla and district Solan 0.0 , 8.0 , 0.0 and percent of the principals respectively were of the view that for IX and X class students there no classrooms.

It can be inferred from above table that in majority of the schools has one classroom for IX and X classes.

6.3.2 Condition of classroom

The number and percentage of about the condition of classrooms as observed by the observer is presented in table 2 as under-

Table 2
Condition of classrooms

Condition of classroom	District					
			Hamirpur	Bilaspur	Shimla	Solan
Good	IX	N	20	18	22	21
		%	80.0	72.0	88.0	84.0
	X	N	20	18	22	21
		%	80.0	72.0	88.0	84.0
Average	IX	N	4	6	3	4
		%	16.0	24.0	12.0	16.0
	X	N	4	6	3	4
		%	16.0	24.0	12.0	16.0
Poor	IX	N	1	1	0	0
		%	4.0	4.0	0.0	0.0
	X	N	1	1	0	0
		%	4.0	4.0	0.0	0.0

It is evident from table 2 that in district Hamirpur, district Bilaspur , district Shimla and district Solan 80.0 ,72.0 and 88.0 and 84.0 percent of the principals respectively were of the view that condition of classrooms of IX and X classes was good. In district Hamirpur, district Bilaspur , district Shimla and district Solan 16.0 ,24.0 and 12.0 and 16.0 percent of the principals respectively were of the view that condition of classrooms of IX and X classes was average. Whereas in district Hamirpur, district Bilaspur , district Shimla and district Solan 4.0 percent ,4.0 percent,0.0 percent and 0.0 percent of the principals respectively were of the view that condition of classrooms of IX and X classes was poor.

It can be inferred that in majority of the schools have good condition of classrooms for IX and X classes.

Furniture

6.3.3 Students sit on desks or tat-pattis

The responses of the Principals regarding whether students sits on desks or tat-pattis are given in Table 3 as under-

Table 3
Students sit on desks or tat-pattis

District	Students sits on desks or tat-pattis							
	IX				X			
	Desks		Tat-pattis		Desks		Tat-pattis	
	N	%	N	%	N	%	N	%
Hamirpur	25	100.0	0	0.0	24	96.0	1	4.0
Bilaspur	21	84.0	4	16.0	21	84.0	4	16.0

Shimla	24	96.0	1	4.0	24	96.0	1	4.0
Solan	24	96.0	1	4.0	24	96.0	1	4.0

It can be seen from table 3 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 100.0 percent, 84.0 percent, 96.0 percent and 96.0 percent of the principals respectively were of the view that students of IX and X classes sits on desks whereas In district Hamirpur, district Bilaspur, district Shimla and district Solan 0.0 percent, 16.0 percent, 4.0 and 4.0 percent of the principals respectively were of the view that students of IX and X class sits on tat-pattis.

Thus it can be inferred that in majority of the school students of IX and X sits on desks.

6.3.4 Quality of furniture

The responses of the Principals regarding quality of furniture are given in Table 4 as under-

Table 4
Quality of furniture

Quality of furniture	District					
			Hamirpur	Bilaspur	Shimla	Solan
Good	IX	N	24	17	19	24
		%	96.0	68.0	76.0	96.0
	X	N	24	17	19	24
		%	96.0	68.0	76.0	96.0
Average	IX	N	1	8	6	1
		%	4.0	32.0	24.0	4.0
	X	N	1	8	6	1
		%	4.0	32.0	24.0	4.0
Poor	IX	N	0	0	0	0
		%	0.0	0.0	0.0	0.0
	X	N	0	0	0	0
		%	0.0	0.0	0.0	0.0

It can be seen from table 4 that in district Hamirpur, district Bilaspur, district Shimla and district Solan 96.0 percent, 68.0 percent, 76.0 percent and 96.0 percent and 4.0, 32.0 percent, 24.0 percent and 4.0 percent, of the principals respectively were of the view that quality of furniture was good and average.

It can be inferred that majority of the schools had good quality of furniture for classes IX and X.

6.3.5. Availability of library

The responses of the Principals regarding availability of library are presented in Table 5 as under-

Table 5
Availability of library

District	Availability of library			
	Yes		No	
	N	%	N	%
Hamirpur	19	76.0	6	24.0
Bilaspur	17	68.0	8	32.0
Shimla	15	60.0	10	40.0
Solan	21	84.0	4	16.0

It is shown from the table 5 that in district Hamirpur, district Bilaspur and district Shimla and district Solan 76.0 percent, 68.0 percent, 60.0 and 84.0 percent of the principals respectively were of the opinion that school has library in the school. It is shown from the table that in district Hamirpur, district Bilaspur and district Shimla and district Solan 24.0 percent, 32.0 percent, 40.0 and 16.0 percent of the principals respectively were of the view that school has no library.

It can be inferred from above table that majority of the schools has libraries.

6.3.6 Safe drinking water facility

The responses of the Principals regarding safe drinking water facilities are given in table 6 as under-

Table 6
Safe drinking water facility

District	Safe drinking water facility			
	Yes		No	
	N	%	N	%

Hamirpur	25	100.0	0	0.0
Bilaspur	25	100.0	0	0.0
Shimla	24	96.0	1	4.0
Solan	25	100.0	0	0.0

It is evident from table 6 that in district Hamirpur, district Bilaspur , and district Solan have 100.0 of the principals were of the view that school has safe drinking water facility. While district Shima has 96.0 of the schools have safe drinking water facility.

Majority of the schools have safe drinking water facility.

6.3.7 Responses regarding adequate no of toilets

The responses of the Principals regarding adequate no. of toilets are presented in table 7

Table 7

Adequate no of toilets

District	Adequate no of toilets			
	Yes		No	
	N	%	N	%
Hamirpur	25	100.0	0	0.0
Bilaspur	24	96.0	1	4.0
Shimla	25	100.0	0	0.0
Solan	25	100.0	0	0.0

It is shown from the table 7 that in district Hamirpur, district Bilaspur and district Shimla and district Solan has 100.0 percent, 96.0 percent, 100.0 percent and 100.0 percent of principals respectively were of the view that adequate no. of toilets were available for girl students, boy students and staff members. Whereas in district Bilaspur 4.0 percent of the principals are of the view that no toilets were available for girl students, boy students and staff due to deficiency of funds and it is newly upgraded school.

It can be concluded that majority of the schools has adequate no of toilets for girl students, boy students and staff.

6.3.8 No. of toilets for boys, girls and staff

The responses of the Principals regarding no. of toilets for boys, girls and staff are presented in table 8:

Table 8

No. of toilets for boys, girls and staff

No. of toilets for boys, girls and staff		District							
		Hamirpur		Bilaspur		Shimla		Solan	
		N	%	N	%	N	%	N	%
Girls	0	0	0.0	1	4.0	0	0.0	0	0.0
	1-3	19	76.0	19	76.0	21	84.0	17	68.0
	4-6	6	24.0	5	20.0	4	16.0	8	32.0
Boys	0	0	0.0	1	4.0	0	0.0	0	0.0
	1-3	19	76.0	19	76.0	23	92.0	17	68.0
	4-6	6	24.0	5	20.0	2	8.0	8	32.0
Staff	0	0	0.0	1	4.0	1	4.0	0	0.0
	1-3	19	76.0	19	76.0	22	88.0	22	88.0
	4-6	5	20.0	5	20.0	2	8.0	3	12.0

It is shown from the table that in district Hamirpur, district Bilaspur and district Shimla and district Solan 0.0 ,4.0, 0.0 and 0.0 percent, and 76.0 , 76.0 and 84.0 and 68.0 percent and 24.0,20.0 and 16.0 and 32.0 percent of principals respectively were of the opinion that there are no toilets, 1-3 and 4-6 no. of toilets were available for girls. Whereas in district Hamirpur, district Bilaspur and district Shimla and district Solan 0.0 ,4.0, 0.0 and 0.0 percent and 76.0 , 76.0 and 92.0 percent and 68.0 percent and 24.0,20.0 and 8.0 and 32.0 percent of principals respectively were of the view that there are no toilets, 1-3 and 4-6 no. of toilets were available for boys. In district Hamirpur, district Bilaspur and district Shimla and district Solan 0.0 , 4.0, 4.0 and 0.0 percent, and 76.0 , 76.0, 88.0and 88.0 percent and 20.0,20.0 and 8.0 and 12.0 percent of principals respectively were of the view that there are no toilets, 1-3 and 4-6 no. of toilets were available for staff members.

It can be concluded that majority of the schools had one to three toilets for girls, boys and staff members.

7. CONCLUSION:

School Infrastructure, Learning Resources, Teachers are the main factors which should be improved under RMSA. It is compulsory to have projection of additional enrolments at Secondary Stage and the targets. Majority of the schools has one classroom for IX and X classes. Majority of the schools have good condition of classrooms for IX and X classes. Majority of the school students of IX and X sits on desks. Majority of the schools had good quality of furniture for classes IX and X. Majority of the schools have safe drinking water facility. Majority of the schools has adequate no of toilets for girl students, boy students and staff. Majority of the schools had one to three toilets for girls, boys and staff members.

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