



A study on implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Aizawl city

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Abstract

The present study entitled “A Study on Implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Aizawl City” was taken up in Government Secondary Schools in Aizawl City. It was found from the study that there were 26 government secondary schools selected in the state for locating resource rooms and appointed 45 special educators in each selected schools. Assistive devices were provided to the students in needs. The investigator found that only 23% schools had done enrolment drive in the community. Majority (92%) of the schools had dropped out students in last academic year. Education of girls was found well accepted by the society in the study area. Only 2 additional teachers were found appointed by RMSA in the schools under study. Only one Girls’ Hostel was found to be established in the state of Mizoram which was located at Lungsen. Only one school (i.e. Govt. Republic High School) introduced vocational education in the study area offering two courses.

Keywords: RMSA, IEDSS

Introduction

Following the recommendations of New Education Policy of 1986 and Programme of Action 1992, the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time. The Inclusive Education of Disabled at Secondary Stage (IEDSS), Girls’ Hostel, Vocational Education and Information and Communication Technology schools schemes were started with the overall objective of providing accessible, and relevant secondary education of good quality in India in partnership with the States and Union Territories under RMSA scheme. The Scheme, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March, 2009, to enhance access to secondary education and improve its quality. Like SSA, RMSA leverages support from a wide range of stakeholders including multilateral organizations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multi-dimensional research, technical consulting, implementation and funding support.

RMSA has a clear vision which includes –

To provide a secondary/Sr. Sec. School within a reasonable distance of every habitation, which should be 5 kilometers for secondary schools and 7-10 kilometers for higher secondary schools.

To ensure universal access of secondary education by 2017 (GER of 100%) and universal retention by 2020.

To provide access to Secondary Education with special reference to economically weaker section of the society, the educationally backward girls, children with special needs and other marginalized categories like SC, ST, OBC and educationally backward minorities.

Need and importance of the study

RMSA was established to achieve Universalization of

Secondary Education and to increase retention of the students in the school as well known to us. For these reason, the school has to include all the secondary school going age regardless of their sex, minority and religion. Attention will be given to ensure Education for All in terms of inclusive education and education of girls in secondary schools. Special focus must be in micro planning. For opening of school, preference will be given to the areas of schedule caste, schedule tribe and minority. Special enrolment drive for the weaker section will be taken up to ensure universalization of secondary education. More female teachers will be recruited in schools for the empowerment of women. The investigator felt the need to study how far these interventions have been implemented in the study area. Hence, the present study has been taken up.

Objectives of the study

- To find out the equity intervention of RMSA Mission in Government Secondary Schools in Aizawl city.

Methodology and procedure

Method of the study

Descriptive Survey Method was adopted for the study.

Population and sample

The population in the present study consists of all the Government Secondary Schools in Aizawl city. There are 26 Government Secondary School in Aizawl City at present. 13 schools are selected for sample of the study to represent the total population.

Tools used

For present study, the investigator developed questionnaires for Headmasters of Government High Schools and State Project Director, RMSA, Mizoram. The investigator also

collected secondary data such as State Reports and Analysis; and document from the office of Directorate of School Education and State Project Office of RMSA.

Procedure of data collection

The investigator herself went to each school and administered questionnaires to obtain primary data in elementary schools within the study area. The investigator approached State Project Director also and administered questionnaire made for him.

Office of the Directorate of School Education, Aizawl and State Project Office of RMSA, Aizawl were also visited by the investigator and collected secondary data such as document, State report and Analysis. Books, journal, newspapers and internet were also made use as secondary data.

Procedure of data analysis

The distributed questionnaires were collected by the investigator and then tabulated, analyzed and interpreted carefully with secondary data to generate reliable information. For analysing data, statistical technique i.e. percentage is employed to find accurate results and then descriptive interpretation were made to draw the conclusion.

Analysis and interpretation of the study

Inclusive Education in Government Secondary Schools in Mizoram

Table 1: Inclusive Education in Government Secondary Schools in Mizoram

S. No	Particulars	Response
1	Number of schools provided Inclusive Education	13
2	Total number of resource room	26
3	Number of special educators	45
4	Number of schools having teacher attended special educator training/seminar	26
5	Duration of training/Seminar	4 days
6	Assistive devices provided to the students	Spectacles
		Hearing aids
		Crutches
		Wheelchair
		Braille slate
		Artificial limp
		Blind stick
Large print text books		

It is striking to note from table.1 that Inclusive Education is provided in all Govt. Secondary Schools. There are 26 resource rooms and 45 special educators in Mizoram. Special educators are occasionally given training or provided seminar regarding on inclusive education. Assistive devices are provided to the students those in need such as spectacles, hearing aids, crutches, wheelchair, braille slate, artificial limp, blind stick and large print text books.

Enrolment of special children in Govt. Secondary Schools in Mizoram

Table 2: Enrolment of special children in Govt. Secondary Schools in Mizoram

Year	Male	Percentage	Female	Percentage	Total
2015-16	414	42.55	559	57.45	973
2016-17	391	43.49	508	56.51	899
2017-18	563	41.89	781	58.11	1344
2018-19	553	38.92	868	61.08	1421

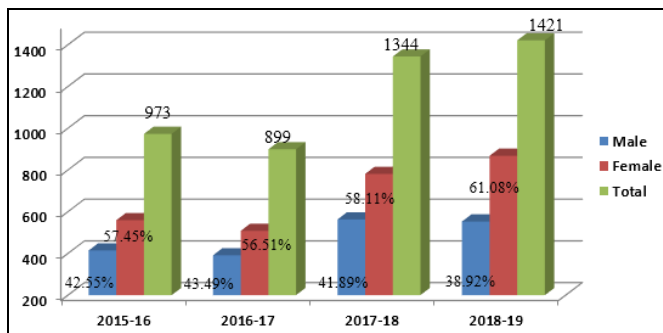


Fig 1: Enrolment of special children in secondary schools in Mizoram.

A cursory glance at Table No.2 and Fig.1 tell us that number of special children enrolled in secondary schools is increased every year. In 2015-16, percentage of male is 42.55 while female is 57.45%. There are 899 students enrolled in 2016-17, 43.49% are male while 56.51% are female. Out of 1344 students during the session of 2017-18, 41.89% are male whereas female students occupied higher percentage of 58.11%. In the current year (2018-19), number of female students rises to 61.08% whereas percentage of male is only 38.92%.

Number of Inclusive Education in Govt. Secondary Schools in Aizawl City

Table 3: Number of Inclusive Education in Govt. Secondary Schools in Aizawl City

S. No	Particulars	Having out of 13 school	%	Not having out of 13 school	%
1	Special children	5	38.46	8	61.54
2	If assistive devices are received	-	0	13	100
3	Ramp and handrail	3	23.08	10	76.92
4	Barriers free classroom	6	46.15	7	53.85
5	CWSN toilet	4	30.77	9	69.23

The data in table 4.5.3 shows that 5 schools out of 13 schools have special children enroll in their schools. Assistive devices for students for them are not received. There were no ramp and railing in 76.92% schools under study. Only 46% schools have barriers free classrooms whereas there are 30% schools that have CWSN toilet in the study area.

Bridging gender and social gap

Table 4: Bridging gender and social gap.

S. No	Particulars	Having out of 13 school	(%)	Not having out of 13 school	(%)
1	Enrolment drive for weaker section	3	23.08	10	76.92
2	Free lodging for students of weaker section	13	100	-	0
3	Acceptance of education of girls	13	100	-	0
4	Special provision for girls	13	100	-	0
5	Provision of merit scholarship	13	100	-	0
6	Dropout in last academic session	12	92.31	1	7.69
7	Appointment of additional teachers	-	0	13	100
8	Availability of female teachers	13	100	-	0
9	Contribution for recruitment of female teachers	-	0	13	100

The analysis of the above data Vide Table.4 revealed only 23% school have done enrolment drive among weaker section of the society whereas the rest, 77% schools have no drive for enrolment in secondary schools. Education of girls is accepted by all communities. There is merit scholarship provided by the government for those who were eligible to apply. 92% of the schools had dropped out students in last academic year while others did not have school dropout. Additional teachers are not appointed in the schools under study.

Girls Hostel in Mizoram

Table 5: Girls Hostel in Mizoram.

S. No	Particulars	Response	
1	Year of establishment of girls hostel	2014	
2	No. of girls hostel	1	
3	Location of girls hostel	Lungsen	
4	Target age group	11-18 years	
5	Enrolment of girls	32 (as on 1.6.2018)	
6	Provision of building grant	Provided	
7	Amount of building grant	Rs.188.4 lakhs	
8	Provision of annual grant	Provided	
9	Amount of annual grant	Rs.20 lakhs p.a	
10	Number of warden employed	1	
11	Salary per month	Rs.5000/-	
12	Number of cook	Chief cook	1
		Asst. cook	1
13.	Salary of cook per month	Chief cook	Rs.3000/-
		Asst. cook	Rs. 2500/-

As per Table Vide No.5, only one Girls Hostel was established in Mizoram at Lungsen in the year 2014 as girls hostel should be opened only in Educationally Backward Block (EBB). This girl's hostel was ideal for the girl age between 15-16 years of age. The total number of hostellers in Lungsen hostel is 32 as on June 2018. Rs.188.4 lakhs was

sanctioned for building grant followed by annual grant of Rs.20 lakhs. One Warden was employed at monthly salary of Rs.5000 in addition to her teacher salary. There are one each Chief Cook and Asst. Cook paid an honorarium of Rs.3000 and Rs.2500 per month respectively.

Vocational Education in Secondary Schools, Mizoram

Table 6: Vocational Education in Secondary Schools, Mizoram

S. No	Particulars	Response
1.	Year of introduced in secondary school	2013
2.	Skills being taught	IT & ITeS
		Health Care
		Automobile
		Apparel made up
	Home furnishing	
4.	No. of Vocational teacher	27
5.	Provision of training for vocational teachers	Not provided
6.	Reason for not having training	Non-availability of Sector Skill Council
7.	Amount of incentive to students for future endeavor	NA
8.	Any report of students employed	No Report

A detail study of the Vide No.6, it is cleared that Vocational Education was introduced in 2013 in Government Secondary Schools in Mizoram. The skills being taught are IT & ITeS, health care, Automobiles, apparel made up and home furnishing. There are 27 vocational teachers available as a whole in Mizoram. They are no provision of appropriate training for vocational education teacher due to non-availability of Sector Skill Council. Students are not provided incentives for their future endeavor and there are no reports of students who are completing vocational courses employed till 2017.

Vocational Education in Secondary Schools in Aizawl City.

Table 7: Vocational Education in Secondary Schools in Aizawl City.

S. No	Particulars	No. of schools having	No. of schools not having	(%)
1.	Schools Vocational Education is Introduced	1	12	92.31
2.	Availability of Vocational Teachers	1	12	92.31
3.	Number of teachers	2	-	1.17

A cursory glance at vide table No.7 shows that vocational educational is introduced in only one school and 2 vocational teachers are appointed in the schools under study.

Major Findings

It was found that there were 26 government secondary schools selected in the state for locating resource rooms and appointed 45 special educators in each selected schools. Assistive devices were provided to the students in needs.

All the schools did not have special children enrolled in their schools except 5 secondary schools in the study area but no

assistive devices were received by these students. The investigator found that only 23% schools had done enrolment drive in the community. Majority (92%) of the schools had dropped out students in last academic year.

Education of girls was found well accepted by the society in the study area.

Only 2 additional teachers were found appointed by RMSA in the schools under study.

Only one Girls' Hostel was found to be established in the state of Mizoram which was located at Lungsan.

It was further found from the study that vocational education was introduced only in 26 government secondary schools only in Mizoram. 45 vocational teachers were recruited in total and posted 2 teachers each selected school.

Only one school (i.e. Govt. Republic High School) introduced vocational education in the study area offering two courses.

Discussion

Sensitization programme on Inclusive Education for all general teachers was vital importance. It was not only for students of differently abled but also to meet the diverse need of the students in terms of their interest, skill, talent, ethnicity, family background and environment. In tune with the present finding, Das, A (2018) also found from his study of Kamalpur that as much as 50% of the teachers in the study area, did not interest and not favor of inclusive education. This implied that sensitizing and made the teacher aware of inclusive education through adequate training.

Singh et. al. indicated in their study on 'inequalities in secondary education: A study of Rashtriya Madhyamik Shiksha Abhiyan' that recruiting female teachers to encourage girls' participation at the secondary level was far from being met. The same thing is occurred in the area of the presents study also. No effort or even recommendation or relaxation was made for recruitment of female teachers in the state while In Jammu and Kashmir, recruitment of female teachers and appointment of additional teachers were given importance according to the study of Nouskit in 2017. This was supported Saroja (1999) too. He suggested in his case study, undertaken in Ron Taluka of Gadag district, Karnataka that to open separate girls schools in villages, appoint more female teachers, make the school atmosphere attractive and provide necessary educational and sport material.

Conclusion

It is well known that RMSA is a comprehensive program of the Government of India to drastically change the scenario of secondary school education in the country. The implementation of RMSA scheme in the country has been 9 years old now, its success and achievement can be seen in its focal point on access, quality and equity.

It aims at providing quality education and enhancing learning outcomes of students, bridging Social and Gender Gaps in Secondary Education, ensuring equity and inclusion at all levels of school education, ensuring minimum standards in schooling provisions, promoting vocationalization of education, support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009 and strengthening and up-gradation of State Councils for

Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as nodal agencies for teacher training.

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