



Evaluation Study on Rashtriya Madhyamik Siksha Abhiyan (RMSA) in India

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Abstract:

The 'Rastriya Madyamika Shikha Abhiyan' (RMSA) is a flagship scheme of Government of India, the scheme was launched in March 2009 under MHRD, Govt. of India, to improve quality education and provide access to the students at secondary level in the age group of 14-18 years. A secondary education plays a vital role in the development of the child. The future of children depends upon the stage of education. It helps the child to become the successful member of the society. The type of education should be quality in nature because quality education helps students to become progressive person and active participant of the nation. In India the Government has launched many schemes and appointed many commissions for the development of the secondary education throughout the country. The most purposeful scheme that was specially designed for the qualitative development of secondary education RMSA offers a strategic opportunity to improve access and equity, enhance quality, accountability and ability to measure learning outcomes, in this research paper effort has been made to evaluate the present situation of this schemes by analyzing various data to indentify the key issues, to provide possible suggestions in order bring some changes in RMSA Scheme.

Keywords: RMSA, Qualitative development, Strategic opportunity

1. Introduction

The present era of education system along with technological innovations is creating 'Learning Community' for the overall progress of India (Hiremath S.S. 2020). The 'Rastriya Madyamika Shikha Abhiyan' (RMSA) is a sponsored scheme by MHRD; Indian Govt. and came out in the country in 2009, to promote quality education and access to secondary school going students. It was purposefully designed for the expansion of education at the secondary school level and to provide the setting for proficient growth and equity for everyone throughout the country. It aims to give universal education to the children of the 15-16 years of age. It summarizes the following important objectives:

1. Good quality education should be made accessible, affordable, and available to all young people, i.e., 14-18 years of age.
2. All secondary schools should be conformed to prescribed norms so that quality education can be imparted in secondary schools.
3. To eradicate the barriers of social-economic, gender, and disability.
4. 75% of Gross enrolment ratio should be achieved from 52.26% that was in 2005-06 for IX-X classes within 5 years from its implementation and by providing a secondary school with a distance of 5 kilometers of any habitation and the distance of 7 to 10 kilometers at the higher secondary level.
5. Universal retention by 2020.

2. Background of the Study

There are number of schools in the country, but they don't have proper basic infrastructure. However, on a positive note, India in the 21st century is engaged in the use of higher education as a powerful tool to

build a knowledge-based information society (Hiremath, S.S. & Albal, D.R. 2016). The National Policy on Education 1986, and Programme of Action (POA) 1992, stressed the need of expanding facilities for secondary education in India. The documents also insisted to give special emphasis to Girl children, children belong to scheduled casts (SC) and scheduled tribe (ST) in the expansion process; and subjects such as science, commerce, and vocational subjects should be given priority. The objective of vocationalisation was to divert at least 25 % of students to vocational courses, was not realized but restricted to 5% only (MHRD annual report 2003). The exact reasons for such drop-in rate should be researched in depth and the existing vocational RMSA for universal education in India courses in secondary and higher education level need to be enriched by incorporating more vocational skills is the need of the hour. The main reason for growing unemployment in the country is due to lack of vocational skill training through education.

- The constitutional mandate for elementary education and the successful accomplishment of Sarva Siksha Abhiyan (SSA). prompted the new scheme
- Committee report of Central Advisory Board of Education (CABE). on Universalisation of Secondary Education (USE). provided solid basis for the scheme
- Midterm appraisal report of 10th five-year plan insisted a new mission for improving secondary education
- Report of CABE committee on girls' education and common school system.
- Parliamentary standing committee report demanding financial assistance from MHRD (No.206)
- The RMSM was constituted in the light of the aforesaid in-depth and comprehensive studies and suggestions.

3. For the RMSA scheme implementation in the country, various strategies were formulated

To promote quality education among the students at the secondary level and to provide access to education, it proposed the followings:

1. Up-gradation of schools from the middle to high schools with the construction of school buildings that includes laboratories, rooms for computer education, library rooms, room for headmaster, toilet facilities separate for both boys & girls, and also for the additional teacher's appointment.
2. Repair and renovation of school buildings were needed.
3. The focus should be on Science, Mathematics, English languages, ICT enabled education, teaching-learning reforms.
4. Micro planning should be given special focus, special preference for the up-gradation of Ashram schools, enrolment drive, especially for the deprived sections, female teachers should be more in schools.

4. Objectives of the Study

1. To evaluate the implementation of RMSA scheme.
2. To study the provision of facilities for students at secondary level under RMSA.
3. To examine the educational implications of RMSA.
4. To suggest the policy implications for further development secondary education.

5. Research Methodology

The present study focuses on extensive study of Secondary data collected from various National and published reports newspapers, governments reports, publications from various websites which focused on various aspects concerning to the RMSA scheme in India.

6. About Rashtriya Madhyamic Siksha Abhiyan Mission Approach:

The approach was prepared on the basis of population projection studies that the number of students in the age group of 14 – 18 will be 9.70 crores by the year 2011. The GER of students in the age of 14 – 18 in 2005 – 06 at secondary level is only 41.49%. The successful accomplishment of SSA (100% enrolment at elementary level) in 2010 impelled considerable enhancement of GER at secondary level. The vision of RMSA is “to make good quality education available and accessible and affordable to all young persons in age group of 14 – 18 barriers free”. The following activities are proposed to realize the vision.

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer

for secondary schools and 7 -10 kilometers 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).
- Four guiding principles are formulated to achieve the vision of universalisation of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects.

7. Interlinking of resource Institutions

Empowerment and interlinking of resource institutions at state and national levels is identified as highly significant in the mission document at national level National Council of Educational Research and Training (NCERT) including Regional Institutes of Education (RIE). National University of Educational Planning and Administration (NUEPA). and National Institute of Open Schooling (NIOS).

At state levels State Council of Educational Research and Training (SCERT). State Open School, State institute of Educational Management and Training (SIEMAT). University departments of Education, Reputed institutions in Science, Humanities, and social science, Colleges of Teacher Educations (CTE). and Institute of Advanced Study in Education (IASSE).

Table: 1 Expenditure as a percentage of available funds for RMSA, 2009-10 to 2011-12

Category	2009-10	2010- 11	2011-12
Recurring	38	46	44
Non- recurring	2	34	46
Total	11	37	45

Source: Financial reports for respective years

Table: 2 Sanction of new schools under the RMSA Scheme

Year	Approved	Functional	Enrollment	Yet to start
2009-10	2440	2335	136608	105
2010-11	3250	2576	113109	674
2011-12	3946	3228	140155	718
Total	9636	8139	389872	1497

Source: Mission Data

Table -1, shows that funds available for the RMSA scheme and table-2 the number of new schools sanctioned has been increasing each year. The majority are Functional (though the Mission found in some states that while schools were functional in the sense of students attending, there was still some civil works which were being completed).

8. Suggestions Conclusion

The Rashtriya Madhyamik Shiksha Abhiyan Scheme for specially designed for the development of the secondary education. The scheme was launched as per the guidelines of MHRD, Govt. of India. Many efforts have been made to improve quality education among secondary school going students. There had been improvement under the scheme of RMSA but somehow there is still lack of some back facilities in some Govt. The aim of secondary education definitely demands for higher education in the near future, hence it is time for preparatory activities of the same. Establishing institutions of higher education with adequate quality and attract students from India and abroad can be done, which will be a new identity to our nation as a quality

higher education centre of the world, so as to reestablish the great Indian tradition at the age of Nalanda and Takshila.

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