

# Impact of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) on Secondary Education in Kargil District of Jammu and Kashmir State

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## Abstract

*The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme is introduced in 2009. It demonstrates the government's aim for a secondary education system that can support India's growth and development. RMSA aims to increase the enrolment rate to 90% at secondary and 75% at higher secondary stage, by providing a secondary school within reasonable distance of every home. It also aims to improve the quality of secondary education by making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, and providing universal access to secondary level education. The present study has been conducted in Kargil district of Jammu and Kashmir State. The aim of the paper is to study the impact of Rashtriya Madhyamik Shiksha Abhiyan on higher secondary schools in Kargil district. It also studies the perception of teachers towards the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme. Various parameters of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) have been studied to see how far the implementation of RMSA has done in higher secondary schools of Kargil district. Suggestions were studied in detail. Random sampling was used for collecting the data from schools. Result of the study revealed that many infrastructure facilities were not available in the schools for students and teachers. Recruitment of Female teachers was given importance and additional teachers were appointed to reduce the teacher-pupil ratio. The study also revealed that less focus is given on ICT education and there is also less reforms in the curriculum and learning in the district Kargil.*

**Key words:** *Rashtriya Madhyamik Shiksha Abhiyan, Kargil, Schools, Teachers.*

## INTRODUCTION

The vision of RMSA is to make good quality education available, accessible and reasonable to all young persons in the age group of 14 to 18 years and to ensure universal access of secondary education by 2017 and universal retention by 2020. It also provides access to secondary education with special reference to economically weaker section of the society i.e. the educationally backward, the girls and the disabled children residing in rural areas and other marginalised categories like SC, ST, and Educationally Backward Minorities (EBM).

The main objectives of RMSA is to ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards of government and to ensure that no child is deprived of secondary education, of satisfactory quality due to gender, socio-economic, disability and other barriers. The goal of RMSA is to provide universal access, quality and equity in secondary education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) offers a strategic opportunity to improve access and equity; enhance quality, accountability and ability to measure learning outcomes; and promote standardization of curriculum and examinations across states.

## RMSA scheme in Jammu and Kashmir

The RMSA scheme was launched in 2009-10 in Jammu and Kashmir State. The scheme aims to provide quality education to talented rural children through setting up of Model Schools as benchmark of excellence at block level at the rate of one school per block.

The scheme has the following objectives:

- To have at least one good quality senior secondary school in every block

- To have a pace setting role.
- To try out innovative curriculum and pedagogy.
- To be a model in infrastructure, curriculum, evaluation and school governance

**Table No. 1: Progress of RMSA in J&K**

Division	No. of Middle schools upgraded to high schools	No. of schools covered under strengthening
Kashmir	305	197
Jammu	331	109
Total	636	306

Source: [www.rmsa.jk.gov.in](http://www.rmsa.jk.gov.in)

The above Table No 1 show that in Kashmir division 305 Middle schools were upgraded to high schools and 197 schools were covered under strengthening. In Jammu division 331 Middle schools were upgraded to high schools and 109 schools were covered under strengthening.

#### **Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Kargil district**

The scheme of Rashtriya Madhyamik Shiksha Abhiyan has been launched in Kargil also to achieve the universalization of secondary education. It stands for achieving the goal with access, equity and quality. The main aim is to cover the children of the age group of 14-16 years for secondary schools and 16-18 years for senior secondary schools.

Many schools were covered under the RMSA scheme. List of the schools were given below which were covered under strengthening and vocational education.

**Table No. 2: List of High/ Higher Secondary Schools Covered Under Strengthening in Kargil district**

S.No	District	Name of the School	Year
1	Kargil	High school Baroo	2011-12
2	Kargil	High school Minji	2011-12
3	Kargil	High school Hardass	2011-12
4	Kargil	High school Silmoo	2011-12

5	Kargil	High school Bhimbet	2011-12
6	Kargil	Higher secondary school Shakar	2011-12
7	Kargil	High school Hagnis	2011-12
8	Kargil	High school Sangrah	2011-12
9	Kargil	High school Saliskote	2011-12
10	Kargil	High school Pashkum	2011-12

**Table No. 3: Higher secondary schools approved for Vocational Education in Kargil district**

S.No	District	Name of higher secondary school
1	Kargil	Government higher secondary school Akchamal

The above Table No. 3 shows that in Kargil district one higher secondary school is approved for vocational education. Vocational courses approved were automobiles and retail.

### Review of Related Literature

**The World Bank and Department for International Development (2013).** Conducted a study on Rashtriya Madhyamik Shiksha Abhiyan Quality Support. It provides an overview of the current teacher recruitment policies across key states. The states and Union Territories were chosen by the World Bank according to the data provided by the Ministry of Human Resource Development, Government of India. They are: Andhra Pradesh, Assam, Arunachal Pradesh, Bihar, Haryana, Punjab, Madhya Pradesh, Kerala, Tamil Nadu, Nagaland, Uttar Pradesh, Uttarakhand, Himachal Pradesh, Goa, Gujarat, Karnataka, Manipur, Meghalaya, Mizoram, Maharashtra, Orissa, Rajasthan, Sikkim, Tripura, Chandigarh, Puducherry and Dadra & Nagar Haveli. Based on the available information, certain parameters have been chosen to compare the teacher recruitment policies across states. The key parameters include: number of teachers, minimum qualifications required, transfer policy, and in-service training provided. This

brief also provides an overview of the secondary school teacher recruitment policies in other countries such as UK and Sweden. Such information would give an understanding of how different teacher recruitment policies are in these countries and whether they impact quality substantially. The study revealed that at the all-India level, about 62% of the secondary schools are run by the government. About 46% of the students enrolled in secondary schools study in government schools. However, there is wide variation among states. Uttar Pradesh has the lowest share of government schools at the secondary level while in Bihar there are only government schools at the secondary level. The share of government school teachers among the total number of secondary teachers range between 3 to 99 per cent in the states. Uttar Pradesh has the lowest percentage at 3%, followed by Gujarat at 9%, Maharashtra at 6% and Meghalaya at 5%. This is not surprising given that the share of private schools in these states is also very high. On the other end, Bihar has the highest percentage of government school teachers at 99%, followed by Mizoram (92%), Tripura (84%), Assam (89%) and Sikkim (79%). Out of the total number of secondary schools in India, 62% are government schools. The rest (38%) are private schools. The share of

enrolment in government schools is 46%, which is lower than the percentage of government secondary schools in the country. The share of government teachers at the secondary school level is 42% of the total secondary school teachers in the country. The PTR at the national level in government schools is 30:1 and for private schools it is 26:1. The PTR of government schools is slightly worse than the national average in all schools (25:1). The PTR of private schools is however similar to that of the national average. PTR in private schools are better than the requirement under RMSA. Government schools, on average, have PTR as required by RMSA. Among the selected states, the minimum qualification for secondary school teachers range from a Bachelors degree to a Masters degree with Bachelor of Education (B.Ed.) as a requirement. Overall, in India, about 45% of secondary school teachers have a B.Ed. or M.Ed. degree. However, the break-up of trained teachers by government and private schools as well as contract and regular is not provided in the SEMIS state report cards. The pay scales of PGTs is in most cases is very marginally more than that of a graduate teacher (grade pay). Perhaps this could be an obstacle to getting more qualified teachers in the form of PG's who have more expertise in an area of study.

**Deb.P., Das.P. and Ghosh.G.S (2015).** Conducted a study on Perspicacity on Rashtriya Madhyamik Shiksha Abhiyan among students of Kolkata District of West Bengal. It was revealed that the variables viz. Age of Student (X1), Regular Schooling (X2), Causes of Absence (X3), Private Tuition (X4), Reasons behind Private Tuition (X5), Shortfall of Present Education System (X6), Drawback of Present Secondary Education (X7), Remedial Measures of Secondary Education (X8), Lack of Social Awareness (X9), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X10), Upliftment due to SSA (X11), Success of SSA (X12), Familiar with Mid-day Meal (X13), Role of Mid-day Meal (X14), Provision of Mid-day meal at Secondary level (X15), and Way of successful implementation of Mid-day meal

(X16), were found to bear substantial impact on the level of appraisal (Y) of students. Out of these 16 causal variables, the variables like Age of student (X1), Reasons behind Private Tuition (X5), and Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X10), were found to be significantly correlated with the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA). It has found the variables like Age of student (X1), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X10), Upliftment due to SSA (X11) and Role of Mid-day Meal (X14) were found to record a significant regression effect on the appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

**Das . P. and Deb. P. (2016).** Conducted a study on Selection of Issues discriminating High and Low Level of Perception among Educational Managers about Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The study has been conducted in Kolkata, a highly dense population as well as highest literate district and Uttar Dinajpur, in-proximity to the lowest literate district of the state of West Bengal. The present study is based on intensive individual survey conducted in 25 different secondary schools of Kolkata which was selected on random basis out of 713 secondary schools. A structured schedule was used to collect the data. To depict the perception about Rashtriya Madhyamik Shiksha Abhiyan among the educational administrators in term of 19 variables, viz., Age (X1), Educational qualifications (X2), professional experiences (X3), Designation (X4), family size (X5), school going children in family (X6), children of class IX and X in family (X7), necessity of private tuition (X8), reasons behind tuition (X9), additional boost up by RMSA (X10), drawback of present secondary education system (X11), remedial measures of secondary education (X12), social awareness (X13), social involvement (X14), upliftment through Sarva Shiksha Abhiyan (X15), success of SSA (X16), role of Mid-Day Meal (MDM) (X17), necessity of MDM for Secondary level (X18), successful execution of MDM (X19) were found to bear

substantial impact on the high and low level of perception (Y) of the educational administrators. The study revealed that while low level perception is the flamboyant consequence, observable in the micro-school environment, many more causes are enrooted into the subsystem like Educational qualifications, professional experiences, family size, children of class IX and X in family, necessity of private tuition, additional boost up by RMSA, drawback of present secondary education system, remedial measures of secondary education, social awareness, social involvement and even attitudinal behaviour of the educational administrators. To go deeper into the nexus of mutually interdependent subsystem conceding the enhancement of perceptual level of the educational administrators and the fulfillment of the objectives as laid down in RMSA, many more factors could have been emerged as path finder in such type of studies.

### **Significance of the study**

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a recent initiative of Government of India to achieve the goal of universalisation of secondary education. It aims at bridging the wide gaps between elementary and higher education. The significance of the present study in Kargil district is that it let us to understand the quality of secondary education provided to the students in schools under RMSA scheme. The educational scenario of Kargil district is entirely different from that of other district of Jammu and Kashmir states. The need of this area is different from others. Not enough number of institutions for secondary education exists in Kargil district; there is dearth need to review equity and quality of secondary education. Equity in secondary education is in state of Jammu and Kashmir, but there still exists discrimination owing to the backward and tribal areas. There are still dropouts among students from tribal areas and backward areas due to various reasons. As far as quality of education is concerned, Kargil district is not in a good position. The study helped us to gain the suggestions from the teachers that enable us to

know the areas of concern for improvement in future and in understanding the different ways in which RMSA scheme is impacting the secondary education in the district.

### **Objectives of the study**

The objectives of the present study were-

1. To study the impact of Rashtriya Madhyamik Shiksha Abhiyan on higher secondary schools in Kargil district.
2. To study the perceptions of teachers towards Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
3. To suggest measures for effective implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in higher secondary schools.

### **Operational terms defined**

#### **Secondary education**

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education. Secondary education encompassing classes from IX–XII. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes.

In the present study higher secondary schools of Kargil district were studied.

### **Delimitations of the study**

1. The study is confined to Kargil district only.
2. The study is restricted to higher secondary schools which are covered under RMSA scheme.

## **METHODOLOGY**

a) **Sample size:** The sample of the study comprised of 150 teachers who were selected from various higher secondary

schools of Kargil district which is included in the RMSA scheme.

**Table No.4: List of Higher Secondary Schools taken in the sample from District Kargil**

S.No	Name of higher secondary school	Teachers
1	Government girls higher secondary school Kargil	19
2	Government higher secondary school Silmo	18
3	Government higher secondary school Yourbaltak	19
4	Government higher secondary school Trespone	19
5	Government higher secondary school Shargole	19
6	Government higher secondary school Barsoo	19
7	Government higher secondary school Sankoo	19
8	Government higher secondary school Panikhar	18
<b>Total</b>		<b>150</b>

b) **Sample locale:** The entire sample was drawn from Kargil district of Jammu and Kashmir state. In 1979 Kargil became a separate district. The district is governed by Ladakh Autonomous Hill Development Council, which is based on the pattern of the Darjeeling Gorkha Autonomous Hill Council. The district has a population of 1.25 lakhs is scattered over an area of 14,086 Sq. Km. According to the 2011 census Kargil district has a population of 143,388. Kargil has a sex ratio of 775 females per every 1000 males, and a literacy rate of 74.49 percent. Of total population, 80 percent are Muslim, of which 73 percent of the total population follow Shia Islam. Of the remainder 15 percent of the total population practise Tibetan Buddhism.

Another 5 percent of the native population follow Hinduism and Sikhism.

c) **Sampling technique:** In the present study random sampling technique was used for selecting the sample from the selected higher secondary schools of Kargil district which are covered under the RMSA scheme.

d) **Tool used for data collection:** A self - structured questionnaire was used to collect data from the higher secondary schools of Kargil district which are covered under the RMSA scheme.

e) **Data Analysis:** Data gathered through the use of structures questionnaire. Simple statistical technique for analysis of data which is called calculation of frequencies (Percentages) was used to know the impact

of Rashtriya Madhyamik Shiksha Abhiyan district.  
on higher secondary schools in Kargil

### FINDINGS OF THE STUDY:

The findings of the study were as follow:

**Table No.5: Physical facilities provided**

S.No	Items	Responses	
		Yes	No
1.	Science Laboratories	60%	40%
2.	Mathematics Laboratories	13.3%	86.6%
3.	Separate Toilet Facility for Girls	63.3%	36.6%
4.	Drinking Water Facility	53.3%	46.7%
5.	Hostel Facility for Students	20%	80%
6.	Art And Craft Room	15%	85%
7.	Ramps Especially for Differently Abled Children	10%	90%
8.	Residential Hostels For Teachers in Remote Areas.	40%	60%
9.	Additional class rooms	47%	53%

The above Table No.5 shows that majority of teachers i.e. 60% responded that they have facilities of science laboratory in their school, 63.3% responded that they have separate toilet for girls and 53.3% responded that they have drinking water facility in their school, but there is lack of other facilities in the school which are important for the students. Majority of teacher i.e. 86.6% favour that their school have no enough facilities of mathematics

laboratory, 80% responded that there no hostel facility, 85% responded that their school have no art and craft room, 90% responded that their school have no ramps especially for differently abled children, 60% responded that their school have no residential hostels for teachers in remote areas and 53% responded that their school have no additional class rooms.

**Table No. 6: Quality interventions provided**

S.No	Items	Responses	
		Yes	No
1.	Special Focus in Micro Planning	20%	80%
2.	Preference to Areas with Concentration of SC/ST/Minority for Opening of Schools	53.4%	46.6%
3.	Special Enrolment Drive For The Weaker Section	33.3%	66.7%
4.	More Female Teachers In Schools	60%	40%
5.	Book fair at district level	32%	68%
6.	Excursion trip of students	85%	15%

The above Table No.6 shows that majority of teachers i.e. 80% responded that less focus is given to micro planning, 53.4% teachers responded that preferences were given to areas with concentration of SC/ST/Minority for opening of schools, 66.7% teachers responded that special enrolment drive is less in the

**Table No.7: Equity interventions provided**

S.No	Items	Responses	
		Yes	No
1.	Appointment of Additional Teachers to Reduce PTR to 30:1	70%	30%
2.	Focus on Science, Maths and English Education	57%	43%
3.	In-Service Training of Teachers	60%	40%
4.	ICT Enabled Education	10%	90%
5.	Curriculum Reforms	20%	80%
6.	Teaching Learning Reforms.	30.5%	69.5%

The above Table No.7 depicts that the majority of teachers i.e. 70% responded that additional teachers were appointed to reduce

weaker section of the society, 60% teachers responded that there is more female teachers in schools, 68% teachers responded that book fair is not organise at district level and 85% teachers responded that excursion trip of students were given importance.

the teacher-pupil ratio in the schools i.e. 30:1, 57% teachers responded that focus was given on Science, Maths and English education,



60% teachers responded that training is conducted to improve the in-service teachers in Kargil district, 90% teachers responded that focus is not given on ICT education, 80% teachers responded that there is no reforms in the curriculum and 69.5% teachers responded that there is no reforms in teaching learning in the district.

## SUGGESTIONS

Some of the suggestions for improving the secondary education in Kargil district are as follows:

- Proper facilities (Mathematics Laboratories, Hostel Facility for Students, Art and Craft Room, Ramps Especially for Differently Abled Children, Residential Hostels for Teachers in Remote Areas, Additional class rooms) should be provided in the schools.
- Special Focus should be given to Micro Planning.
- Preference should be given to the areas with concentration of SC/ST/Minority for Opening of Schools.
- Book fairs should organise at district level.
- Computer should be provided to the schools so that student can take advantage.
- School should be regularly supervised for keeping a check on the working of the school administration.
- New teaching methodologies should be adopted by the teachers to improve the quality of education.

- An all inclusive plan should be prepared by incorporating representatives from elementary, secondary, DIETs, CTE's, SCERT and university departments is necessary.
- There is an urgent need for reform of the prevailing examination system to reduce stress on children and also to enhance its quality.
- The government should take the survey of available school facilities including non-governmental educational institutions.
- Government should formulate a comprehensive policy for quality enhancement of secondary education in the district.

## CONCLUSION

It should be the aim of every secondary school that no student can't be deprive from the basic infrastructure facilities like laboratories, drinking water, additional classrooms, toilet facilities etc. Various measures were undertaken to provide equal access, equity and improved quality of education in the district. It has been revealed that special incentives were provided to girls and students belonging to SC/ST categories. Training was given to the teachers and additional teacher were appointing to reduce the teacher pupil ratio in schools.

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