

PRESENT STATUS OF INFRASTRUCTURE FACILITIES IN RMSA SCHOOLS IN CENTRAL UTTAR-PRADESH

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Abstract: *This study examines the physical facilities, which are mentioned by the government of India under its scheme for universalization of secondary education (RMSA). The population of the research includes the secondary schools in central Uttar Pradesh that mainly includes Barabanki, Hardoi, Kanpur, Lucknow, and Sitapur. The checklist is the tool which talks about the infrastructural facilities been used, whereas the reports from the project approval board of RMSA are also taken into consideration. The result of the study shows that shortage of the funds is one of the major reason or delay in receiving the school grants. The other major cause is that the school authorities are not much familiar with the guideline of RMSA. There are many important aspect related to the infrastructure which the principals and the other senior people were not aware off.*

Keywords: *Infrastructure, Universalisation, Science laboratory, Library, Toilet and Drinking Water.*

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Introduction: The infrastructure is the basic facilities and their use by the government or school for smooth functioning of everything. It is well known that availability of infrastructural facilities in a school has a great influence on teaching learning process. It is an important indicator to assess whether the school is providing a conducive learning environment to children or not. During last two decades, much emphasis has been given on improving the school environment by many different educational programmes like operation blackboard, SSA, RMSA and so on. Major emphasis should be on the regularity of the student, to enhance the learning process. Through these entire programme the government tried to provide adequate facilities as per the need of the school and as recommended by the education policy of India, NPE 1986. This policy has concluded that unattractive school environment, poor condition of building and insufficiency of instructional material functions as demotivational factor for children and their parents. The zeal of coming to the school goes down. RMSA talks a lot about the physical facilities in secondary schools as it has laid guidelines for additional room, library, laboratory, toilet (separate for boys, girls, staff and differently abled people), drinking water, size of the various rooms in the school, computer room, girls' activity room, art and craft room, music room. All these parameter regarding secondary schools are laid down by the government as they feel it is one of major factor to children back to school for secondary education.

Earlier Researchers: Many researchers (Ajayi, 2002; Hallack, 1990; Kuuskorpi & Gonzalez, 2011) have conducted a research on availability of infrastructure facilities in schools to make teaching learning process effective. **According to Anwar (1988)**, private schools have superior infrastructural followed by Zila Parishad schools. The third position, is taken by the government and government aided schools. **According to Asiabaka**, 'The infrastructural facilities and their proper usage is the concerned matter all over India. Many studies all over India are conducted to find out the parameters responsible for the effective learning process. It is been found that the improper infrastructure has been a root cause across the states. Encapsulation of the studies is under the following paragraph.

Despite there is a remarkable improvement in enrolment, many researches (Govinda & Bandyopadhyay, 2011a, 2011b, 2011c; De et.al. 2011. According to Prathan,2012 India has a long way to go to achieve the object of education for all at elementary level and to fulfill the right to education Act, 2009. It not only emphasis on compulsory and free education for the age group between 6-14 years, but the much importance is given on regular and active involvement of children in government schools in order to increase their learning abilities .

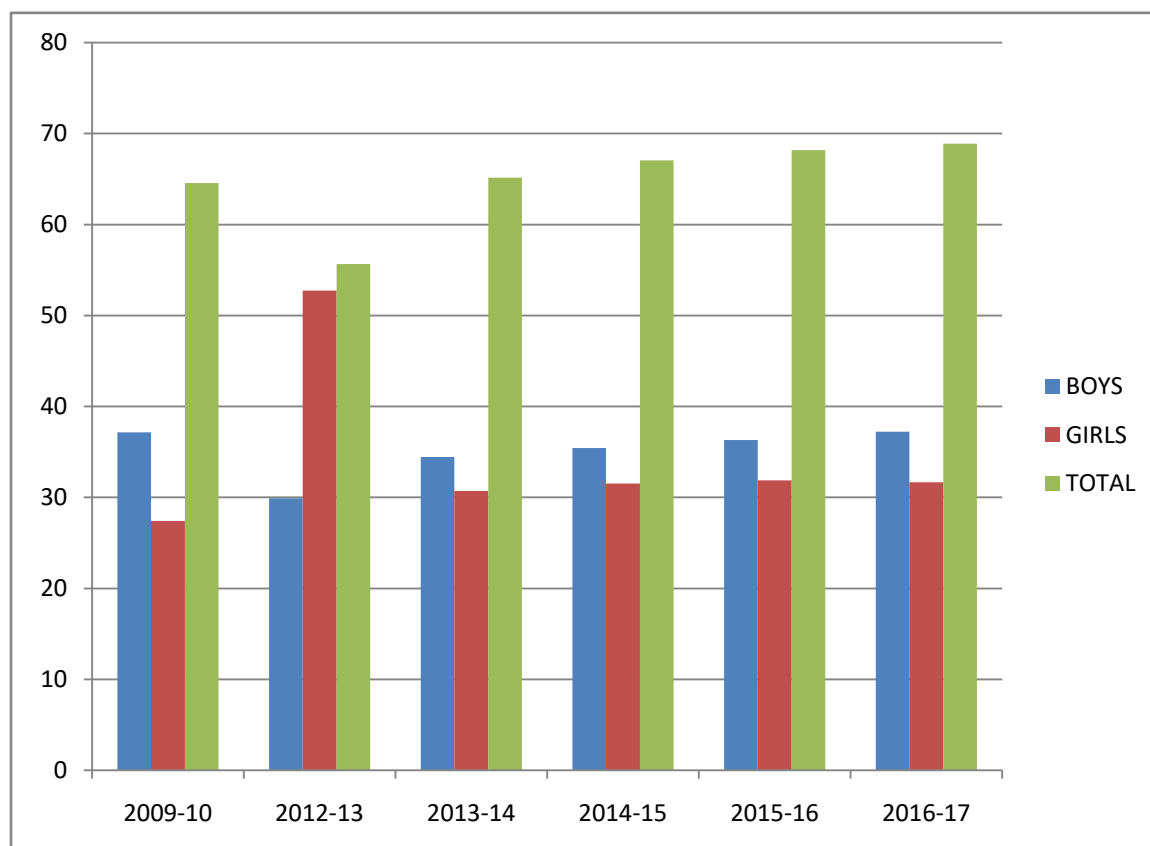
The active participation of the students in the school activities and imbibing of knowledge and skill in the classroom has become an important issue once children are enrolled in the school. It is been observed that the children who are attending the school on the regular bases score much better grade in test than the students who are irregular to school. Although the irregularity of the students and their low learning ability of the children is the matter of concern for the research from decades. Many researchers have indicated many factors in this regards like this problem is more prominent in the disadvantaged group (Govinda & Bandyopadhyay, 2008; Pratham, 2012; Dreze & Kingdon, 1999) where as other believes that through managerial skills the school can improve the educational quality. This in turn will enhance the effective teaching –learning process. All these studies give importance to the infrastructural facilities which are available in

school and their optimum use in order to make the teaching – learning process more effective for both teacher as well as the students.

There are no sources in the current document. It is one of the major factors to attract student to be regular to the school whereas it boost the morale of the teachers to teach effectively

Availability of schools and Enrolment: According to the minutes of the meeting of the project approval board held on 27th March, 2017 for the approval of Annual work plan and budget of Uttar Pradesh under the Integrated Rashtriya Madhyamik Shiksha Abhiyan the following data has been released. The gross enrolment (GER) ratio has increased from 67.75% in 2015-16 to 68.45% in 2016-17. Districts of Balrampur (29.33%), Sitapur (30.61%) and Muzzafarnagar (33.96%) have low GER, which needs to be checked by the state. The Net enrollment ratio (NER) has increased from 41.98% in 2015-16 to 43.14% in 2016-17. The bar graph below represents the number of boys and girls enrolled in the following years. The graph shows that every year there is an increase in the number except in 2012-13.

Figure 1: Enrollment at secondary level:



PROGRESS OF PHYSICAL FACILITIES IN SECONDARY SCHOOLS UNDER RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA):

The RMSA is a scheme which has been introduced to bridge the gap between Elementary and Higher education. In the past few years, Elementary education has greatly been uplifted with the induction of Sarva Shiksha Abhiyan (SSA) mission, and this has in turn created a demand for expansion and introduction of secondary education in unserved and underserved regions of the state. It was now that the Government of India had re-constituted the central Advisory Board of Education (CABE).

The first meeting of re-constituted CABE was held on 10th and 11 August 2004 during which the ministry of Human resource Development decided to set up a committee of CABE on the subject of “ Secondary education for all.” under the leadership of Shri. Ghanshyam Tiwari, Education minister, Rajasthan. In this regard the government of India launched a scheme known as “Rashtriya Madhyamik Shiksha Abhiyan(RMSA)” in March , 2009. The main motive of the scheme is to enhance access and improve quality of education at secondary level.

According to the scheme the new secondary schools will be opened and many existing secondary school will be upgraded on the basis of the plan and demand given by the state government. Micro planning includes many recurring and non-recurring components. According to the scheme physical facilities/infrastructure is one of the major non-recurring component. RMSA talks about Additional classroom, at least four additional class rooms two sections each for classes IX and X should be built in one upgraded upper primary schools. One integrated science laboratory for physics, chemistry, Biology and Mathematics with necessary equipments should be every school. Library should be will established with adequate room size. It should be based on the norms fixed state government or Raja Ram Mohan Roy library foundation. Adequate number of toilets should be there in each school, with separate toilets for girls, boys, staff and teachers and differently abled children. Proper drinking water facility with proper drainage system should be there in every school.

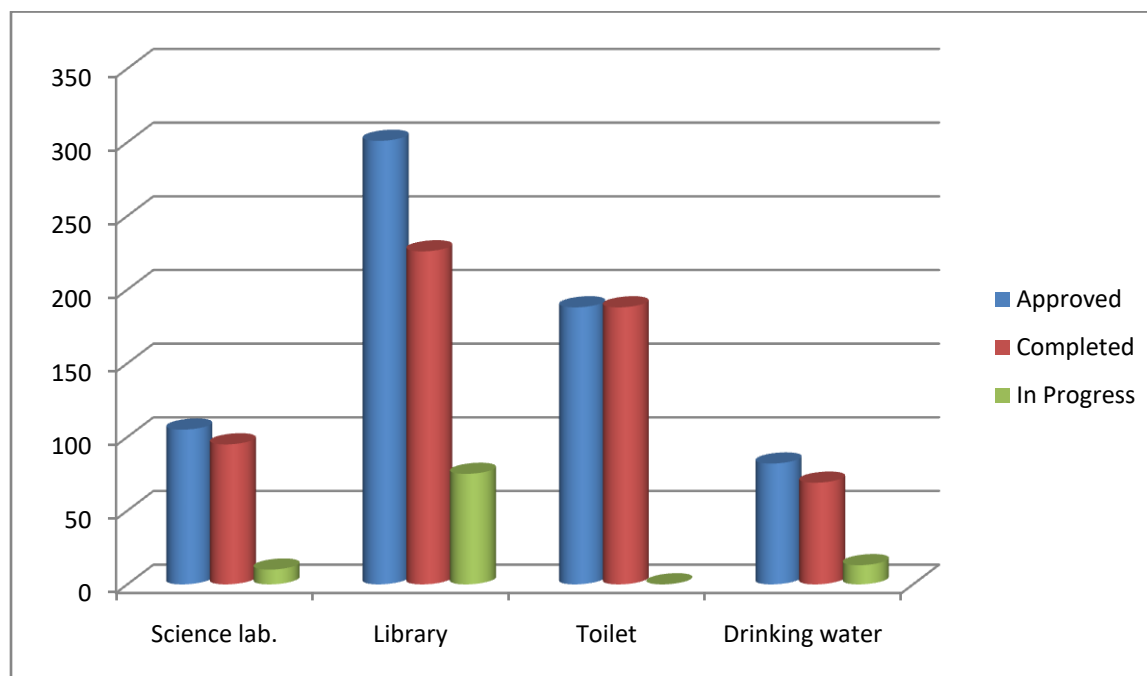
Table 1: List of existing secondary schools approved for strengthening of existing infrastructure under RMSA in 2011-12

S. No	District	School code	School Name	Science laboratory	Library	Toilet	Drinking water
1	Barabanki	9460411305	Govt. Girls Inter college	-	1	-	-
2	Barabanki	9460403401	Govt. Inter College	1	1	1	1
3	Barabanki	9460805701	Govt. Inter College	-	1	-	-
4	Barabanki	9461110001	Govt. Girls Inter college	-	1	-	-
5	Barabanki	9460606501	Govt. Girls Inter college	-	1	-	-

6	Barabanki	9460609402	Govt. Girls Inter college	-	1	-	-
7	Barabanki	9460601201	Govt. Inter college	-	1	-	-
8	Barabanki	9460310402	Govt. Girls Inter college	-	1	-	-
9	Barabanki	9460100101	Govt. Girls Inter college	-	1	-	-
10	Barabanki	9461816002	Govt. Inter college	-	1	-	-
11	Barabanki	9461401801	Govt. Inter college	-	-	-	-
12	Hardoi	9251000101	Govt. Girls Inter college	1	1	1	1
13	Hardoi	9251211701	Govt. Girls Inter college	1	1	1	-
14	Hardoi	9250510703	Govt. Girls Inter college	-	1	-	-
15	Kanpur Dehat	9330914304	Govt. Girls Inter college	1	1	1	1
16	Kanpur Dehat	9330908801	Govt. Girls Inter college	-	1	-	-
17	Kanpur Dehat	9340300601	Govt. Girls Inter college	-	1	-	1
18	Kanpur Dehat	9342102757	Govt. Inter college	-	-	-	1
19	Kanpur Dehat	9342105001	Govt. Girls Inter college	-	-	-	1
20	Kanpur Dehat	9340200202	Govt. Inter college	-	1	-	-
21	Kanpur Dehat	9340302802	Govt. Inter college	-	1	-	-
22	Kanpur Dehat	9342102776	Govt. O.F. Inter college	-	1	-	-
23	Kanpur Dehat	9340102903	Govt. Girls Inter college	-	-	-	-
24	Kanpur Nagar	9342102732	Nagar nigam Balika U.M. Vidyalaya	-	1	-	-
25	Lucknow	9270715011	Govt. U.P Sainik High School	1	1	-	-
26	Lucknow	9270404801	V.U Devi Govt. girls Inter college	-	-	-	-
27	Sitapur	9241507501	Govt. Girls Inter College	-	-	-	-
28	Sitapur	9241608202	Govt. Inter College	-	1	-	-
29	Sitapur	9241010008	Govt. Girls Inter College	-	-	-	-

Table 2: List of secondary school approved for strengthening infrastructure under RMSA in 2013-14

S. No	District	School code	School Name	Science laboratory	Library	Toilet	Drinking water
1	Barabanki	09460200106	Rajkiya Inter College	1	1	1	1
2	Hardoi	09251707023	Govt. Girls Inter College	1	-	-	-
3	Hardoi	09252100104	Govt. Girls Inter College	1	-	1	1

Figure 2: Glimpse of Infrastructure progress in Secondary Schools under RMSA in 2017-18

Delimitation: This research paper is confined to four major districts of central Uttar Pradesh i.e. Barabanki, Hardoi, Lucknow, Kanpur

Conclusion:The idea of the study is to analyse the infrastructural facilities in the secondary schools which are under RMSA. The research wants to bring out the clear picture whether the physical facilities are as per the norms set by the government of India for the secondary schools. The researcher has taken only four important aspects of physical facilities under this paper like science laboratory, library, toilet, drinking water. These aspects are studied year wise. The condition is not satisfactory as in year 2011-12 there were only three school which provide all these basic need to the students and their staff, they are one in Barabanki (school code 9460403401),Hardoi (school code 9251000101) , Kanpur Dehat (school code 9330914304). Other schools are not providing the basic needs to the students. In the year 2013-14 the situation has not improved much one school of Barabanki district has be equipped with all the facilities, whereas in 2017-18 many schools which are approved by the government the work is still in progress.

The researcher after the various conversations with the principal and senior authorities of the school found that major reason behind the lack of physical facilities is the secondary schools is funding.

Many a times the work is stopped in between due to the shortage of funds in the school to fulfill the need of the school.

Delay in receiving the funds is also one of the reasons for the delay. Non availability of guidelines, as to how to utilize the school grant. It is been observed that many a times unawareness or non-clarity of the guidelines also lead to the wrong usage of the school grant.

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