

A Study Quality on Intervention of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Mission at Government High School in Aizawl City

H. Lalremmawii¹, Lallianzuali Fanai² and L.N Mishra^{3*}

^{1&2}Institute of Advanced Study in Education, Aizawl, Mizoram, India

³Department of Education, Mizoram University, Tanhril, Mizoram, India

*Corresponding author: munumishra7@gmail.com

ABSTRACT

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of Government of India, started from the year 2009, to enhance access to secondary education and improve its quality. The present study was taken up in Government Secondary Schools in Aizawl City. Focus was given to quality intervention of RMSA. It was found from the study that cent percent schools under study have owned land and building. Rain harvesting system was installed by only 61.54% of the school. The investigator further found that 84.62% of the school could provide drinking water facilities for students. Recurring grants such as maintenance and remedial teaching grants were received by all schools. SMDC was found set up by every schools under study and members were also given training for effective delivery of their roles and responsibilities. The investigator found that District Education Officer (DEO) was the real operational supervisor in the study area while District Project Coordination (DPC) of RMSA supervised only the works related to RMSA interventions.

Keywords: The Rashtriya Madhyamik Shiksha Abhiyan, quality, implementation

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality. The implementation of the scheme is to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. Largely built upon the successes of SSA and, 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 kilometres for secondary schools and 7-10 kilometres 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.

With the approval of Govt. of Mizoram, a society viz. Mizoram Education Mission Society (MEMS) has been set up to undertake various schemes under the department. Centrally Sponsor Scheme RMSA was established in 2009. Under this society, various officers are deputed for implementation of the schemes in addition to their normal duties at the state as well as at district levels. As many as 3000 contract engagement including teachers and resource persons has been recruited under the schemes. Contribution sharing pattern of these Centrally Sponsor Scheme between centre and state is 90:10 for North Eastern states of India during the 11th Five Year Plan.

Need and importance of the study

Rashtriya Madhiyamik Shiksha Abhiyan (RMSA) has played an important role to improve quality of secondary education in the country. This scheme includes construction of new building and residential hostels for teachers in remote areas and strengthening existing secondary schools. It is needed to investigate whether construction design and quality met the norms and standard. It is also needed to investigate supervision of the schools, appointment of RMSA teacher, school management and development committee, academic qualification of the teachers, distribution of different types of grants, teacher development programmes, physical infrastructure and facilities. Efforts have to be given to develop ICT enabled education. The investigator felt the need to study how far these goals and objectives have been implemented in the study area. Hence, the present study has been taken up.

OBJECTIVES OF THE STUDY

To study the quality interventions of RMSA Mission at Government High School 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

1. Physical Infrastructure in the schools

As table 1 reveals that cent percent schools under

study have owned land and building. Majority (69%) of the schools building are semi-pucca building while only 31% are pucca building. 54% of the schools under study have met norms for size of the classrooms.

Table 1: Physical Infrastructure in the schools

Particulars	No. of School Having		No. of School not Having	
	No.	(%)	No.	(%)
Own land and building	13	100	—	0
Pucca building	4	30.77	9	69.23
4 or more Classrooms	7	53.85	6	46.15
If Size of classrooms met RMSA norms	7	53.85	6	46.15
Good lighting system	12	92.31	1	7.69
Well Ventilated	13	100	—	0
Library room	13	100	—	0
Recreation room	4	30.77	9	69.23
Separate toilet for boys and girls	11	84.62	2	15.38
Headmaster room	13	100	—	0
If school office at easy access	12	92.31	1	7.69
Sufficient desks and benches	13	100	—	0
Computer room	13	100	—	0
Rain harvesting system	8	61.54	5	38.46
Availability of lady's quarter	—	0	13	100

The classrooms of all the schools can receive natural light properly and have good ventilations. All the schools have separate library room, computer room and headmaster rooms whereas only 31% have recreation room. Majority of the schools have separate toilet for boys and girls and rain harvesting system. 100% schools under study have enough desks, benches and boards. All the school offices are located at easy access.

2. Equipment and Facilities

As per table 2, it is found that majority (i.e. 85%)

of the schools have appropriate drinking water facilities while the rest (15.38) do not have drinking water facilities.

Table 2: Equipment and Facilities

Sl. No	Particulars	No. of School Having		No. of School not Having	
		No.	(%)	No.	(%)
1	Drinking water facilities	11	84.62	2	15.38
2	Computers	13	100	—	0
3	Printers	13	100	—	0
4	Xerox	9	69.23	4	30.77
5	Games and sport facilities	13	100	—	0
6	Teachers' lockers	11	84.62	2	15.38
7	Sufficient blackboard/ greenboard	13	92.31	—	0
8	Teaching aids	13	100	—	0
9	Television	12	92.31	1	7.69
10	Projector	7	53.85	6	46.15
11	Internet	7	53.85	6	46.15

All the schools have computer and printer whereas 69% schools have Xerox machine. Cent percent schools have games and sport facilities, sufficient boards and teaching aids. 84% of the school have teachers' locker. 12 schools out of 13 have television while 54% of the schools under investigation have projector and internet connection.

3. Grant received

All the schools under study receive recurring grants such as annual grant and remedial teaching grant every year as shown in table 3. Majority of the schools (i.e. 92.31%) receive building grant while other non-recurring grants are distributed as required by the schools. Ladies teacher's quarter grant is not received by the schools under study as it is meant for difficult areas. Only 1 school receives local excursion grant while 31% schools receive Mathematics kit grant and laboratory equipment grant. 15% schools are given funds for minor repair. 62% schools are provided grant to implement Kishori Utkarsh Manch whereas Kala Utsav grant was given to 39% schools.

Table 3: Grant received

Type of grant	Name of grants	No. of School received	(%)	No. of School not received	(%)
Recurring	Annual grant	13	100	—	0
	Remedial teaching grant	13	100	—	0
Non-Recurring	Ladies quarter grant	—	0	13	100
	Building grant	12	92.31	1	7.69
	Kishori Utkarsh Manch	8	61.54	5	38.46
	RAA (Maths kits)	4	30.77	6	69.23
	Excursion	1	7.69	12	92.31
	Minor Repair	2	15.38	11	84.62
	Kala Utsav	5	38.46	8	61.54
	Laboratory equipment grant	4	30.77	6	69.23

4. Staffing pattern in secondary schools in Aizawl city

Table 4: Staffing pattern in secondary schools in Aizawl city

Sl. No	Particulars	Numbers	Percentage (%)
1	Headmaster	13	5.91
2	Regular Teachers	169	76.82
3	RMSA teachers	2	0.91
4	Non-teaching staffs	36	16.36
	Total	220	100

A perusal of the data vide table 4, it can be noted that there are 13 Headmasters in total (i.e. one each in every school) and 169 (i.e. 76.82%) regular teachers in 13 secondary schools under study. Non-teaching staffs are provided and secured 16.36% among the staffs and there are only 2 RMSA teachers appointed in the study area.

5. Gender of secondary teacher in Aizawl City

As shown in vide table 5, percentage of male teachers is greater than female. The total number

of teachers in high schools under study is 169. Out of it, 54.97% are male whereas 45.03% are female teachers.

Table 5: Gender of secondary teachers in Aizawl City

Sl. No	Particulars	Number of teachers	Percentage (%)
1	Male	94	54.97
2	Female	77	45.03
	Total	171	100

6. Academic Qualification of Headmasters

Table 6: Academic Qualification of Headmasters

Sl. No	Qualification	Number of teacher	Percentage (%)
1	Graduate	9	69.23
2	Post-Graduate	4	30.77
	Total	13	100

The analysis of the data vide table 6 reveals that 69.23% Headmasters are graduate degree holders whereas there are only 30.77% post-graduate degree holders.

7. For professional development of teachers

Table 7: For professional development of teachers

Sl. No	Particulars	No. of school attended	(%)	Duration (in days)
1	Subject teacher training	13	100	2-5
2	ICT training	13	100	5
3	On inclusive education	13	100	1
4	Leadership training for headmasters	13	100	3-5
5	Orientation	13	100	5
6	CLiX	8	61.54	2-5
8	Induction	6	46.15	5
9	Training on Science & Math	13	100	5
10	SMDC Training	13	100	2
11	Data Capture Format (Management)	13	100	1

Table 7 reveals that all the teachers attended subject teacher training. 100 percent schools have training on ICT, inclusive education, leadership training

for headmasters, on orientation course, regarding SMDC and Data Capture Format. 61.54% of the schools under study have undergone training on CLiX whereas only teachers of 46.15% schools under investigation have induction. The duration of majority of the trainings lasting for 2-5 days except training on Inclusive and Data Capture Format which are for 1 day each.

8. Information and Communication Technology (ICT) @ School Scheme

Table 8: Information and Communication Technology (ICT) @ School Scheme

Sl. No	Particulars	Response
1	Year of Introduce of ICT in secondary schools	2013
2	Percentage of coverage of Govt. High School	80 Per cent
3	Number of schools having separate room for ICT	13
4	Mode of Providing ICT room	Strengthening existing schools
5	Amount sanctioned for strengthening schools	₹ 5 Lakh
6	Number of schools Provided equipment of ICT	13
7	Equipment received by the schools	Computer Scanner Projector Printer Generator
8	Number of schools having teachers trained on ICT	13
9	No. of training on ICT	4 times (55hrs each)

As table 8 indicates that ICT @School scheme was introduced back in 2013 in Mizoram. 80% of Govt. High Schools in Mizoram are covered by this scheme. Separate rooms for ICT provided to all the schools under study by RMSA scheme of strengthening existing schools. The necessary equipment provides to the schools are computer, printer, scanner, projector and generator for power back up. The above data further shows that all the schools under study have teachers trained on ICT.

Trainings on ICT are also organized 4 times a year and it is lasting for 55 hours in each training.

9. School Management and Development Committee (SMDC)

Table 9: School Management and Development Committee (SMDC)

Sl. No	Particulars	No. of school	% say 'yes'
1	Setting up of SMDC	13	100
2	Inclusion of parent and women in SMDC	13	100
3	Involvement of NGOs members in SMDC	13	100
4	Inclusion of local authority	13	100

A detail study of table 9 reveals that School Management and Development Committee is set up by every schools under study and are appointed the representatives of women and parents as members in SMDC. Local Council members are involved in 100% SMDC of the schools under investigation.

10. Supervision and monitoring

Table 10: Supervision and monitoring

Supervisor	Operational		Frequency of Supervision	
	No. of school supervised	No. of schools not supervised	No. of schools Supervised Once in a year	No. of schools Supervised Twice in a year
District Education Officer	9	—	7	2
District Project Coordinator	—	9	2	—

From the analysis of the data Vide 10, it can be seen all the government secondary schools in the study area are supervised and inspected by District Education Officer (DEO). 7 schools are visited once in a year and the other 2 are twice in a year. District Project Coordinator visited 2 schools once in a year.

MAJOR FINDINGS

1. Cent percent schools under study were found to have owned land and building. Only 30.77% schools were having pucca-building. 54% of the schools under study had met norms for size of the classrooms.
2. Rain harvesting system is one essential thing in the school, but only 61.54% of the schools had installed it.
3. The investigator further found that 84.62% of the school could provide drinking water facilities for students.
4. 53.85% each of the schools under investigation had projector and internet connection. Skills for maximum utility of machine and electronic devices were found to be needed.
5. Non- recurring grants like building grants were received only some of the schools. Recurring grants were received by all schools.
6. The researcher found that new non-teaching staffs like clerks and 4th grades were not recruited anymore for a long period of time.
7. There were 2 RMSA teachers appointed as vocational teacher in only one of the schools under study
8. Majority of the teachers were graduate degree holders while there were 28.65% post-graduate degree holders.
9. It was also found that for professional development of teachers, a different kind of trainings used to be organized. Duration of trainings were depended on times and funds availability.
10. SMDC was found set up by every schools under study and members were also given training for effective delivery of their roles and responsibilities.
11. The investigator found that DEO was the real operational supervisor in the study area while District Project Coordination (DPC) of RMSA supervised only the works related to RMSA interventions.

CONCLUSION

In order to achieve universalization of Secondary

Education in Mizoram and keeping in mind various problems and issues like uneven distribution of secondary schools; high cost of material, limited financial funding, short fall of subject specific teachers, inadequate community participation etc., some achievement have been made and will be made continuously with the scheme of RMSA in the state.

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