



# Current Status Of Availability Of Infrastructural Facilities In Secondary Schools Under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Of Himachal Pradesh

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**Abstract:** The main aim of present investigation was to assess the current status of infrastructural facilities in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Himachal Pradesh. The findings revealed that majority of sampled secondary schools has adequate infrastructural facilities but some facilities were inadequate almost in all sampled secondary schools in sampled four district of Himachal Pradesh. In the concluding part of the paper, findings have been discussed.

**Key Words:** Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Secondary Education, Infrastructure Facility

## 1. INTRODUCTION:

Because quality being the special focus in 'Rashtriya Madhyamik Shiksha Abhiyan' (RMSA) was also achieved by improvement in infrastructure like; Administrative infrastructure, Academic activities related infrastructure, Basic infrastructure, availability of furniture in; (i) classrooms, (ii) office, (iii) ICT laboratory, (iv) Library, (v) Science laboratory etc.

Now, it is important to all who are concerned with secondary education to know the extent to which Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has achieved its objectives in terms of both quality as well as quantity. It is necessary to find out the improvements that have been made in infrastructural facilities in secondary schools. The present study is an effort to evaluate the improvements made in the quality of secondary education in terms of availability of infrastructural facilities under Rashtriya Madhyamik Shiksha Abhiyan (RMSA). It will also try to find out the loopholes which are acting as obstacles in the noble cause of universalisation of secondary education. Hence, present study will be helpful for educational administrators, teachers, students and all others who are concerned with high quality secondary education.

This study will be of immense help in assessing the return on investments made by government in the field of secondary education in terms of both quantity and quality. If the return on such large investment under RashtriyaMadhyamikShikshaAbhiyan (RMSA) is low or less than expected, then the present study will prove to be of much significance in identifying the areas where planning and execution of different interventions under RashtriyaMadhyamikShikshaAbhiyan(RMSA) needs careful and urgent attention. Otherwise, so large investments in terms of time, money, labour and energy will be a waste and of no use.

## 2. REVIEW OF THE LITERATURE:

**Neji et al.** (2014) conducted a study on evaluating adequacy of laboratory facilities on student's academic performance in secondary school in Lalabar, Nigeria and findings of this study showed that laboratory facilities are adequately less than expectation. Study also revealed that adequacy laboratory facilities do not significantly contribute to the variance in student's academic performance in Chemistry. **GunjeetMahiwal** and **Dr.Parmod Kumar** (2017) conducted a study on difficulties being faced by secondary school teachers during implementation of RashtriyaMadhyamikShikshaAbhiyan (RMSA) in Jammu division. Descriptive survey method was used. Out of ten districts of Jammu division, Only three districts-Jammu, Samba and Kathua were selected randomly using the lottery method and then 150 teachers (out of 30 sampled schools) that is 50 from each district were included in the sample on the bases of their availability and readiness to respond were selected. Tool used was self developed questionnaire to know the difficulties /problems faced by teachers during implementation of RashtriyaMadhyamikShikshaAbhiyan(RMSA). For the purpose of analysis of data, statistical techniques employed were the frequency, percentage and quartile deviation. The main findings of the study were: (i) Delay in receiving in schools grants, (ii) Duration of teacher training is not adequate as per the requirement, (iii) Non-functional guidance and counselling cell in schools, (iv) Non-teaching work hampers the teaching responsibilities, (v) Shortage of funds in schools to fulfil the needs of the school, (vi) Lack of health services and first aids facility in school, (vii) Non availability of guidelines regarding utilization of school grants, (viii) In convenient time of holding in-service training programmes, (ix) Lack of serious efforts from the central and state government for bringing out of school children and dropouts back to school, and (x) No proper monitoring of in-service teacher training programmes. Major reasons for the physical facilities were: (i) Lack of funds, (ii) Delay in receiving the funds, and (iii) Non-availability of guidelines, as to how to utilize the school grant. **Dr. RamakantaMohalik** and **Dr.Rasmirekha** (2020) conducted a study on 'Status of secondary education in Jharkhand in the context of RMSA'. Survey method was used for conducting the study. The sample for this study consists 50 secondary schools (20 rural and 30 urban) and its HMs. Self developed questionnaire with both closed and open ended items was used as tool for studying infrastructure facilities, teaching learning resources and staff position. The collected data was analyzed as per the objectives of the study by using frequency, percentage and average. **Major findings of the study were:** (i) Only 24 % of secondary schools are located within 5km from the habitation of students in total. The distance is more (75%) in rural area schools than urban area schools, (ii) 94% of secondary schools have drinking water facilities. All

the schools in rural area have hand pump and 96.66% of schools in urban area have facility, (iii) 96% of secondary schools have availability of functional toilets but only 66% of secondary schools have separate girl's toilet. Further only 10% in rural area and 46.66% of urban schools have separate toilet for lady teachers, (iv) 74% of secondary schools have electricity facility and it is 45% in rural schools and 93.33% in urban schools, (v) Only 64% of secondary schools have play ground facilities, of which 70% of schools from rural and 60% of schools from urban school, (vi) Most of the classes are overcrowded. The pupil teacher ratio (PTR) is 88.61: 1 for class 9-10. But PTR is 108.98: 1 in rural schools and 75.02:1 in urban schools, (vii) 16.5% secondary schools have hostel facilities and only 6% schools have staff quarters, (viii) Only 28% of secondary schools have ramps facilities for CWSN students and it is 25 % in rural and 30% in urban schools. Only 6% of schools have hand drill for CWSN students. Only 2% of schools have special toilet facilities for CWSN students, (ix) Only 26.66% of secondary schools have internet facilities, 33.33% of schools are using computer for teaching purpose and 50% of schools using computer for office purpose in urban schools, (x) 95% of rural and all urban secondary schools have science laboratory. 38% of schools have ICT rooms what only 5% of rural schools have computer facilities, (xi) 76% of schools have library. Majority (96%) of secondary schools have news papers in library for reading purposes. All secondary schools give library period for students, (xii) Only 36% of secondary schools have regular Head teacher and school have 51.31% of English teachers, 44.57% of Hindi teachers, 40.25% of CBZ teachers, 58.69% of social science teachers, 14% of classical teachers and 42.85% of PET teachers are in position with reference to sanctioned posts, and (xiii) 98% of secondary schools have availability of SMDC and proceedings of meeting are recorded 90.5% of schools have staff council and PTA (parent teacher association). Further it is 85% in rural schools and 96.99% in urban schools.

### **3. STATEMENT OF THE PROBLEM**

Current Status of Infrastructural Facilities in Secondary Schools under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Himachal Pradesh

#### **3.1 OBJECTIVES OF THE STUDY**

1. To study current status of infrastructural facilities in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Himachal Pradesh

#### **3.2 DELIMITATIONS OF THE STUDY**

The present study was delimited to following aspects:

1. The study will be delimited only to four districts of Himachal Pradesh which will be selected by employing cluster and random sampling technique.
2. The study will be further delimited to 50% educational blocks from each of sampled four districts. The selection of educational blocks will be done by random sampling technique.
3. The study will be delimited only to govt. High/Senior Secondary Schools where Rashtriya Madhyamik Shiksha Abhiyan is being implemented.

### 3.3 OPERATIONAL DEFINITIONS OF KEY TERMS:

**1. RashtriyaMadhyamikShikshaAbhiyan (RMSA):** It is a centrally sponsored scheme launched in March, 2009 by Govt. of India with a vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18 years. The objective of the scheme is to achieve the target of Universal Secondary Education (USE) by 2017 and improve quality of education at secondary stage with ensuring equity.

**2. Secondary Education:** It connotes the education of the children in the age group of 15-16 years studying in 9<sup>th</sup> and 10<sup>th</sup> classes in Govt. High/ Senior Secondary Schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.

**3. Infrastructure Facility:** Infrastructure like; Classrooms, Additional classrooms, conference hall, Girls activity room, Furniture available for; Classroom, office, ICT laboratory etc., which is provided or strengthened under RashtriyaMadhyamikShikshaAbhiyan (RMSA) or already existed and necessary for improvement of quality of Secondary Education in govt. High/Senior secondary schools included in infrastructure facility.

**3.4 SAMPLE:** In the present study High/Senior secondary schools of four district namely; Hamirpur, Bilaspur, Kullu and Chamba of Himachal Pradesh constituted population. There are twelve districts in Himachal Pradesh. The sample consisted of 85 High/Senior Secondary govt. Schools selected from 16 educational blocks of four sampled districts of Himachal Pradesh.

#### 3.5 RESEARCH TOOLS USED

Checklist for verifying availability of Infrastructural facilities and enrolments in secondary schools developed by investigator for secondary schools to determine the availability of infrastructure facility which is provided or strengthened under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) or already existed and necessary for improvement of quality in secondary education in Himachal Pradesh. Checklist is a simple device consisting of prepared list of items which are thought by the researcher to be relevant to the problem being studied.

#### 3.6 METHOD AND PROCEDURE

Keeping in view the nature and objectives of the present study, "Survey technique" under Descriptive Method of Research was employed.

#### 3.7 SAMPLING TECHNIQUE

Procedure of cluster and multistage sampling along with random and purposive sampling followed.

#### 3.8 STATISTICAL TECHNIQUES USED

The following statistical techniques were used for the analysis of data:

1. Frequency count & percentage analysis
2. Content analysis for the open ended items (including logical and inductive analysis)

### 4. ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Availability of Infrastructural Facilities in Sampled govt. Secondary Schools in four districts of Himachal Pradesh

For examining the current status of secondary education in Himachal Pradesh in terms availability of infrastructural facilities in secondary schools under RashtriyaMadhyamikShikshaAbhiyan (RMSA), a total of 85 secondary schools of four district of H.P. were included in the ambit of the study. The results with regard to current status of availability of infrastructural facilities in sampled secondary schools of Himachal Pradesh are given in Table 4.1

TABLE 4.1

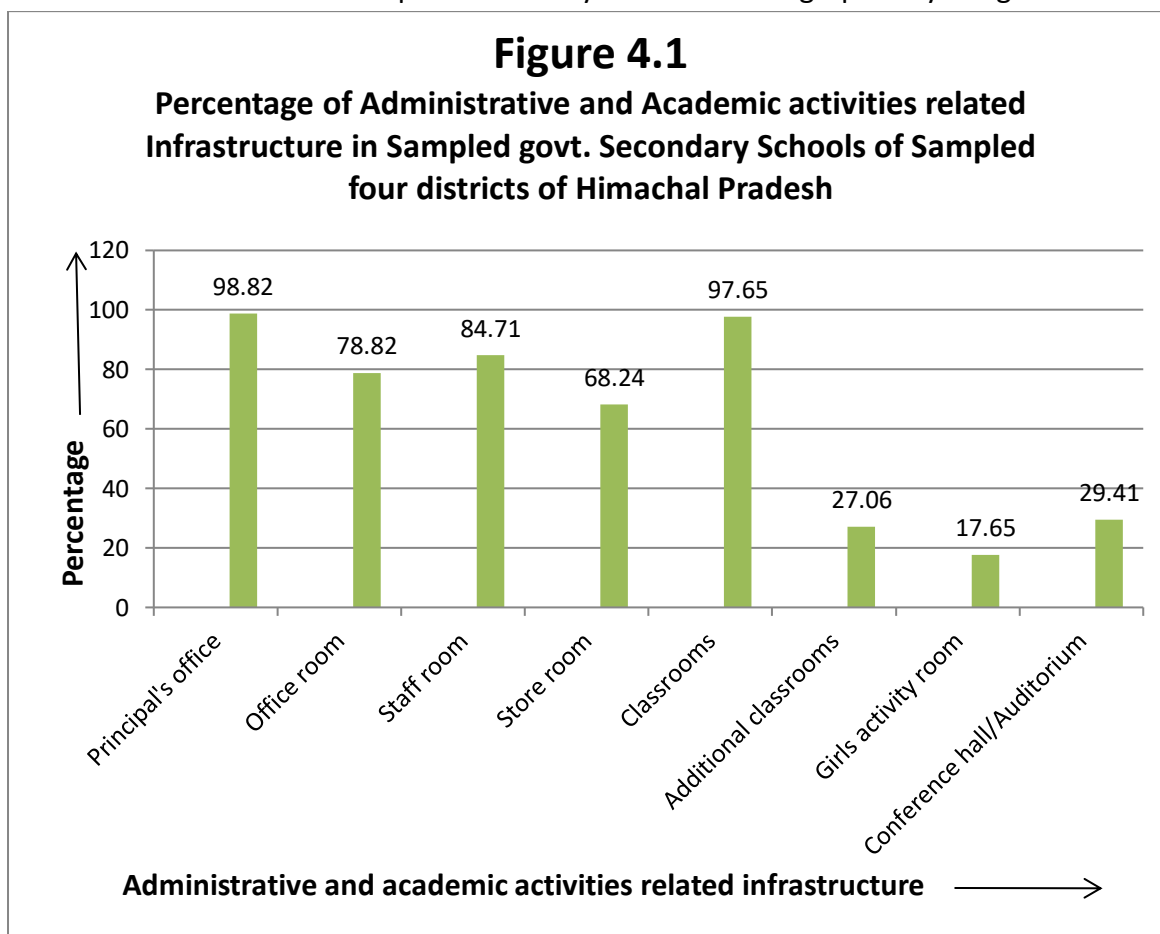
Availability of Infrastructural Facilities in Sampled govt. Secondary Schools in four districts of Himachal Pradesh

Sr. No	Name of Infrastructural facility	Number & percentage of Secondary Schools having Availability of Infrastructural facility
<b>1.</b>	<b>Schools having availability of Administrative Infrastructure</b>	
	(i) Principal's office	84(98.82)
	(ii) Office room	67(78.82)
	(iii) Staff room	72(84.71)
	(iv) Store room	58(68.24)
<b>2.</b>	<b>Schools having availability of following infrastructure facilities for Academic Activities</b>	
	(i) Classrooms	83(97.65)
	(ii) Additional classrooms	23(27.06)
	(iii) Girls activity room	15(17.65)
	(iv) Conference hall/Auditorium	25(29.41)
<b>3.</b>	<b>Schools having availability of following basic Infrastructure</b>	
	(i) Separate toilet for:	
	(a) Female Staff	77(90.59)
	(b) Girls	83(97.65)
	(c) Male Staff	77(90.59)
	(d) Differently abled students	45(52.94)
	(e) Boys	82(96.47)
	(ii) Proper electricity connectivity in each Room	84(98.82)
	(iii) Safe drinking water	80(94.12)
	(iv) Telephone	47(55.29)
	(v) Teacher's residence	6(7.06)
	(vi) Hostel for girls	4(4.71)
	(vii) Hostel for boys	0(0.0)
	(viii) Boundary wall	61(71.76)
<b>4.</b>	<b>Schools with Availability of Furniture in;</b>	
	I. Classrooms	83(97.65)
	II. Office	78(91.76)
	III. ICT lab	74(87.06)
	IV. Library	49(57.65)
	V. Science laboratory	52(61.18)
<b>5.</b>	Schools with Availability of Equipments and material for Office and staff room	59(69.41)
<b>6.</b>	Schools provided with Funds by RMSA for strengthening of library furniture	6(7.06)

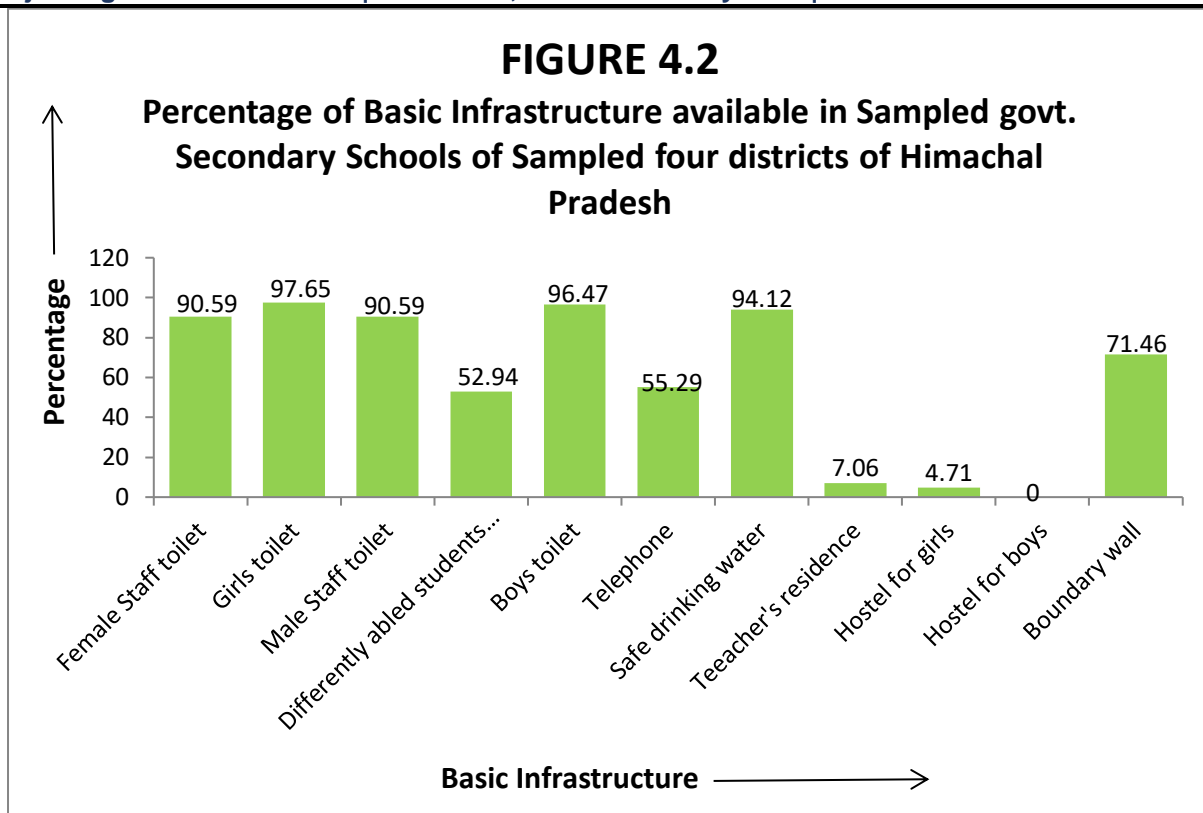
Note: Figures in Parentheses indicate Percentage.

Table 4.1 makes it clear that most of the sampled secondary schools (98.82%) and (84.71%) were having Principal's office and staff rooms respectively and a very large majority of secondary schools(78.82%)have availability of office rooms. Store room was available in large majority of secondary schools (68.24%).

Almost all the sampled secondary schools (97.65%) were having classrooms and somewhat more than one fourth number of schools (29.41%) and (27.06%) were having conference hall/Auditorium and Additional classrooms respectively. Girl's activity room was available only in small percentage of secondary schools (17.65%). Percentage of Administrative and Academic activities related infrastructure available in sampled secondary schools shown graphically in figure 4.1



Similarly, almost all the sampled secondary schools (97.65%),(96.47%),(90.59%) and (90.59%) were having separate toilets for Girls, Boys, Female staff and Male staff respectively. Separate toilets for differently abled students were available only in more than one half of secondary schools (52.94%). Similarly almost all the secondary schools (98.82%) and (94.12%) were having proper electricity connectivity in each room and safe drinking water facility respectively. A large majority of secondary schools (71.76%) were having Boundary wall and somewhat more than one half of secondary schools (55.29%) have telephone facility. A very few sampled secondary schools (7.06%) and (4.71%) were having teacher's residence and hostel for girls but no sampled school have hostel for boys. Percentage of Basic infrastructure available in sampled secondary schools shown graphically in figure 4.2



Almost all the secondary schools were having furniture available in classrooms (97.65%), office (91.76%) and ICT laboratories (87.06%). Similarly, a good majority of secondary schools were having furniture available in Science laboratories (61.18%) and library (57.65%).

A large majority of secondary schools (69.41%) were having equipment and material for office and staffroom. Furthermore funds were provided only to a very few sampled secondary schools (7.06%) for strengthening of library furniture.

#### 4.2 Discussion of Findings

On the basis of foregoing discussion, it may be concluded that almost all the secondary school have Principal office, very large majority of secondary school have staff room and office room except store room which is available in large majority of secondary schools. Almost all the secondary school have adequate number of classrooms and somewhat more than one fourth number of secondary schools have additional classrooms & conference Hall/Auditorium as Academic and Co-curricular/Sports Infrastructure facility for academic activities. Girl's activity room was available only in small percentage of schools. Almost all the secondary schools have Basic Infrastructure except separate toilet for differently abled children and telephone, which is available only in majority of the secondary schools. Only, a very few schools (less than 10%) have teachers residence and hostel for girls. On the other hand, there is no hostel for boys. Very good number of secondary schools has furniture available in classrooms, office and ICT laboratory and good majority of secondary schools have furniture available in library and science laboratory. A large majority of secondary schools have equipment and material provided under RMSA for office and academic staff and a very few (less than 10%) of secondary schools were provided funds by RMSA for strengthening of library furniture.

### 4.3 MAJOR FINDINGS OF THE STUDY

1. On Additional Classroom 23 schools representing 27.06% has additional classrooms while the rest representing 72.94% does not have additional classrooms in their schools.
2. On Girls Activity room 15 schools representing 17.65% has girl's activity room in their school while the rest representing 82.35% does not have.
3. On Conference hall/Auditorium 60 schools representing 70.59% do not have conference hall/auditorium.
4. On Separate toilet for differently abled children 45 schools representing 52.94% has separate toilets for differently abled students.
5. On Teachers residence 6 schools representing 7.06% has teacher's residence while the rest representing 92.94% does not have teacher's residence.
6. On Hostel for girls 4 schools representing 4.71% has hostel for girls while the rest representing 95.29% does not have hostel for girls.
7. All the schools (85) representing 100% do not have hostel for boys.
8. 61 schools representing 71.76% have Boundary wall in their school while the rest representing 28.24% does not have.
9. 49 schools representing 57.65% have furniture available in their library while the other representing 42.35% does not have.
10. 52 schools representing 61.18% have furniture available in their Science Laboratory while the other representing 38.82% does not have.
11. 59 schools representing 69.41% have equipment and material for Office and Staff room in their school while the rest representing 30.59% does not have.
12. Only 6 schools representing 7.06% were provided with funds by RMSA for strengthening of library furniture.

### 4.4 EDUCATIONAL IMPLICATIONS

In the light of the findings of the present study, the following educational implications can be laid down:

1. Government, communities, parents and notable organizations that operate in the state should work together and may take necessary steps for constructing additional classrooms, girls activity room, Conference hall/Auditorium, Boundary wall and separate toilets for differently abled students in secondary schools where these facilities are not available.
2. The residential accommodation for students and teachers need to be made available on need based in secondary schools because some teachers are working in hard area or some teachers and students coming from long distance need accommodation facility to concentrate more on teaching learning process.
3. State project director may take necessary steps to provide required furniture for science laboratory and Library in need based secondary schools to ensure quality education in secondary schools. Funds should be provided by RMSA to secondary schools for strengthening of Library furniture in secondary schools where these facilities are not available.
4. Equipment and Material should be provided for Office and Staffrooms of secondary schools for smooth working of the school activities.
5. Government should evolve a mechanism that will ensure regular maintenance of the existing facilities.
6. Secondary school administrators on their part they should ensure good utilization of the facilities in their schools.



#### 4.5 SUGGESTIONS FOR THE FURTHER RESEARCH

On the basis of experience and insight acquired from conducting the present study, following suggestions are offered for the prospective researchers:

1. The present study was conducted only in four districts of Himachal Pradesh. Similar studies may be carried out in other districts of the states as well as in other states of India.
2. Case study may be undertaken to ensure deep into the implementations of RashtriyaMadhyamikShikshaAbhiyan (RMSA) in secondary schools and identifying the hindrances in its appropriate implementation
3. The impact of RMSA related training programmes for secondary school teachers in terms of enhancing their awareness and improving the functioning of RMSA may be studied.
4. The perception of secondary heads, district and block level functionaries regarding functioning of RMSA at secondary level may be studied to have their insight in this regard.
5. Studies can be done for other schemes like SamagraShikshaAbhiyan

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