POLICY PRACTICES AND IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN IN JHARKHAND: AN EVALUATIVE STUDY

A Dissertation Submitted to the

School of Education

In partial fulfillment of the requirements for the award of the degree of

Master of Philosophy

In

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By

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I do hereby declare that the dissertation entitled "POLICY PRACTICES AND IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN IN JHARKHAND: AN EVALUATIVE STUDY" submitted in partial fulfillment of the requirement for the award of the degree of M.Phil. Is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Date   Almaas
Sultana

CERTIFICATE

This is to certify that Almaas Sultana has completed her dissertation entitled "POLICY PRACTICES AND IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN IN JHARKHAND: AN EVALUATIVE STUDY" under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M. Phil. degree.

DATE   **Dr. P.C Jena**

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ABSTRACT

This study was conducted to evaluate the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jharkhand. In this study various aspects like provisions, initiatives taken to promote access, quality and equity provided to secondary school students under RMSA. Descriptive survey method was used in the study to obtain pertinent and precise information. The sample of this study included stakeholders of government secondary schools which comprise of 40 head teacher / principals, 150 teachers, 150 students and 150 parents selected by simple random sampling method from the Purbi Singhbhum district of Jharkhand. The study revealed that initiatives taken to promote access included as provision of library, laboratory, drinking water facilities, black board, provision of ramp facility and disabled friendly building for disabled students, schools within the radius of 5kms-7kms, provision of rain water harvesting system. Further initiatives are taken to promote quality included focus on science, Maths and English education, teacher training programmes, provision of bridge courses for enhancing learning ability of students, revision of curriculum to meet NCF (2005) norms, formation of School Management Committee and Parent Teacher Association. Further initiatives taken to promote equity included provision of scholarships to meritorious and needy students at secondary level, provision of free lodging/boarding facility, provision of inclusive education, provision of free books and uniforms to secondary class students. The investigator prepared two self-constructed questionnaire for teachers and students and two semi-structured interview schedules for head teachers and parents to evaluate the policy practices and implementation of RMSA scheme in Jharkhand. For the purpose of drawing out the result the investigator used percentage and graphic representations. The result evaluated the policy practices and implementation of RMSA scheme in Jharkhand for promoting the secondary education. The investigator framed the following objectives (i) To evaluate

various innovative practices and their implementation for promoting RMSA in Jharkhand with respect to (a) Access, (b) Quality and (c) Equity. (ii) To suggest remedial measures to the identified problems for better implementation of RMSA in Jharkhand with respect to existing conditions and future perspectives of India. The investigator framed the following research question (i) What are the various innovative practices and their implementation for promoting RMSA in Jharkhand with respect to (a) Access, (b) Quality and (c) Equity. Some important results drawn from the study are: it is evident from the result that 77.70% government secondary school teachers responded that their school lack access to facilities, 87.3% responded that there are lack of facilities available to promote quality and 88.07% students responded that they is lack of facilities to promote equity in secondary classes. It is evident from the result that 77.70% secondary school students responded that they lack access to facilities, 79.76% of secondary school students responded that there is lack of quality in facilities as per RMSA guideline whereas 88.07% secondary students responded that there is lack of equity in secondary. 90% of the head teachers/ principals were not satisfied with the availability of physical facilities to secondary class students where as 89.3% of the parents are also not satisfied about the facilities provided in schools in order to promote secondary. Both head teachers and parents responded that the secondary school students are not given any scholarship from 2-3yrs.

Key words: Policy Practices, Implementation, Rashtriya Madyamik Shisha Abhiyan, Evaluation.

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regarding various innovative practices and their implementation under RMSA with respect to 'Equity'.

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ABBREVIATIONS

RMSA	Rashtriya Madhyamik Shiksha Abhiyan
CWSN	Children with Special Needs
ICT	Information and Communication Technology
SC	Schedule Caste
ST	Schedule Tribe
OBC	Other Backward Classes
RTE	Right to Education
SSA	Sarva Shiksha Abhiyan
KGBV	Kasturba Gandhi Balika Vidhyalaya
DPEP	District Primary Education Programme
NCERT	National Council of Educational Research and Training
NIOS	National Institute of Open Schooling
CTSA	Central Tibetan School Administration
KVS	Kendriya Vidhyalaya Sanghthan
NVS	Navodaya Vidhyalaya Samiti
CBSE	Central Board of Secondary Education
GER	Gross Enrollment Ratio

MHRD	Ministry of Human Resources and Development
NCF	National Curruculum Framework
SIM	Self-Instructional Material
SCERT	State Council of Educational Research and Training.
DIET	District Institute of Education and Training
SIEMAT	State Institute of Educational Management and Training

CHAPTER - I

1.1 INTRODUCTION

Education increases the competence of people to recognize their vision of society into effective realities, facilitating them to turn into self-motivating representatives of social change, serving the preeminent interests of the society. Enhanced admittance to education yields substantial sake by blooming the abilities of the personages, it spreads out sustenence opportunities and maximize their earning possibilities and thus helps to deal with the quandary of beggary. Alertness and empowerment brought about by schooling encourages public contribution in decision-making and resolves the problem of degradation of the surroundings, recovers nutrition, decreases birth rates, and improves fitness and living conditions in the society. For this cause education is said to be the prime agent of renovation towards sustainable development. It is necessary for the development of inborn potentialities, satisfaction of social needs as well as evaluation and enrichment of cultures and civilization. Education drag's a human being away from obscurity, scarcity and misery and leads him on a road of enlightenment and prosperity. Education is a mindful attempt to train the children for satisfying the responsibilities of adult life. Education is a process of human enlightenment for attainment of better quality of life. So, since prehistoric time, education and schooling has being considered as an important part of our society. Apart from other section of societal existence, learning organizations were recognized to convey education to the folks to promote the cultural legacy. Since that time till today, the significance of education and schooling has been well known and now the knowledge and skills, the inventive abilities, talents and propensity of the people have become the genuine or actual assets of nation. Early education system has been a cause of motivation to all educational systems of the world. The constituents, which our current system lacks, and which were the prime facets of our ancient system relate to admittance policies of monitorial system i.e. low pupil teacher ratio, hale and hearty schools teaching surroundings, free schooling and college education, concerned treatment, function & role of punishment in maintaining discipline, regulation leading students verve and life. The main aim of any system of education should be growth of a whole some personality.

Education adds to the individuals well-being as well as to the general development of the country. Edification is not solitary tool for enhancing competence but is also an effective tool of widening an augmenting democratic participation and upgrading the overall quality of an individual and societal life (Goel,2008). Thus the meaning of education can't be ignored, according to Article number 21(A), the right of children to free and compulsory education (RTE) Act has become effective since 1st April 2010. The Right to Education (RTE) Act provides that all children in the age group 6-14 year have right to free and compulsory education in nearby schools. The government is trying to perk up the countrys education in such a way so that it boost the calibre of subsistence of the people and also to attain other goals like, overcoming beggary and unemployment, social parity, one and the same salary circulation, etc.

Elementary education is the initial stage of compulsory education. It is the foremost step of a child in the field of education as well as the base of education. It is considered from kindergarten to eighth class. It is preceded by pre-education or nursery education and followed by secondary education. Several schemes for the universalization of elementary education have been implemented by the government all over India such as Sarva Shiksha Abhiyan (SSA), Right to Education (RTE), Kasturba Gandhi Balika Vidhyalayas (KGBV), District Primary Education Programme (DPEP) etc. The ongoing Sarva Shiksha Abhiyan is to convey basic learning to all students has been booming to a great degree and thus has claimed for fortification of secondary level education from corner to corner of the country. With the triumphant functioning of sarva shiksha abhiyan numerous pass out students from elementary classes created an enormous demand for secondary education. Humayun Kabir, (1955:194) shared that the increasing concentration of time & space, associations between nations and citizens are becoming continuously closer day by day. Therefore the present democratic system demands that the peoples or citizens should have familiarity and information regarding their own motherland as well as of the humanity in common. It is mainly the purpose of secondary schooling which can meet this demand of democratic system. It is very obvious that few years of elementary education are inadequate for training a kid for the society and also to be skilled citizen. Nowadays there are number of peoples who cannot find jobs in their

nation as well as in other. A number of persons argue that there is only need to receive primary education; while others trust in the fact that secondary education is compulsory because, this level of education can be influential in shaping and directing children bright future. So, it is strongly believed that just basic education is not sufficient for the holistic development of learners and the value of secondary education cannot be diluted. A group of people who believe that only primary education should be made compulsory are unaware about educations authority in searching a job. It is a fact that whatever educational qualifications an individual have one have to face challenges in finding a job facing some tough competition. People believe that they obtain the skills through employment instead of school. In, other words school education does not offer practical skills for factories. It is obligatory for folks to receive more education than primary courses. In the other hand, it is essential for individuals to receive as much education as possible before they go to work. Firstly, secondary education plays an important role in the holistic growth & development of an individual. Secondly, education will definitely improve the antagonism for work. The more education one obtains the more occasions of job or employment he will have. Secondary education is the barest minimum education every child should go through before stepping into the world of work.

Secondary Education in India

History of secondary education in India starts in 1882 when Hunter Commission suggested that there must be two opportunities provided to the students of high school i.e. one stream would prepare them for the university and the other stream would be of applied in nature, proposed for youths with non-academic inclination who coveted to pursue commercial venture's. For the very first time secondary education evolved to be considered in terms of vocational & academic education. Another important decision was made under the university education commission in 1902 also known as Gokhale commission which fetched secondary education under the ambit of the university as it suggested that the university boards of secondary education be made accountable for conducting examinations at the school. After Gokhale commission the calcutta university commission in 1917 also known as Michael sadler commission felt that there should be dividing line between the university & secondary courses is more proper when drawn at the intermediate

examination than at the matriculation stage. It also suggested the formation of a new type of institution called the intermediate college which would provide for instruction in arts, science, medicine, engineering, teaching etc. these could either be run as self-governing institution's or could be attached to chosen high schools. Many commission recommended several things regarding secondary education but Kothari commission in 1966 was impactful as it emphasised on preparation of students for the university level and also to prepare the students for some vocation in life. It also recommended broadly uniform pattern of education, extension in the total period of schooling to bring about a general rise in the standards of attainment and vocationalisation of education. Built on the suggestions of the kothari commission the government of India in 1968 issued a National Policy statement. It also stated that it would be beneficial to have a largely uniform educational structure throughout the nation. The eventual objective should be to adopt the 10+2+3 pattern.

Secondary education almost covers over the ages of 15 yrs & 16 yrs, and then to 17 yrs & 18 yrs in the senior secondary classes. Senior secondary classes generally consist of students who are in the stage of adolescence and late adolescence. It is observed that generally during these years transitions occur; indeed these are the most crucial years of life. Secondary education act as a bridge or simply we can say that it links elementary and higher education.

Total literacy rate of India is 74.04 percent out of which male literacy rate is 82.14 percent and female is 65.46 percent; it's a matter of great concern that still disparity occur in this 21st century. It is considered as a critical stage in the hierarchy of education because it deals with the preparation of young folks for higher education and also for practical life. Indian government intervenes in secondary education at two levels: (1) Through top central level bodies i.e. National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), Central Tibetan School Administration (CTSA), Kendriya Vidhyalaya Sangathan (K.V.S), Navodaya Vidhyalaya Samiti (N.V.S) and Central Board of Secondary Education (C.B.S.E). (2) Through Centrally funded Schemes like Information and Communication Technology (I.C.T) in Schools, Quality Improvement in Schools, Integrated Education for Disabled Child etc.

Now, government is taking serious note on the universalization of secondary education also. As an important part of whole education system, secondary education not only leads to the national development but also clears the obstacles in the way of the general growth and development of the country. Affording secondary education and schooling to all which means to both the gender i.e. male and female, with a prime centre on quality education as it will act as a catalyst in bringing revolution in this era of globalization. A quick increase in the number of students attending and completing elementary education is placing extreme pressure on developing country's government to meet rising demands for secondary education.

Secondary stage of education is said to be the base for higher education. Any attractive building on poor foundation will fall like a house of cart under the slightest stress. From ninth to tenth class comprises the secondary education stage. The regular epoch group of learners in secondary classes are fourteen to sixteen whereas it is sixteen to eighteen in higher secondary classes. Secondary school education is a decisive phase in the educational pecking order as it trains the learners for higher learning and also for the world of earning livelihood. The firm enforcement of the particular learning system at the secondary phase and higher secondary phase will facilitate the learners to struggle for higher learning successfully and for employment worldwide. Secondary education serves as a bond between the elementary and higher education, and plays a very significant role in this respect. A child's future depends a lot on the type of education he/she receives at secondary level/stage. Apart from grounding the roots of education of a child, secondary education can be influential in shaping and directing a child to bright future. Secondary stage of education provide to move on higher secondary stage as well as to provide generic competencies that cut across diverse domains of knowledge as well as skills. Providing secondary education to all which means both to boys and girls, with focus on quality education assumes greater meaning today, when we consider the merging challenges in our society. For example, rising levels of socioeconomic aspirations and also the democratic awareness particularly among marginalized sections of population such as dalits, tribals, other backward classes, religious and linguistic minorities and girls seek space in the secondary education system for better access, participation and quality. Therefore there is a great need to strengthen this stage/phase by providing greater access and also by improving quality in a significant way.

As a product of liberalization and globalization of Indian economy, incredible changes happened in systematic & technological world and the general outery to perk up the caliber of life and to trim down the penury so it is necessary that school leavers should grab higher level of understanding and prowess than what they are proffered in eight years of elementary education, predominantly, when the average earning of secondary school certificate holder is significantly higher than that of a person who has studied only up to grade eighth. It is also required that besides common education up to secondary level, occasions for enhancement of occupational knowledge and skills should be proffered at the higher secondary level to facilitate students to be employable. It is fact that our education at elementary stage/phase is not at all satisfactory to provide a proper kind of ambiance to attain a higher echelon of facts and skill to our students. Ever since universalization of elementary education has turn out to be a constitutional mandate, it is enormously necessary to press on this idea forward to swing in the direction of universalization of secondary school education which has already been accomplished in a several developed countries and numerous budding countries. Primary education is a fundamental enabling factor of participation and freedom, for trading a life dignity and overcoming basic deprivation secondary education is a gate way of disparity for transforming the economy and establishing social justice in any nation. It opens the world of work to the youth of the country and adds to the socio economic development of the country.

Secondary education is an essential stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. The current policies are to make secondary education of good quality on hand, accessible and affordable or reasonable to all young persons in the age group of fourteen to eighteen. Appalwar (1995) conducted a study on Evaluation of Administration of Secondary School taking into account sample of secondary schools of Adelabad and karunagar district of Andhra Pradesh and found that, (Government Secondary School differed from Zila Parishad Secondary School in respect of organizational climate, Zila Parishad Secondary School differed from Private Secondary School in respect of organizational climate. A variety of schemes have also been targeted at secondary stage i.e. (class IX-XII) to improve secondary education which are implemented in the form of centrally sponsored schemes such as Rashtriya Madhyamik Shiksha

Abhiyan (RMSA), Girls Hostel Scheme, Model School Scheme, ICT Schools, Inclusive Education for Disabled at secondary stage, Scheme for Vocational Education, National Mean Cum Merit Scholarship Scheme to improve participation and retention, National Incentives to Girls, Appointment of Language Teachers etc.

Shah (1976) conducted a study on Parent Attitudes towards Secondary Education in Khasi district of Meghalaya, taking into account sample of parents of secondary school students of Khasi district of Meghalaya and found that the educated parents had more favorable approach or attitude towards secondary Education than the less educated ones. The successful secondary education permits students for dynamic contribution in the nationalized growth and development procedure as it provides a new way for them for future education. Secondary school phase is the foundation for meeting the person's resources necessity of the motherland.

At national level, the perception for schooling of secondary educations is to make high-class education and schooling easily reached, accessible and reasonable to all learners between the epoch group of 14yrs-18yrs. Considering the above described vision, the subsequent is to be accomplished: (a) To offer a secondary education school within a sensible distance of any locale, which should be 5 kms for high school and 7-10 km intermediate (b) warrant entire access to secondary education by 2017 with GER of 100% and universal retention by 2020 (c) Affording access to secondary education school with exceptional reference to financially feeble section of the social order, the educationally backwards, the girls and the differently abled children existing in rural areas and other peripheral categories like scheduled caste , scheduled tribe & other backward caste and Educationally Backward groups. Bhattacharjee (1982) conducted a study on Planning and Financing in Respect of the Secondary Education in Meghalaya and found that the higher education in the state of Meghalaya is still in the toddler (initial) stage, so secondary education is the only instant hope of the state. Besides the states being primarily an agricultural one, its future lies in secondary education because agricultural education can be best conveyed at the secondary stage and available manpower can be effectively trained and utilised profitably in producing agricultural product through secondary education. Majaw (1991) attempted to ascertain the levels of education and other aspects including exploration of the differences between the drop-outs and the non-

drop-outs among tribals of Meghalaya taking into account sample of tribal students and found that enrolment was the maximum at the primary level and went on decreasing at the middle and high school levels.

Considering, the suggestions of Central Advisory Board of Education on a national scale secondary education improvement programme called Rashtriya Madhyamik Shiksha Abhiyan, a centrally sponsored scheme. It was launched in 2009, Rashtriya Madhyamik Shiksha Abhiyan is a scheme of MHRD for reinforcement of secondary education infrastructure across the country. The Ministry of Human Resource has granted Rs.20,120 crore during eleventh five year plan for this project. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) offers an exclusive occasion to progress admission to and involvement in high-class secondary school education in the nation. The form of independent federalization sponsored by Rashtriya Madhyamik Shiksha Abhiyan aspires in recuperating liability, intelligibility and service liberation particularly at the district level. Boosting high-class excellence through structuring capability for appraising learning upshot and endorsing syllabus improvement and agreement are also believed advancement concern beneath Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Rashtriya Madhyamik Shiksha Abhiyan is known as an initial significant intercession for universalizing access to and excellence of secondary education schooling. It also covers the socio-economic as well as individuals from varied educational and cultural background.

In current year, funding in edification for all courses has escorted to considerable extension of the basic education. Beside up gradation in physical facilities of school, intakes in the primary and upper primary level have increased. This drift is likely to retain for the coming more than a few years. At the same time, India's remarkable, prolonged financial escalation has enhanced domestic and labor souk demand for secondary and higher education (World Bank 2009). Secondary school learning involvement to financial development, exhibited elevated societal advantages and supported of democratic citizenship calls for raising civic investment at this point, predominantly in view of very large disparities in access to secondary education by returns, sex, social-group and area. The main challenge is to considerably expand fairness, admittance and excellence of secondary schooling

concurrently. Presently, the state should play the role on order to universalize occasions or prospects so as to assist every learner to be present at secondary school rather than to universalize admittance (World Bank 2009). Escalating the delivering of efficient educator is also a chief concern. In certifying equity to access in secondary education Indian government has significant role to play. Intentional, contribution and demand-side programs for socially as well as financially disadvantaged groups are called to recover fairness. India requires crafting in the qualitative investments in educators education and liability, core-curriculum alteration, excellence guarantee, restructuring of appraisal, central appraisal capacities and supervision information systems, which requires time and considerable organizational competence building to accomplish something nationally. The currently instigated centrally supported proposal for secondary school learning, Rashtriya Madhyamik Shiksha Abhiyan presents a strategic prospects or occasion to perk up fairness and access; improve excellence, liability and skills to appraise learning upshots; and prop up standardization of syllabus and examination across state.

Biswal (2010) provided a summary of secondary learning in India, with special spotlight on the expansion trajectory currently pursued in the sub-sector. This paper re-examines about the existing status, developmental strategies, approach and modification courses and concluded that there is great need of India to set-up investment or assets in pre-reform actions so that it can craft a sustainable surrounding for instigating transformation, getting better political will, initiating strategic organization models which ensures the continuity in changing the school stage and growing budgetary allotment for building more inclusive or comprehensive quality secondary education a reality or truth.

Medhi (1988) carried out a study on 'Wastage and Stagnation was a major problem in secondary schools of Kamrup district of Assam' and his findings reveals that the extent of wastage and stagnation was very high especially in economically backward classes and found illiteracy of the parents, their poverty, lack of study environment at home and the rate and irregular payments of stipend as key reasons behind it. Education having a vocational favouritism was likely to be useful to students of different abilities. Lack of competent teachers, absence of eye-catching

school programme and irrelevant curriculum appeared to be some of the causes. Agarwal (1986) studied the 'Effect of Parental Encouragement on the Educational Development of Students on Secondary Stage and his findings reveals that parental encouragement and educational development of the students of secondary stage were positively correlated. Shudharma (1988) carried out a study on 'The Efficiency of Certain Measures Adopted for Preventing Wastage and Stagnation in the Schools of Kerala' and findings reveals that the incidence of wastage and stagnation among the secondary school students was maximum in standard X, among boys, in rural areas when compared to urban, and in scheduled castes and scheduled tribes when compared to other caste pupils. From the reviews it can be concluded that secondary stage needs to be strengthen and should be given importance. Rashtriya Madhyamik Shiksha Abhiyan is one of the schemes launched by the central government in order to uplift the secondary education in India.

Rashtriya Madhyamik Shiksha Abhiyan is a centrally funded scheme given an abbreviation RMSA was launched in March, 2009 by the Government of India with a slogan "Padhe Chalo,Badhe Chalo". This centrally funded scheme was launched with the mission to make secondary education of fine quality accessible and affordable to all young persons. The aim of the scheme is to improve access to and improve quality of education at secondary stage in the meanwhile warranting equity. The scheme aims to provide a secondary school within a reasonable distance of every habitation and also improving value of education conveyed at secondary level through making all secondary schools conform to set norms like elimination of gender, socio-economic and disability barriers. This scheme is a critical move to set up the state government to take up the aim of universalization of secondary school education in every state as well as union territories of the nation. Unlike universalization of basic education, which is an obligation by constitution of India, universalization of secondary education schooling is not compulsory by constitution but by morale and requirement of individual. It implies that well-thought out and convenient achievable goals and stratagem for execution must come out from the states and union territories of our country. At the central level, visions, plans, goals and objectives of Rashtriya Madhyamik Shiksha Abhiyan and the approach, the strategy to accomplish the goal of univerzalisation of secondary education were

already developed. The centrally sponsored scheme, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been planned as a nationwide restructuring programme which is almost in line with the alteration course in basic education, the Sarva Shiksha Abhiya to be executed in joint venture with the state government. Although in standard the Rashtriya Madhyamik Shiksha Abhiyan visions is to cover all government and assisted institutions at secondary stage as well as higher secondary stage, its extent is narrowed only to government directed secondary schools or sections during 11th plan stage. It is supposed that, during 12th plan stage, concurrence will ensue in the Rashtriya Madhyamik Shiksha Abhiya, and its coverage will boost to incorporate the assisted secondary level or stage bodies and instituitions at the higher secondary stage. Similar to Sarva Shiksha Abhiyan, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) also intends to take on a decentralised organizational framework for its execution. Facts supported contributing mapping and administration at the regional/district and organizational levels are therefore measured essential for its success and accomplishment. The lone characteristic of the Rashtriya Madhyamik Shiksha Abhiyan speak about its centre of attention on inclusion (in terms of organizational arrangement for its execution) from the starting day to assure superior level of sustainability (MHRD 2009).

RMSA programme function under three components which are access, quality and equity.

Access

Universalisation of access, quality improvements, equity, institutional reforms and buttressing of resource institutions are main strategies to accomplish the target of universalizing secondary education. Here access basically refers to a universal provision of secondary schools and universal enrolment of children in the age group of 14yrs to 18yrs without any favouritism on the basis of gender, religion, caste, region, or socio monetary position. A preliminary move towards the same is to have fully-functional secondary schools with appropriate infrastructure along with amenities and sufficient number of proficient educators, quality teaching & learning materials, aids & kits within approachable distance. Some of the chief provisions under access/civil works component of the programme are:

- construction of new schools

- additional Classroom,

- science laboratory with equipment,

- library,

- computer room,

- art craft and Culture room,

- toilet blocks and water Facility,

- major repair, and

- residential quarters for teachers.

However, access as an only aspect cannot guarantee total Universalization of Secondary education and hence it needs to be balanced with sufficient provisions for the children to experience accomplishment in secondary education. Attainment of lowest levels of learning is used as a scale to determine achievement which means that nearly for every student it is obligatory to gain most of the competencies.

Quality

The integrated Rashtriya Madhyamik Shiksha Abhiyan which includes Inclusive Education for Disabled at Secondary Stage, Information and Comunication Technology in Schools is a complete as well as congregated programme dedicated to universalize quality learning at secondary level. It grapple's to render quality in the concept and organization as well as in the functioning of effectual structures within secondary education in accordance with the changing socio-economic and cultural perspective. The countrywide resource group of Rashtriya Madhyamik Shiksha Abhiyan sturdily suggests moving towards a theme supported approach than an action based approach. 'Whole school based planning and implementation' becomes crucial to certify that all schools under RMSA benefit from all the components of the scheme. Secondary education is a significant linkage from the underpinning stage of elementary education to the worlds of further schooling and ability development and the world of labour. One of the main aim of secondary education is to make sure that all learners are learning a curriculum that is applicable and constructive to them as well as learning the skills and approach that will make them optimistic and creative element of society.

Aspects of quality school education

- Student Learning Outcomes

- Governance of School

- Provision to Schools

Concurrence & synchronization between organizations

Planning for Quality

Dimensions of 'Quality' School Education

Schools that have adequate staffs and those staffs are well- trained to accomplish their toil, it has all the supports that permit children's to experience a rich curriculum and it has enough resources for educators to teach as well as for children's to study. Such a school has secure and congenial environment for all associates of the school faction. Standard teaching through school enhancement is best carried out by understanding a set of proportions that are to be enhanced within each school i.e. learners, learning outcomes (what students learn) and the authority of schools (how schools operates). The 3rd measurement for school upliftment is through provisioning which means providing the resources which school wants to progress.
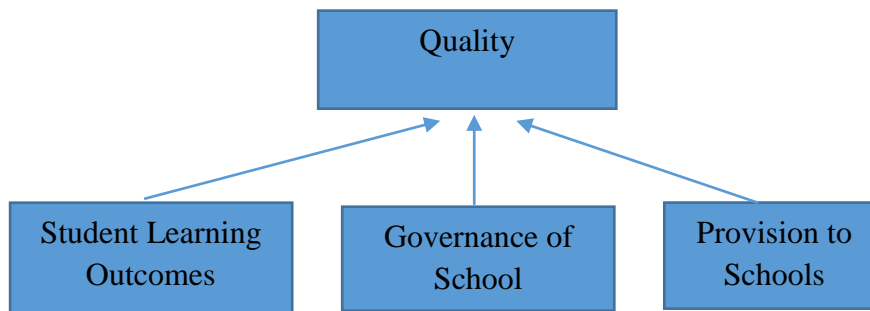
Fig 1.1 Showing dimensions of 'Quality' school education

Student Learning Outcomes

- The National Curriculum Framework (NCF 2005) advocates that whatever we do in school or whatever we do for the school should be such that it should gear up the quantifiable improvement in student's learning level and wisdom so that they can prepares themselves for sovereignty of thoughts and actions, lifetime education, egalitarian values, originality and life skills.

- The 12th five year plan has also highlighted on managing learning upshots at all stages through

  Fundamental curriculum and learning objectives

  Pedagogic procedures

  Classroom appraisal frameworks

  Suitable learning resources

  Educator shore up in classrooms

  School Management, Development and Leadership

Governance of Schools

As school is a miniature of society so it needs to be supervised and directed effectually by them and this process would cover the following:

(a) Leadership and Management- There should be clear direction for the school with a clear understanding of school strengths and what needs to be improved. All these can only be done through an efficient, well-timed and outcome focussed management. At the same time leaders should make good relations with local community and with parents which will brace the school.

(b) Safety and Health- Everyone should feel safe always. There should be no trespassing, bullying and coercion of anyone belonging to school. School should be kept neat and clean and its kitchen or lavoratories should be such that it promote hygienic environment. Nutritious food should be served within school campus and clean water should be provided to students as well as to other members of school community.

(c) Inclusion and Support- School should be representative of inclusive environment. It should fulfill all the needs and demand of students in order for better understanding.

(d) Teaching and Assessment- Teaching should be such that it allows the student to become independent learner in future. Assessment should be for learning not of learning.

Provisions to schools

There are some provision to schools like staffing, physical facilities and learning resources.

(a) Staffing- There should be subject wise teachers and appropriate training including head teachers training should also be given.

(b) Physical facilities- Classrooms, toilets, libraries, laboratories, ICT, vocational facilities etc. should be available.

(c) Resources for learning- It include math's kits, science kit, reference books, excursions, teaching aids etc.

Equity

The succession of education should be such way that it must warrant children sufficiently to first comprehend and then query about disparity and unfairness and ultimately seek parity and social justice in their future life.

Rashtriya Madhyamik Shiksha Abhiyan make every effort to deal with unfairness with special reference to gender based disparity, financial disproportion, commune i.e. Schedule castes, Schedule tribes , Other Backward Castes, physical as well as psychological disability and rural-urban fissure. Countryside regions and the reticent states have inadequate numbers of distantly situated and feebly provisioned secondary and higher secondary schools. Improper running of schools causes learners to drop out as in perceptions of the parents the costs are not worth the recompense. These aspects need a watchful and sensitive approach to address this socio- economic and cultural melancholy. RMSA scheme plans to address this through maintaining and recommends the States to undertake the following:

- Strengthening the presentation of school management and development committees
- Spreading awareness among society members about Girls Education
- Certifying inclusion in the District Plans
- Curriculum reform and tutors training
- Progress of justice and quality pointers
- Providing transport for girls
- Training for self-protection should be given to students and special attention to be given to girl students
- Shiksha mahasabhas
- Measures for Educationally Backward Minorities
- Retention Drives and commune learning measures to reduce drop-out.

Vision of Rashtriya Madhyamik Shiksha Abhiyan (Vision 2020)

- The Vision of RMSA is to build good quality education available, accessible and affordable to all young persons in the age group of 14 to 18 years.

- Its vision is to warrant universal access of secondary education by 2017 and universal retention by 2020.

Goal of Rastriya Madhyamik Shiksha Abhiyan (RMSA)

To meet up the challenges of universalization of secondary school education as there is a paradigm swing in the conceptual proposes of secondary education. The leading standard in this regard is universal access, quality and equity of secondary education. Therefore the objective of Rastriya Madhyamik Shiksha Abhiyan is to afford universal admittance, excellence and fairness in secondary education. i.e., Its objective is to establish a common school system in which all school types which also include the independent private schools also add towards universalization of secondary schools by certifying sufficient admittance of the learners who belong to under privileged society and the learners from families who are below poverty line.

Objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- To perk up quality of secondary education resulting in enhanced intellectual, social and cultural learning.

- To guarantee that all students pursuing secondary education entertain education of good quality.

- To warrant universal access of secondary school education by 2017 and universal preservation by 2020.

- To accomplish a common enrolment percentage of 75% for classes IXth- Xth within 5 yrs by affording a secondary school within a reasonable distance of any habitation, which should by 5 km for secondary schools and 7-10 km for higher secondary schools.

- To certify that no child is deprived of secondary education of satisfactory quality due to gender, socio economic status, disability and other barriers.

- To make sure that all secondary schools have physical facilities, staffs and supplies atleast according to the approved standards through monetary help in case of Government and aided schools and apt regularity method in case of other schools.

Attainment of the above objectives would also inter-alia, indicate substantial advancement in the course of common school system.

Strategies for Implementation of Rastriya Madhyamik Shiksha Abhiyan (RMSA)

In the perspective of universalization of secondary education huge scale inputs in terms of additional schools, additional classrooms, teachers and other amenities needs to be offered in order to encounter the disputes of numbers, trustworthiness and excellence. It also includes appraisal/condition of educational necessitates, physical infrastructure, man-power, scholastic inputs and proficient scrutinizing of carrying out of the syllabus. The tactics for universalising schooling of secondary edification and recuperating their qualities are as under.

Access

- For granting universal access to worthy secondary education, it is essential that specially planned broad standards are developed at nationwide. The standards for secondary schools should be generally comparable to those of Kendriya Vidyalayas.
- With all needed infrastructure facilities and teachers up gradation of upper primary schools is founded on micro planning exercise.
- The up gradation of secondary schools into higher secondary schools is based upon the requirements.
- Starting novel schools which are based on schools planning exercise.
- Rainwater gathering structures will be established in existing school buildings also.
- Subsisting school structure or edifice will also be made friendly for differently abled learners.

Quality

- Providing necessary infrastructure like Black board, furniture, libraries, science and mathematics laboratories, computer labs, toilet cluster.
- Prior arrangement of extra teachers and in-service training of teachers.
- Linkage course for improving learning ability of students passing out of Class VIII.
- Re-examining core curriculum to meet the NCF, 2005 standards.
- Residential adjustment for teachers in rural and knotty hilly areas.
- The adjustment for female teachers will be preferred.

Equity

- Free lodging/boarding services for students who belong to scheduled caste, schedule tribe, other backward and marginal communities.

- Hostels as well as residential schools, money inducements, uniform books, separate toilet for girls.

- Granting scholarship to learners with good grade and needy students at secondary level.

- Comprehensive education will be the characteristic of all activities. Hard work will be done to grant all essential facilities for the special children in all the schools.

- Extension of open and distance learning needs to be undertaken, especially for those who can't follow regular secondary school education.

Secondary Education in Jharkhand state

Fig.1.2 Showing map of Jharkhand state (India)

Education has always added its benevolent meaning towards the society. As we all know this fact that literacy echelon and educational accomplishment both are

fundamental developmental indicator's in any country and especially in an embryonic country akin to India as they are key variable for measuring development which designate quality of life, awareness echelon and also level of skills among people in the society. Considering the magnitude of education, India has endorsed Right to Education for ensuring free and compulsory education for children between the age group of 6 years - 14 years.

Often having a minimum level of achievement to elementary education, secondary education has become more demanding toward social and cultural growth of the society. The adult literacy rate for males has improved from 73.4 to 78.8, whereas increase is more in case of females from 47.8 to 59.3 from 2001 to 2011. In 2011 only half of the rural adult females are literate against 76.9% urban females 88.3% urban adult males are literate against 74.1 rural adult males.

In India, many state governments are familiar with the reality that education and development has secure connection and Kerala is its most excellent model. Jharkhand state, which is primarily considered as a tribal state, is not exception in realising this fact. However, secondary education to tribals is one of the chief challenges which the Jharkhand state is facing. Secondary education to tribals is an essential topic believing the truth that they were deprived of equal opportunity in the past by the government and the policy makers. It is critical and essential for the progress of the tribal society, the state, and the nation. Tribal broods, like number of marginalized groups of children in Jharkhand are trapped in an intergenerational vicious cycle of scarcity, illiteracy and deprivation. Shrivastava (2012) studied 'Universalization of Secondary Education in India Concerns of Tribal Students and the Ways Forward' taking into account Khunti sub-division of Ranchi district (now itself a district) as a sample in the State of Jharkhand and concluded that the education and its system are yet to be internalized by the tribal society and its children.

The literacy rate in Jharkhand is 67.63%, the male literacy rate being 78.45% and that of female being 56.21% (according to Census 2011). There are several initiatives taken by state government to improve the status of secondary education in Jharkhand. Several schemes like Girls Hostel Scheme, Model School Scheme, ICT Schools, Inclusive Education for Disabled at secondary stage, Scheme for Vocational

Education, National Mean Cum Merit Scholarship Scheme to improve participation and retention, National Incentives to Girls, Appointment of Language Teachers etc are the initiatives taken by Jharkhand government in order to improve the secondary education or schooling in Jharkhand.

Out of the above initiatives Rashtriya Madhyamik Shiksha Abhiyan is also one of the programmes to strengthen the level of secondary education in Jharkhand. Sangeeta and Kumar (2013) studied provisions for girls, schedule castes, schedule tribes and other backward class in Rashtriya Madyamik Shiksha Abhiyan and they concluded that this scheme has done many stipulations for girls, schedule castes, schedule tribes, other backward classes, minorities and other disadvantaged cluster. These exceptional groups should take advantage from RMSA scheme so that the objective of universalisation can be achieved within the targeted time period. In Jharkhand as there are more number of SCs and STs groups schemes like RMSA can contribute alot to the tribal society if people take advantage from these schemes. Under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Jharkhand, a total number of new secondary schools sanctioned are 1002 schools till date. Out of which only 799 secondary schools are functional in which 99985 students were admitted with 6012 teachers under this scheme.

As we know that education plays an important role in the holistic development of child, realizing this fact the Indian government has taken several initiatives to ensure that each individual is able to access educational facilities thereby contributing to economic growth of India. The education for 'All Campaign' is one such step which ensures free elementary education for all. To cater the increasing demand of good quality secondary education, Prime Minister Dr Manmohan Singh declared to initiate a new scheme SUCCESS (Scheme for Universalization of Access at Secondary Stage) in his Independence Day speech 2007. To full fill the increasing demand for good quality secondary education from weaker sections of society, the government has initiated few new schemes. Those schemes are (i) Rastriya Madhyamik Shiksha Abhiyan (RMSA) (ii) Girls Hostel Schemes and (iii) Establishment of 6000 Model Schools in Educationally Backward Blocks (EBB's). In these regards state governments has established a society to achieve the above objectives and goals. It is not only the responsibility of

government to provide secondary education to all children but also the responsibility of parents to encourage and support their childrens for secondary education. Government can only launch new schemes or policies but ultimately parents have to step forward for the successful accomplishment of that scheme. Paresenjit;Premendre & Ghosh (2015) studied 'Impact of Rashtriya Madhyamik Shiksha Abhiyan in Kolkatta from parents point of view' taking into account Kolkatta district as sample. To depict the perception about RMSA among gaurdians of class IX & X students in terms of 19 variables like age, profession, family size, additional boost up by RMSA etc. and found to bear substantial impact on the level of perception on RMSA of the guardian of students.

Access to secondary education is not enough to universalize education along with easy access quality should also be given equal emphasis. This is also been supported by Sangeeta & Kumar (2013) studied 'Support of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Achieve the EFA Goal' and concluded that Education for All (EFA) means not only having access to schooling but also having quality of education for every child. This programme is running in these days at national level to enhance the secondary education and achieve the goal of EFA. Various provisions for deprived categories have been done in this programme. So, it is our responsibility to know the provisions of EFA and RMSA to achieve the globalilized goal of EFA. Because RMSA programme is providing major support to Education for All (EFA) to achieve this globalized goal at all levels.

To achieve the goal of universalization in secondary education along with quality various innovation or techniques should also be used. Sangeeta & Kumar (2013) conducted a study on 'Rashtriya Madhyamik Shiksha Abhiyan Promoting Innovations under the Scheme of RMSA' and concluded that each state government running RMSA to achieve the goal of universalization of secondary education within targeted time period, but the progress is not reflected in the society while governmental and non-governmental agencies are investing a major financial budget and playing innovative role to achieve this big goal. If all governmental or non-governmental agencies will follow the mentioned guidelines then RMSA mission can be achieved within the time period.

For the universalization of secondary education not only east access is required but also quality and attitude towards secondary education is also very

essential.Premendra & Prasenjit (2014) studies 'Attitude of Educational Managers of Kolkata on Rashtriya Madhyamik Shiksha Abhiyan' taking into account sample of 25 different secondary school of Kolkata. The study reveals that in the 21st century the secondary education is minimum level of learning to every child during their age group of 14 yrs -16 yrs. To warfare the condition at the infrastructural level, administrative outlook and its reforms and moreover the finance flow system would be necessary in order to achieve the universalization of secondary education with its objectives and ultimate goal.

Secondary Education in Purbi Singhbhum district of Jharkhand.
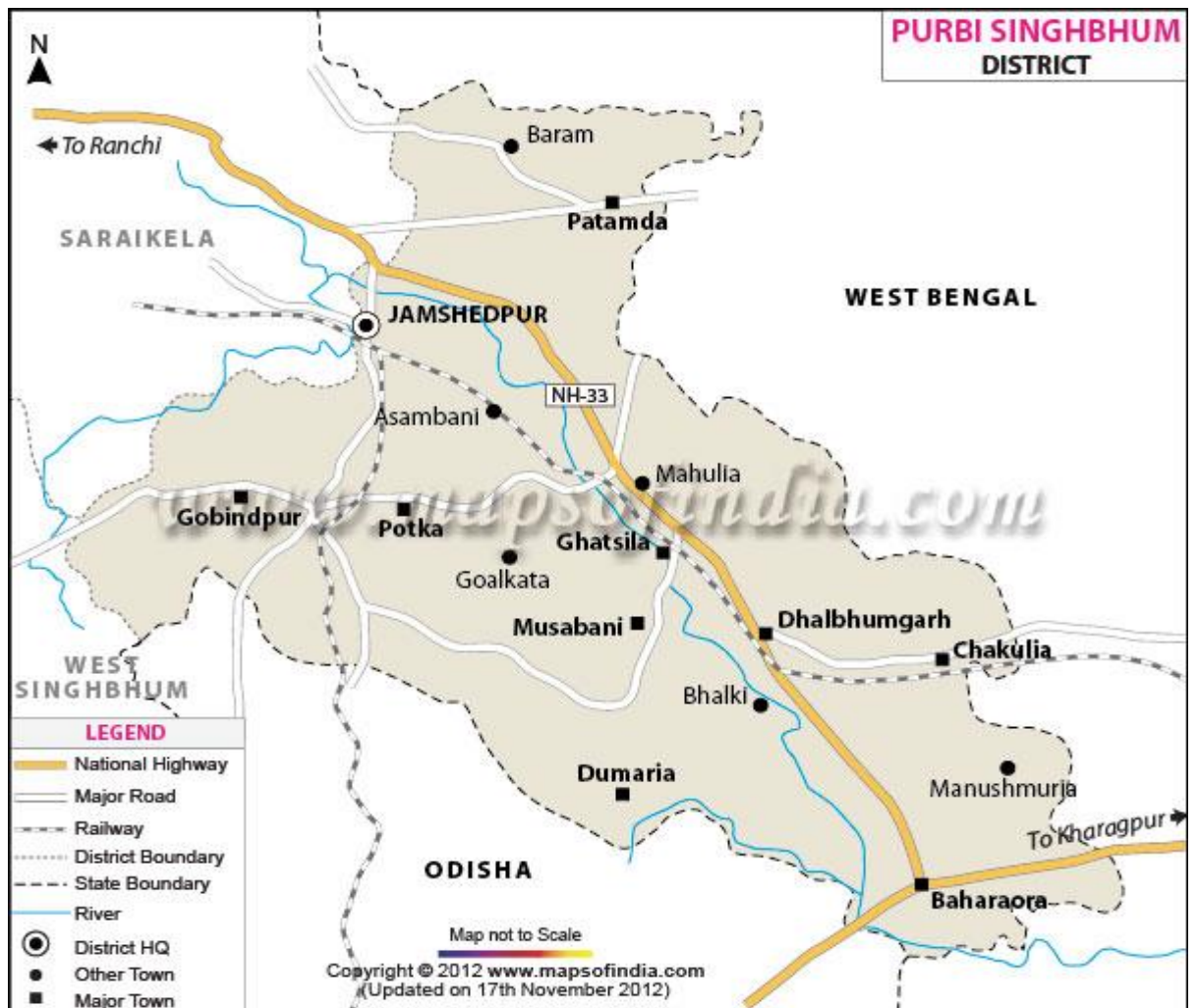
Fig 1.3 Showing map of Purbi Singhbhum district of Jharkhand.

East Singhbhum (पूर्वी सिंहभूम) is among one of the 24 districts of Jharkhand state in India. It was formed on 16th January 1990. The exact meaning of singhbhum is terrain of lions. Total area of East Singhbhum region is 3533 sq.km of which 50% of the land is enclosed by intense jungles and piles along with wide variety of wild animals. The district is presently a branch of the red corridor (region in the eastern India that experiences considerable naxalite.

Total male and female population of East Singhbhum district is 1175696 & 1115336 respectively. Literacy rate among male is 84.5 percent and among female is 67.33 percent. The gap between male and female literacy rate is quite wide so to bridge this gap many schemes were launched by the state and central government. RMSA is among one of those schemes which give emphasis on girls education as its one of the main objective is to empower girls education. Under the scheme of RMSA there are total 127 secondary schools in east singhbhum.

Kanware & Sain (2013) studied 'Rashtriya Madhyamik Shiksha Abhiyan- An Overview' and concluded that RMSA is the scheme of Universalization of Secondary Education in India. As Sarva Shiksha Abhiyan worked for spreading elementary level education free and compulsory, we can call universalization of basic education. RMSA guarantee quality learning by providing required infrastructure to schools. This proposal affords parity in Girls, SC, ST and Minority education. This proposal is the landmark of the secondary education system in India. By this scheme we can achieve more than 30% GER for Higher Education in future. We believe that our education system is forwarding towards quality education through the RMSA.

In purbi singhbhum though there is successful implementation of RMSA scheme is displayed but actually there is no implementation of inclusive education recorded whereas RMSA not only focuses on quality enhancement of normal students but also emphasises the quality improvement in the education of children with special needs or differently abled students which can be supported by the investigator Vibhute (2014) studied 'Move to improve quality of education' in context with RMSA and concluded that the RMSA scheme has sought propositions from various consortium

and pundits in the education field to revamp the quality of education, and make it more affable for those who are with special needs (CWSN).

Another study done by Nath, Baiju K.; Valiyattil, Vineesha (2009) studied quest for quality enhancement in view of Rashtriya Madhyamik Siksha Abhiyan taking into account kerela as sample area and found that there is need of an inclusive course of action is the main constriction used for value enrichment of school learning in the state. During the functioning of Rashtriya Madhyamik Siksha Abhiyan, the influential officers should take required action to make sure the involvement of training colleges & universities of education department, SCERT, SIEMAT, DIET, and other research centres in education and to research base by circulating studies organized or carried out by DIET, SCERT and other bodies on various aspects of Sarva Shiksha Abhiyan immediately through a website, so that results and conclusions of those studies can be used for healthier functioning of Rashtriya Madhyamik Shiksha Abhiyan.

RMSA scheme give emphasis to all types of students like special students, adult students, drop out students, girls students etc. The same is being justified by Nath, Baiju K. (2010) examine Rastriya Madhyamik Siksha Abhiyan: What? Why: How? And found that the objectives of the mission can be abridged as affording, access, quality and equity in education. There are 4 centrally funded schemes and four focus groups planned under those schemes. Girls schooling culture and empowerment are given very high place in the mission.

Lewin, Keith M. (2011) studied beyond universal access to elementary education in India is it achievable at affordable costs? CREATE Pathways to access and concluded that funding in secondary education schooling in India has been disregarded for several years. Ever from 1990's mainly stress has been given on universalising admittance to basic schooling, mission that remains' far from completion. Beneath the eleventh national plan Rashtriya Madhyamik Shiksha Abhiyan has been started to enhance admittance to standard ninth and over. This investigation monograph investigates on some of the main concerns in supervising the augmentation of secondary education schooling. These comprise the constriction on extension that occur from existing levels of basic school to graduation, the cost and affordability of secondary education schooling, the infrastructure wants, and

increased teacher supply. The strategy dialogue around secondary school augmentation is a supreme concern if India is to close the hiatus between itself and China and other expeditious developing nations in educating most of its populace beyond the elementary stage.

Lewin, K. M. (2011) studied expanding access to secondary education: can India catch up? And his findings reveal that sarva shiksha abhiyan (SSA) programme has focussed on universalising access to basic education (Grade 1st-8th). Recently the right to education act (RTE) affords the legislative chassis to covenant tutelage to all children between 6 years to 14 years. It remains the case however that fewer than half of all children attend and complete secondary tutelage especially in the Northern parts of India. Under the eleventh National Plan Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been initiated to raise the numbers entering secondary school and also explored some of the key issues in mapping and supervision the growth in participation that is envisioned so that 75% or more relish the advantages of transition to Grades IX and X.

As it is proved that quality in education can only be achieved if there is quality in teaching for providing quality in teaching regular training should be provided to teachers in order to update them. It is a fact that in purbi singhbhum district there are lack of teaching staffs in secondary schools so providing training to them quite difficult as there will be none to manage the classes so distance mode of training is the best option for them which is also supported by Baiju and Ayishabi (2012) studied "Distance mode of in-service training – A new paradigm for teacher training under RMSA" taking into account 200 secondary level biology teachers belong to four different districts of the state of Kerala, who were selected randomly. The tools of the study include achievement tests developed on the basis of the SIM and a questionnaire for the qualitative analysis of the SIM. The findings reveal that the distance training methodology focusing more on learning than on teaching, on flexibility, autonomy, and collaborative work, on the whole, very much appreciated by teachers to the extent that it favors the development of new pedagogical approaches in the classroom.

The implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jharkhand was with the goal to promote access, improvement in quality and expansion of learning opportunities at the secondary stage and higher secondary stage. The purpose is to make high-quality education and schooling obtainable, reachable and reasonable to all young children. The role Rashtriya Madhyamik Shiksha Abhiyan is very important in the field of secondary education in Jharkhand. The main goal of Rashtriya Madhyamik Shiksha Abhiyan is to achieve Gross Education Ratio of 100% by 2017. The present study will be conducted in East Singhbhum District of Jharkhand which comprise of 11 blocks and there are 137 secondary schools out of which 26 are under RMSA scheme. The present study was directed towards evaluating the carrying out of the Rashtriya Madhyamik Shiksha Abhiyan in secondary schools of East Singhbhum district of Jharkhand.

1.2 SIGNIFICANCE OF THE STUDY

Education is the fulcrum of sustainable growth and development and it grasps the key to 'societal inclusion'. Only important necessity to advance for eminence of life and independence is education. Worldwide access to quality knowledge, information and talents certify that every individual has an equivalent chance to play a full part in occupation and the world. It is therefore important to assimilate the marginalized and susceptible in society into the process of growth and progress. Endorsing even-handedness and energetic residency with the help of a well-built learning and teaching system therefore it requires engaging the centre-phase of the expansion issue in every society. After the implementation of the various schemes like Sarva Shiksha Abhiyan, Mid-day Meal, Model schools, District Primary Education Programme etc for promoting universalization of elementary education, the focus shifts towards the next stage i.e. the secondary stage or phase of education, a stage which prepares the individual to lay his future roles with respect to occupation and leading improved quality of life and as a contributing member of the society. In current year stakeholders persist to argue about the character and purpose of secondary school education, the want for the growth of secondary education has become evident with the shifting context of education. Beside its involvement in shaping of lively residents (Government of India, Secondary Education Commission, 1953; Lewin and Caillods, 2001; Kabir, 1955; Alvarez, 2000; World Bank, 2003,

2009; Briseid and Caillods, 2004), secondary education act as a noteworthy role player in labelling the appearing human growth concern in nations associated in constructing information based societies for staying associated to the procedure of globalisation. So in order to make an individual/entity capable enough to play his future role successfully, further to meet the growing demand for secondary education, equal weightage must be given towards universalization of secondary education.

To congregate the challenges of universalization of secondary education there is a great urge of paradigm swing in the theoretical plan of secondary school education. In the past few years elementary education has been greatly uplifted with the introduction of Sarva Shiksha Abhiyan mission and this has in turn created a demand expansion and introduction of secondary education in unserved and underserved regions of the state. It was at this moment the centrally sponsored scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was a tremendous step for the quality education and universalization of secondary education.

RMSA is an attempt in universalization of secondary education and an opportunity for improving human capacities. The apt treatment of the concept of secondary education leads to the national development of the country. Our Indian education system is such that suitable teachers are not forthcoming to work in secondary schools. So there is an ample need to make the teachers and students aware about the implementation of Rastriya Madhyamik Shiksha Abhiyan (RMSA) in Jharkhand.

Secondly after independence so many programmes were started by the government for the upliftment of education, but till date we are not able to achieve the desired target because of lack of proper implementation of these policies & programmes. Recently government have started RMSA to achieve the goal of universalization of secondary education. RMSA is a broad programme which includes many sub-schemes. Integrated education for disabled, girls hostel scheme, national mean-cum-merit scholarship schemes, national incentives for girls to improve participation and retention which aim to provide secondary education to all. Providing quality education to all is very essential to achieve the universalization of secondary education. In such a situation it becomes necessary to evaluate the programmes and activities under RMSA as its been also supported by George and

Asha (2013) studies RMSA and school quality and suggested to take utmost care in the implementation stage of this scheme so that the expected quality of schooling can be achieved. Government of India has been spending quite substantial amount of funds for RMSA & therefore it also demands such attempts to evaluate the ongoing program of RMSA from time to time in order to know whether the programme objective are being achieved or not. The present study is genuine attempt in this direction.

Keeping in view the objectives of universalization of secondary schooling access, quality and fairness in education to all including scheduled castes (SC), scheduled tribes (ST), other backward classes (OBC) and disadvantaged groups and womens. The investigator undertook the study to explore the initiatives taken to promote access, quality, equity, dropout and enrolment of student's problems faced by teachers in secondary schools under RMSA.

Further though number of studies was conducted in the area of secondary schools but the investigator did not come across any study related to policy practices and implementation of RMSA in Jharkhand. Hence, the paucity of research and the greater concern for our future generation with respect to offering them quality education and quality life preparing them for the twenty first century and making them contributing members of society inspired the investigator to undertake the present study.

1.3 STATEMENT OF THE PROBLEM

The study is entitled as POLICY PRACTICES AND IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) IN JHARKHAND: AN EVALUATIVE STUDY. This study aims to check the policy practices of Rashtriya Madhyamik Shiksha Abhiyan and the way of implementation in Jharkhand.

1.4 OPERATIONAL DEFINITIONS

Policy Practices: Policy practice is an integral element of social work as practiced in all settings—at the local, state, and national levels, as well as within micro, mezzo, and macro levels of intervention. Including policy practice in the daily life of social

work practice is an effective and powerful avenue for enhancing the profession's goals and mission of social and economic justice.

Implementation: Implementation is the carrying out, or practice of a plan, a method or any design for doing something. In the present study, implementation refers to carrying out or execution of Rashtriya Madhyamik Shiksha Abhiyan.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Rashtriya Madhyamik Shiksha Abhiyan (RMSA), centrally sponsored scheme for recovering the access, quality and equity to secondary education. It is initiated by Ministry of Human Resources Development. Rashtriya Madhyamik Shiksha Abhiyan is the first and most fascinating large scale intercession for universalizing admittance and excellence of secondary school education covering the social as well as financial variations and individuals from varied educational and cultural background.

1.5 OBJECTIVES

1. To evaluate various innovative practices and their implementation for promoting RMSA in Jharkhand with respect to
   a) Access
   b) Quality
   c) Equity

2. To suggest remedial measures to the identified problems for better implementation of RMSA in Jharkhand with respect to existing conditions and future perspectives of India.

1.6 RESEARCH QUESTION

1. Are there any difference in views of the principal, teachers, students and parents regarding implementation of RMSA in Jharkhand with respect to:
   a) Access
   b) Quality
   c) Equity

1.7 DELIMITATIONS

1. The present study is delimited to 150 secondary school teachers, 150 parents and 40 secondary schools head teachers working in different government schools in East Singhbhum district of Jharkhand.

2. It is also delimited to 150 government secondary school students studying in 40 secondary schools in East Singhbhum district of Jharkhand.

CHAPTER - II

METHODOLOGY AND PROCEDURE

Research methodologies involve the organized & efficient procedures by which the investigator commence from the preliminary credentials of the problem to its concluding end. Methodology broadly includes methods of research to be adopted, sample to be selected, tools to be considered to be used and procedures and cautions to be followed for collection of data and statistical treatment to be given to data for its conversion into information. Methodology of research plays a very important role in the field of research. It is an approach to scientifically solve the research problem. It can also be said that it is a discipline of studying how research is done scientifically.

It is necessary for the researcher to know not only the research method/techniques but also the methodology. Technique is to research, what method is to teaching in a sense what logic is to thinking. In the words of Hillway, "If the scholar cannot clearly describe this method, the chances are that it is too vague general to yield acceptable results". Methodology explains a range of stride to be implemented by a researcher in resolving a research quandary such as ways in which problems are originated, the meaning of the terms, the option of the subjects for examination, the substantiation of information gathering tools, collection, examination and elucidation of statistics and the procedure of inference's and generalization. It means describing the methods of data and the method of inferences and generalization. It means describing method and procedure of conducting research. Keeping in view all these things, the present chapter deals with the following steps:

2.1 Research method

2.2 Population

2.3 Sample

2.4 Tools

2.5 Procedure of data collection

2.6 Statistical technique

2.1 RESEARCH METHOD

Research method is no more than tools of the trade. Research technique refers to the method the researcher uses in performing the research operations. The present study required the data on the policy practices and implementation under RMSA. For this, descriptive research method was used for the collection, analysis and elucidation of data. Descriptive researches are planned in order to find applicable and precise information which concerns with the recent status of phenomenon and to draw valid conclusions from facts revealed. In descriptive method of research, information is gathered by questionnaire and interview schedules.

2.2 POPULATION

The term population is used in broader sense. The group from which the sample has been selected is called population. That group may consist of individuals, items, traits, qualities, actions of people. The students who are studying in the government secondary schools, parents of those students, head teachers/principals and secondary school teachers of Jharkhand constitute the population of the present research.

2.3 SAMPLE: TECHNIQUE AND DESIGN

Sample is a sub-set of populace which is used to symbolize the intact group as one piece or single quantity. While demeanouring research it is often unfeasible to survey every member of a particular population because the sheer number of people is simply too large. Sampling refers to the method used to select sample from the population. In the present study simple random sampling technique was used in which the investigator has selected 40 head teachers/principal, 150 students, 150 parents and 150 teachers from 40 government secondary schools in East Singhbhum district of Jharkhand. The classification of sample is given below in fig.2.3.
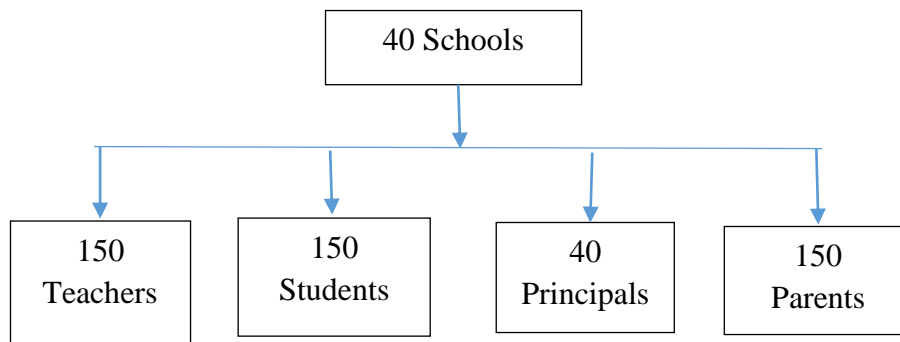
Fig.2.3.1 Showing Diagramatic Representation of the Sample

2.4 TOOLS OF DATA COLLECTION

Tools and techniques of research include various means employed to collect the required data. The present study required to evaluate the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) a scheme made by the government for promoting secondary education. For the collection of data no such standardized tool was available to evaluate the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The investigator used the following tools for the collection of data

1. Self-made questionnaire for teachers

2. Self-made questionnaire for students

3. Semi-structured interview schedule for head teachers/principal

4. Semi-structured interview schedule for parents.

2.4.1 DESCRIPTION OF SEMI- STRUCTURED INTERVIEW SCHEDULE FOR HEAD TEACHER / PRINCIPAL

Semi-structured interview is an informal type of schedule in which interviewer has full freedom. One can use the language or the words that one likes while responding to the interview. The interviewer has to consider the objectives of the study and act according to the demands of the situation. In the present study the investigator has prepared semi-structured interview schedule for head teachers (principal) in which questions are sub-grouped under three categories which are

Access, Quality & Equity. There are total 16 questions in this semi-structured interview schedule.

Investigator distributed the semi- structured schedule to the experts of the department of education and also to the principals of various secondary schools for knowing the content validity of its content. Depending upon the suggestions received from the experts, the investigator modified the tools. After obtaining their views, the final version of the tool was prepared for the use by the investigator in the research project. The final version of semi-structured interview schedule for parents consisted of 16 questions. Questions in the interview schedule have two options 'Yes' or 'No' and respondents have to choose any option along with the reasons or details for choosing that option.

The semi-structured interview schedule consisted of three parts. First part of the semi-structured interview schedule is related to the innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Access', second part consisted of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to ptomote 'Quality' and third part consist of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Equity'. The semi-structured interview schedule was administered to the principals of government secondary schools in East Singhbhum district of Jharkhand.

2.4.2 DESCRIPTION OF SEMI- STRUCTURED INTERVIEW SCHEDULE FOR PARENTS

Semi-structured interview is an informal type of schedule in which interviewer has full freedom. One can use the language or the words that one likes while responding to the interview. The interviewer has to consider the objectives of the study and act according to the demands of the situation. In the present study the investigator has prepared semi-structured interview schedule for parents of those students who are studying in government secondary schools of East Singhbhum district of Jharkahnd.

Investigator distributed the semi- structured schedule to the experts of the department of education and also to the principals of various secondary schools for

knowing the content validity of its content. Depending upon the suggestions received from the experts, the investigator modified the tools. After obtaining their views, the final version of the tool was prepared for the use by the investigator in the research project. The final version of semi-structured interview schedule for parents consisted of 12 questions. Questions in the interview schedule have two options 'Yes' or 'No' and respondents have to choose any option along with the reasons or details for choosing that option.

The semi-structured interview schedule consisted of three parts. First part of the semi-structured interview schedule is related to the innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Access', second part consisted of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to ptomote 'Quality' and third part consist of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Equity'. The semi-structured interview schedule was administered to the parents of those students who study in government secondary schools in East Singhbhum district of Jharkhand.

.2.4.3 DESCRIPTION OF QUESTIONNAIRE FOR TEACHERS

Framing of a good questionnaire takes a great deal of time and hard work. In order to make the study reliable and comprehensive the questionnaire was prepared by the investigator. On the basis of study of various literature i.e. journals, books and discussion with experts, a list of items were prepared individually for each questionnaire. After considering the objectives of the study, the investigator prepared questionnaire for the teachers.

Investigator distributed the questionnaire to the experts of the department of education for knowing the content validity of its content. Depending upon the suggestions received from the experts, the investigator modified the tools. After obtaining their views, the final version of the tools were prepared for the use by the investigator in the research project. The final version of questionnaire for teachers consisted of 55 items. Statements in the questionnaire have two options 'Yes' or 'No' options.

The questionnaire consisted of three parts. First part of the questionnaire is related to the innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Access', second part consisted of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to ptomote 'Quality' and third part consist of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Equity'. The questionnaire was administered to the teachers of government secondary schools in Jharkhand.

2.4.4 DESCRIPTION OF QUESTIONNAIRE FOR STUDENT'S

On the basis of study of various literature i.e. journals, books and discussion with experts, a list of items were prepared individually for student's questionnaire. The investigator used the information obtained from various documents as a basis for preparing the questionnaire. Considering the objectives of the study, the investigator prepared questionnaire for the students.

Investigator distributed the questionnaire to the experts of the department of education for knowing the content validity of its content. Depending upon the suggestions received from the experts, the investigator modified the tools. After obtaining their views, the final version of the tools were prepared for the use by the investigator in the research project. The final version of questionnaire for students consisted of 51 items. Statements in the questionnaire have two options 'Yes' or 'No' options.

The questionnaire consisted of three parts. First part of the questionnaire is related to the innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Access', second part consisted of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to ptomote 'Quality' and third part consist of questions related to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan to promote 'Equity'. The questionnaire prepared by the researcher was administered to the students of government secondary schools in East Singhbhum district of Jharkhand.

2.5 PROCEDURE OF DATA COLLECTION

The investigator first consulted the district education officer of east singhbhum district and took the permission for visiting various government secondary schools for collection of data. After getting the permission the investigator visited different secondary schools in East Singhbhum district of Jharkhand.

Data was collected by a self-made questionnaire and semi-structured interview schedule from purbi singhbhum district of Jharkhand. While administering the tools to the head teachers, teachers, students and parents the investigator explained the purpose of collecting the data to them and they were assured of keeping their responses confidential and that results would be used for research purpose only. Before interviewing the head teachers, they were motivated towards the purpose of the study and assured of keeping their responses confidential. There are different types of items in the tools with 'Yes' and 'No' options. After data collection, scoring was done and raw score of opinions of head teachers, teachers, students and parents were obtained. After that the score were tabulated and subjected to statistical analysis.

2.6 STATISTICAL TECHNIQUES USED

Statistical technique refers to an analytical technique that employs statistical method. Statistical techniques brings objectivity in interpretation and lead to reliability in results.

The analysis of data is done by counting the frequencies and percentages of the responses of teachers and students. There are also some open ended items which are analyzed accordingly.

CHAPTER - III

ANALYSIS AND INTERPRETATION

When the data has been obtained it is necessary to organise that data systematically for interpretation and presentation. Qualitative data may be summarised and quantitative data may have to be treated statistically to make their significant clear. The main purpose of the present problem is to know the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jharkhand. After the collection of data regarding present research problem it is subjected to some statistical treatment to convert the data into information. The results and discussion of the present study have been presented in the following section.

3.1 Responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Access'.

3.2 Responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Quality'.

3.3 Responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Equity'.

3.4 Responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Access'.

3.5 Responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Quality'.

3.6 Responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Equity'.

3.7 Item-wise responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Access'.

3.8 Item-wise responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Quality'.

3.9 Item-wise responses of secondary schools teachers regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Equity'.

3.10 Item-wise responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Access'.

3.11 Item-wise responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Quality'.

3.12 Item-wise responses of secondary schools students regarding various innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Equity'.

3.13 Analysis and interpretation of data based on semi-structured interview schedule for secondary school head teachers / principals.

3.14 Analysis and interpretation of data based on semi-structured interview schedule for parents of students studying in secondary schools.

3.1 Responses of secondary schools teachers regarding various innovative practices and their implementation under RMSA with respect to 'Access'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to access. Detail is given below in the following table 3.1.

Table 3.1 Showing the total responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Access'.

Responses	Views of teachers of secondary schools regarding 'Access' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	836	22.29%
No	2914	77.70%
Total	3750	100%

It is evident from the above table 3.1 that out of 3750 responses, 2914 (77.70%) responded that there is lack to access the facilities which is being suggested as well as provided under the scheme Rashtriya Madhyamik Shiksha Abhiyan to secondary class students to promote secondary education in India whereas 836 responses (22.29%) agreed that there is access to facilities mentioned under the scheme to promote access of government secondary schools. It can be concluded that the efforts or an initiative taken by the central government to promote access to secondary education in Jharkhand is not satisfactory. The facilities provided under RMSA guideline is not been implemented in as systematic procedure. The result has also been presented below graphically.

Fig.3.1.1 Bar graph showing number of responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Access'

Fig.3.1.2 Showing percentage of responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Access'.

3.2 Responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to quality. Detail is given below in the following table 3.2.

Table 3.2 Showing the total responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

Responses	Responses of teachers of secondary schools regarding 'Quality' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	381	12.7%
No	2619	87.3%
Total	3000	100%

It is evident from the above table 3.2 that out of 3000 responses, 2619 (87.3%) responded that there are lack of facilities available to promote quality mentioned under the scheme Rashtriya Madhyamik Shiksha Abhiyan for secondary class , whereas 381 responses (12.7%) agreed that there is availability of facilities to promote quality of secondary schools. It can be concluded that the efforts or initiatives taken by the central government to promote quality to secondary education in Jharkhand are not satisfactory. The result has also been presented below graphically.
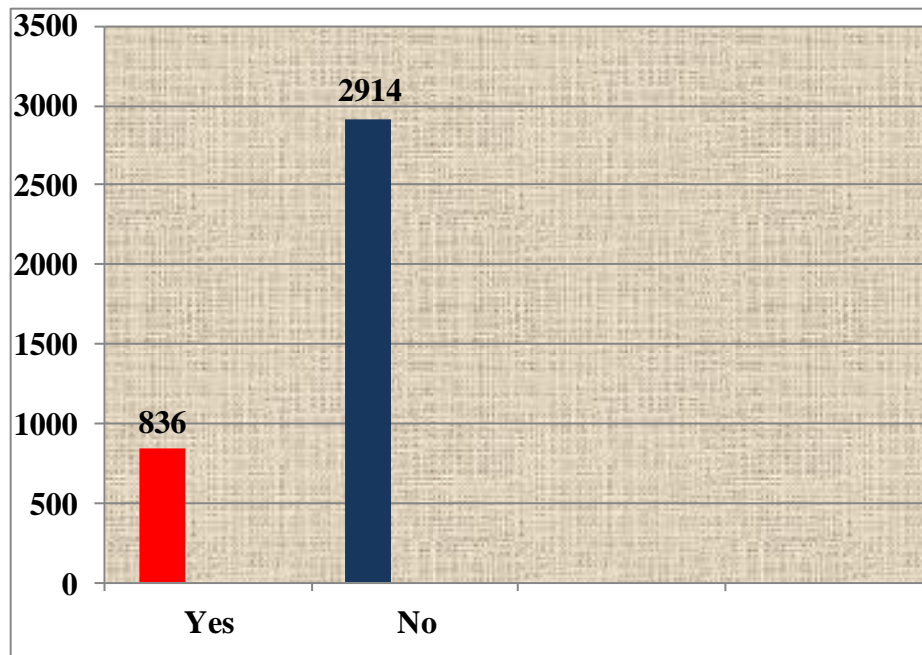
Fig 3.2.1 Bar graph showing number of responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'

Fig 3.2.2 Pie chart showing percentage of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

3.3 Responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to equity. Details given below in table 3.3.
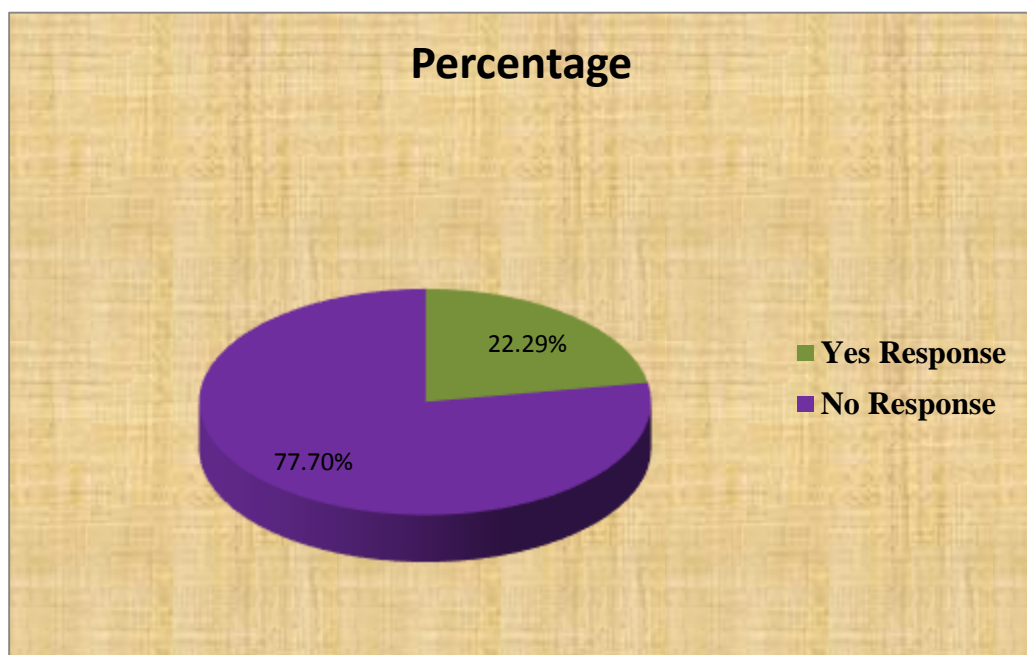
Table 3.3 Showing the total responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Responses	Views of teachers of secondary schools regarding 'Equity' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	161	11.92%
No	1189	88.07%
Total	1350	100%

It is evident from the above table 3.3 that out of 1350 responses, 1189 (88.07%) responded that there are lack of facilities to promote equity in secondary class under, whereas 161 (11.92%) responses agreed that there is availability of facilities to promote equity in secondary schools. It can be interpreted that guidelines in RMSA under 'Equity' is not followed by the secondary schools. Its reason could be that may be the efforts or initiatives taken by the central government to promote equity is either not sufficient or still unreachable. The results has also been presented below graphically

Fig 3.3.1 Bar graph showing number of responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Fig 3.3.2 Pie chart showing number of responses of secondary school teachers regarding innovative practices and their implementation under RMSA with respect to 'Equity'.
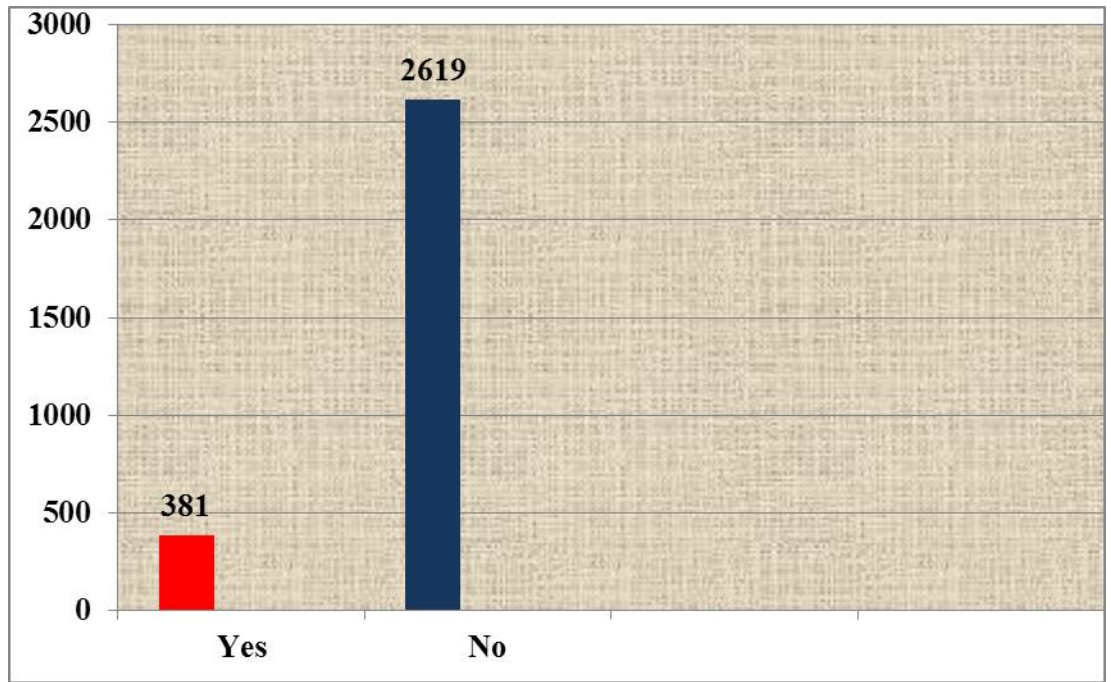
3.4 Responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Access'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to access. Details given below in the table 3.4.
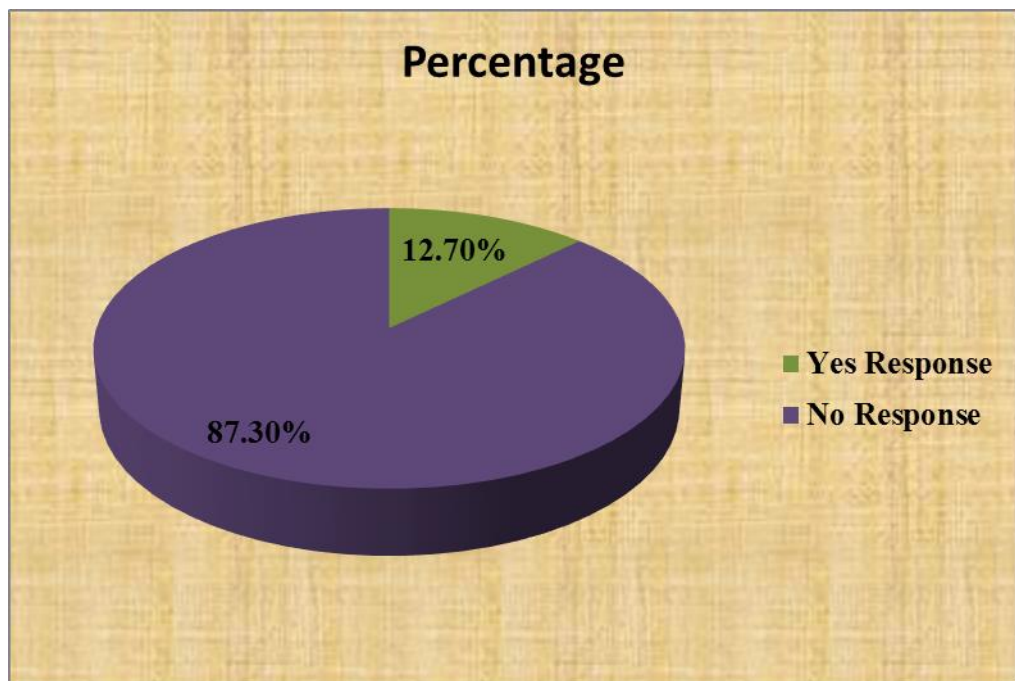
Table 3.4 Showing the total responses of secondary school students regarding innovative practices and implementation under RMSA with respect to 'Access'.

Responses	Views of students of secondary schools regarding 'Access' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	836	22.29%
No	2914	77.70%
Total	3750	100%

It is evident from the above table 3.4 that out of 3750 responses, 2914 (77.70%) responded that there is lack to access the facilities which is being suggested as well as provided under the scheme Rashtriya Madhyamik Shiksha Abhiyan to secondary class students to promote secondary education in India whereas 836 responses (22.29%) agreed that there is access to facilities mentioned under the scheme to promote access of government secondary schools. It means that the efforts or an initiative taken by the central government to promote access to secondary education in Jharkhand is not satisfactory. The facilities provided under RMSA guideline is not been implemented in as systematic procedure. The results has also been presented below graphically.

Fig 3.4.1 Bar graph showing number of responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Access'

Fig 3.4.2 Pie chart showing percentage of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Access'.
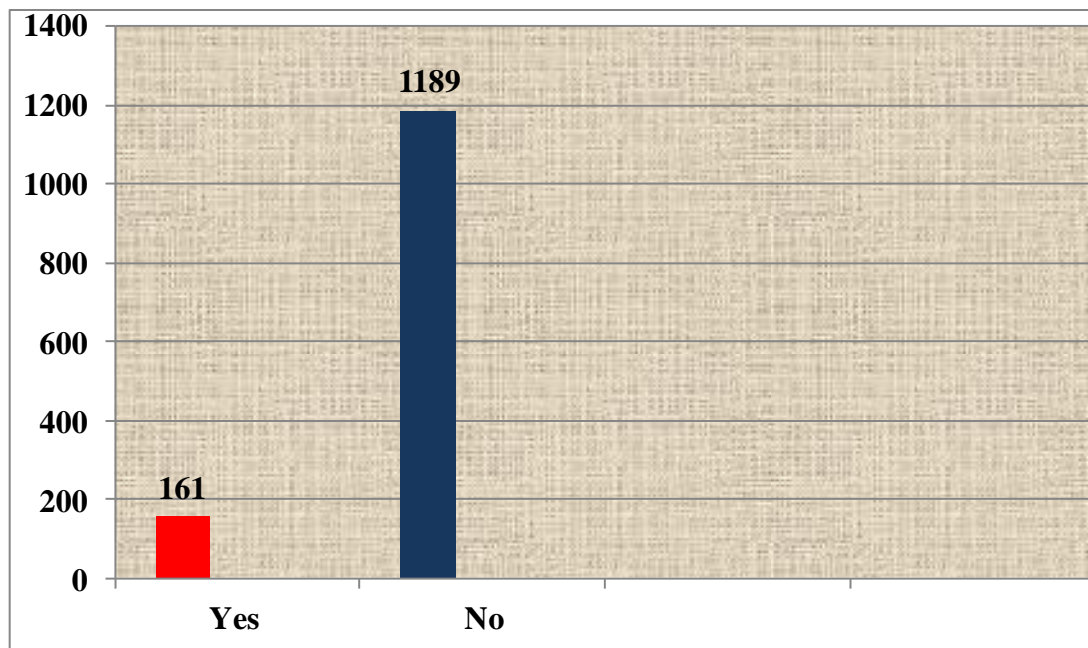
3.5 Responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to quality. Detail given below in the table 3.5.
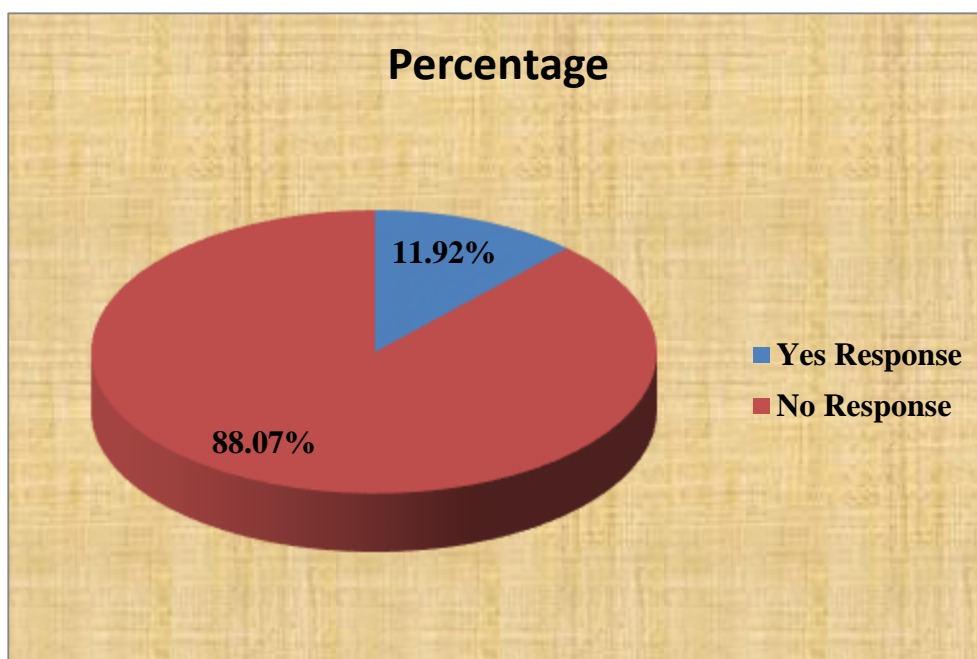
Table 3.5 Showing the total responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

Responses	Views of students of secondary schools regarding 'Quality' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	516	20.23%
No	2034	79.76%
Total	2550	100%

It is evident from the above table 3.5 that out of 2550 responses, 2034 (79.76%) responded that there are lack of facilities available to promote quality mentioned under the scheme Rashtriya Madhyamik Shiksha Abhiyan for secondary class , whereas 561 responses (20.23%) agreed that there is availability of facilities to promote quality of secondary schools. It can be concluded that the efforts or initiatives taken by the central government to promote quality to secondary education in Jharkhand are not satisfactory. The result has also been presented below graphically

Fig 3.5.1 Bar graph showing number of responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Quality'.
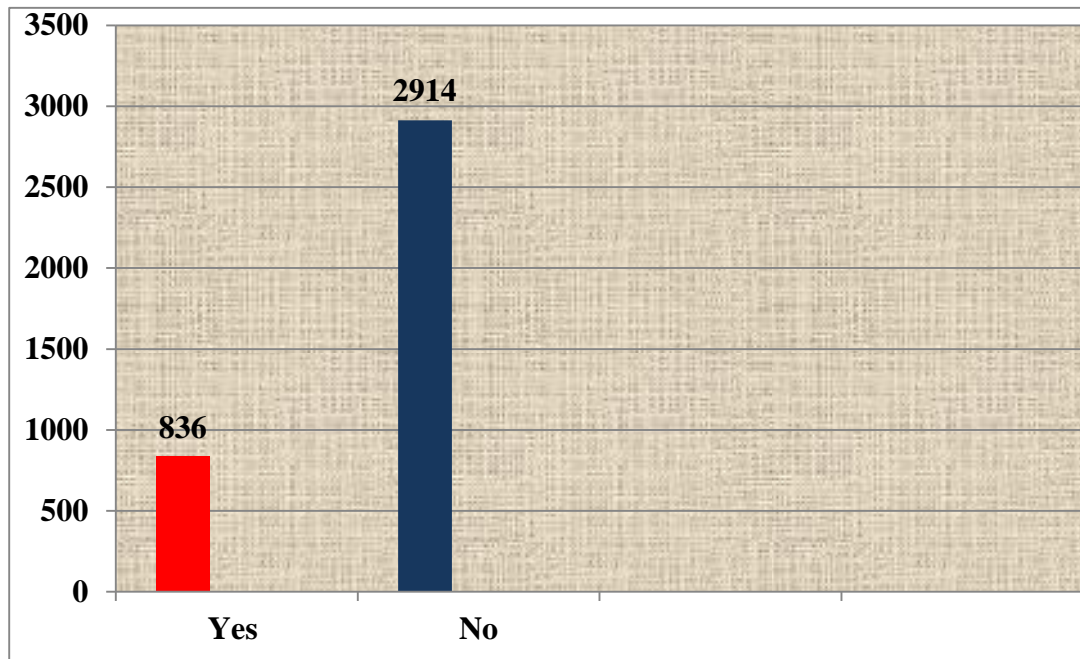

Fig 3.5.2 Pie chart showing percentage of responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Quality'

3.6 Responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

The overall analysis and interpretation of data is done to evaluate the various innovative practices and its implementation in government secondary schools of Jharkhand under RMSA with respect to equity. Details given below in the table 3.6.
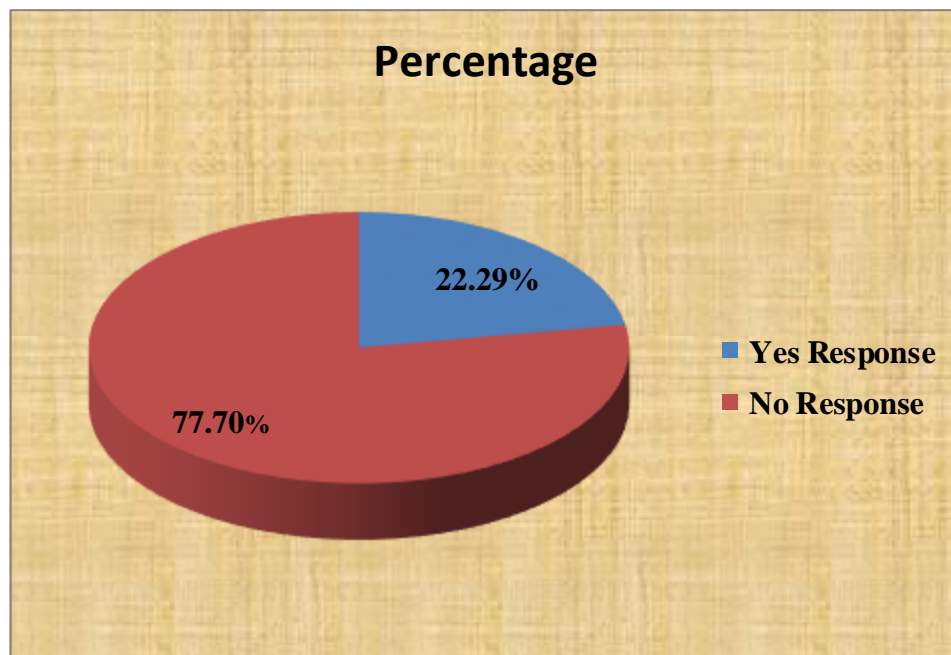
Table 3.6. Showing the total responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Responses	Responses of teachers of secondary schools regarding 'Equity' under Rashtriya Madhyamik Shiksha Abhiyan.	
	No. of Responses	Percentage
Yes	161	11.92%
No	1189	88.07%
Total	1350	100%

It is evident from the above table 3.6 that out of 1350 responses, 1189 (88.07%) responded that there are lack of facilities to promote equity in secondary class under, whereas 161 (11.92%) responses agreed that there is availability of facilities to promote equity in secondary schools. It can be interpreted that guidelines in RMSA under 'Equity' is not followed by the secondary schools. Its reason could be that may be the efforts or initiatives taken by the central government to promote equity is either not sufficient or still unreachable. The result has also been presented below graphically.
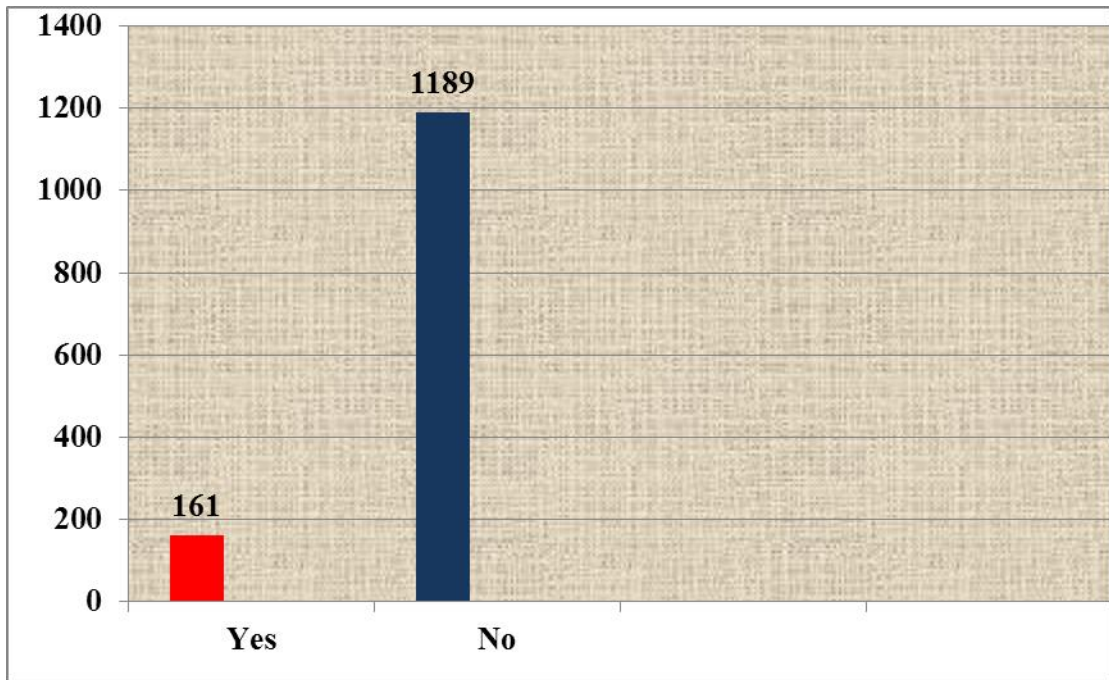
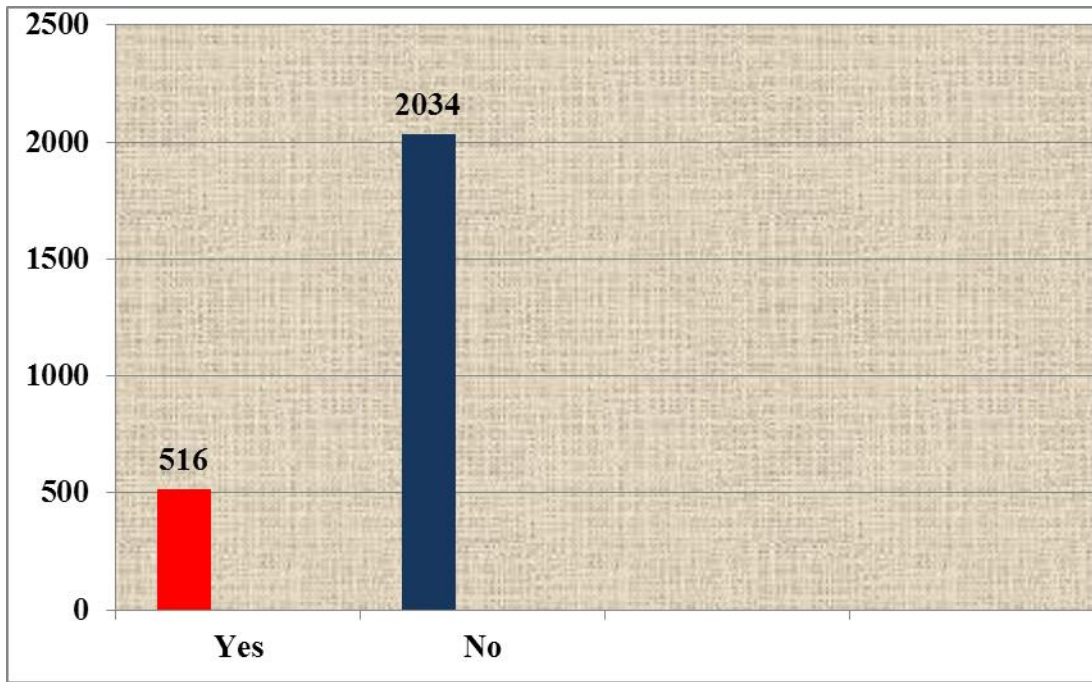**Fig 3.6.1** Bar graph showing number of responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Equity'.
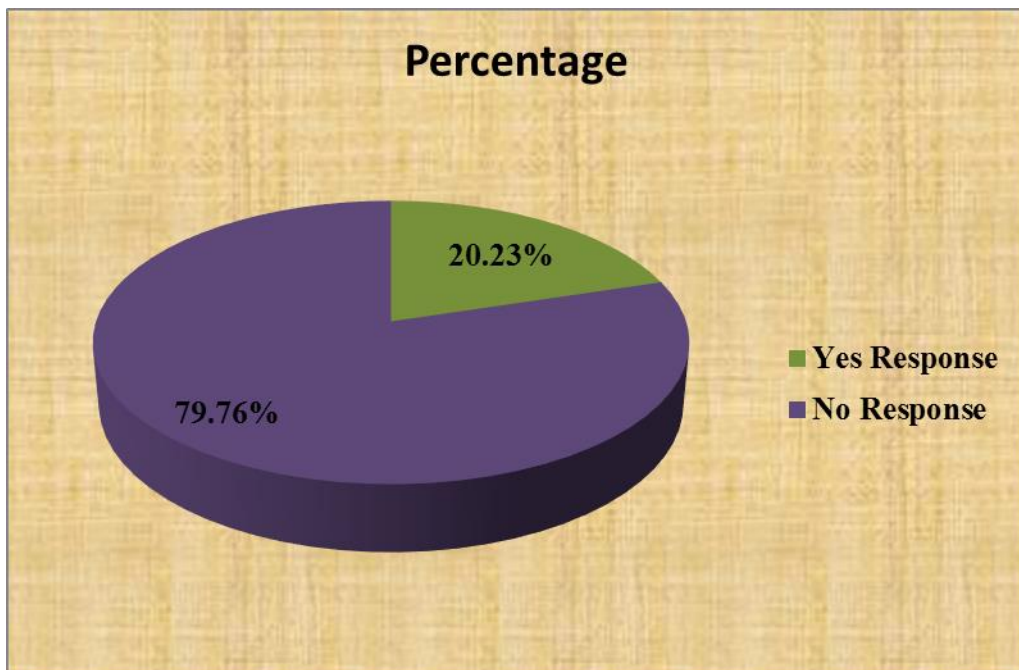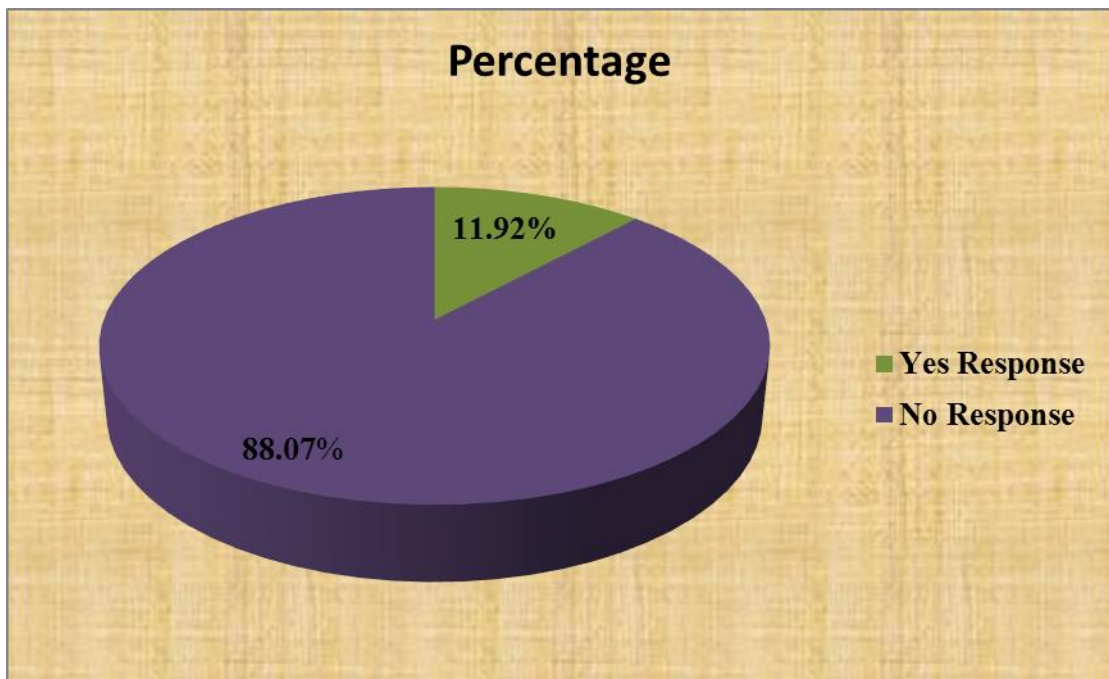

Fig.3.6.2 Pie chart showing percentage of responses of secondary school students regarding innovative practices and their implementation under RMSA with respect to 'Equity'

3.7 Item-wise responses of secondary schools teachers regarding innovative practices under RMSA with respect to 'Access'.

Items pertaining to innovative practices to promote access under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.7 which contain the views of government secondary school students regarding access.

Table 3.7 Showing item-wise views of secondary schools teachers regarding innovative practices under RMSA with respect to 'Access'.

Sr.no	Questions	Total o of teachers	No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Whether school is located within the radius of 5kms-7kms from nearby locality?	150	142	8	94.7%	5.3%
2	Whether school is having additional classrooms?	150	11	139	7.3%	92.7%
3	Whether classrooms have proper sitting arrangement?	150	28	122	18.7%	81.3%
4	Are there separate hostels for girls and boys?	150	149	1	0%	100%
5	Are there separate toilet blocks for girls and boys in your school?	150	30	120	20%	80%
6	Does your school have library?	150	20	130	13.3%	86.7%
7	Does your school have their own playground?	150	119	31	79.3%	20.7%

8	Does your school have adequate drinking water facility?	150	42	108	28%	72
9	Is electricity facility available at your school during classes?	150	72	78	52%	48
10	Is there any transport facility available for students?	150	0	150	0%	100
11	Whether laboratory is provided for practical subjects to secondary class students?	150	60	90	40%	60
12	Do the science and math's laboratories have adequate laboratory equipment for use of students?	150	42	108	28%	72%
13	Incentives like scholarships, books, uniforms, bags etc are provided to all students in your school?	150	0	150	0%	100%
14	Is your school building disabled friendly?	150	0	150	0%	100%
15	Is there any provision of ramps and barrier free toilets in your school for handicapped children?	150	0	150	0%	100%
16	Is there any provision of providing bicycle/wheelchair to disabled students in your school?	150	0	150	0%	100%
17	Is there any facility of block resource room with necessary equipments for children with special need (CWSN)?	150	4	146	2.7%	97.3%
18	Does your school provide extra-	150	37	113	24.7%	75.3%

	curricular activities like games, music, drawing etc.				
19	Are there adequate equipments for extra-curricular activities like games, music, drawing etc.	150	77	73	51.3%	48.7%
20	Is there any provision of vocational education to secondary class students in your school?	150	3	147	2%	98%
21	Whether all necessary equipments or furniture's for vocational education is available in your school for secondary class?	150	0	150	0%	100%
22	Whether school is having guidance and counseling cell to guide students of secondary class?	150	0	150	0%	100%
23	Whether school is having rain water harvesting system?	150	0	150	0%	100%
24	Whether school run any placement drive for increasing the enrolment in class IX with the help of School Management and Development Committees (SMDC) members for proactive counseling?	150	0	150	0%	100%
25	Whether school organizes any programme to aware community, parents & peer group to ensure access to children with special need?	150	0	150	0%	100%

The above table 3.7 shows the various innovative practices taken in secondary schools under RMSA to promote access i.e. 94.7% teachers agreed that secondary schools are at the approach of 5km-7km from nearby locality with 7.3% teachers who agreed that there are additional classrooms in their schools whereas 92.7% of the government secondary school teachers responded that there is lack of additional classrooms in their schools. A majority of teachers i.e. 81.3% responded that the classrooms do not have proper sitting arrangement whereas 18.7% of the teachers agreed that there school is having proper sitting arrangement. There is no separate hostel facility is provided to students of secondary class as 100% teachers responded the non-availability of hostel facility. 20% of teachers responded that there are no separate toilet blocks for girls and boys. 13.3% of teachers responded that facility of library is available in their schools. 79.3% of them responded that playground is available in their schools while 28% of the teachers responded that there is adequate drinking water facility. The facility of electricity is provided in schools as 52% of teachers agreed whereas 48% responded 'No'. There is no transport facility available in secondary schools as 100% of the teacher's responded 'No'. 40% of the teachers agreed that the schools have facility of labs but with no adequate lab equipments as 72% of them responded 'No'. 100% of the teachers agreed that no incentives are provided to secondary class students. 100% of the teachers responded that school building is not disabled friendly with any ramp and barrier free toilets as well as provision of bicycle to the disables. Majority of government teachers i.e. 97.3% responded that there is no provision of block resource room with adequate facility for CWSN and only 2% of the teachers agree that vocational training is being given to secondary students as per RMSA norms. 100% of the teachers responded that there is no necessary equipments or furniture's for vocational education as well as guidance cell to guide students of secondary class. 100% of the teachers responded that the schools does not have rain water harvesting system neither any placement drive for increasing the enrolment in class IX nor organize any programme to aware community, parents & peer group to ensure access to children with special need.

3.8 Item-wise responses of secondary schools teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

Items pertaining to innovative practices to promote equity under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.8 which contain the views of government secondary school students regarding quality.

Table 3.8 Showing item-wise views of secondary schools teachers regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

Sr.no	Questions	Total no. of teachers	No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Whether pupil teacher ratio is 30:1 in secondary class?	150	0	150	0%	100%
2	Are there bridge courses for enhancing learning ability for students passing out of class VIII?	150	0	150	0%	100%
3	Is separate teachers recruited for different subjects in secondary class?	150	0	150	0%	100%
4	Do you use charts, poster, models etc in classroom while teaching?	150	83	67	23%	77%
5	Whether differentiated learning is provided to secondary class students?	150	0	150	0%	100%
6	Does your school organize study tour?	150	0	150	0%	100%
7	Whether ICT enabled education is provided to students?	150	0	150	0%	100%
8	Is there any specialized teacher for	150	0	150	0%	100%

	handling ICT enabled instruction?					
9	Do you communicate with parents/guardians of students?	150	84	66	56%	44%
10	Whether students and parents part of Parent Teacher Association (PTA)?	150	77	73	51.3%	48.7%
11	Whether school imparts physical education to secondary class students?	150	12	138	24%	86%
12	Is there any specialized teacher for imparting physical education?	150	0	150	0%	100%
13	Do all students work separately in practical class of math, physics, chemistry and biology?	150	0	150	0%	100%
14	Does your library contain sufficient number of text books and reference books for students use?	150	19	31	12.7%	87.3%
15	Whether language teachers are available in your school?	150	0	150	0%	100%
16	Do you feel prescribed texts books should be reviewed?	150	101	49	67.3%	32.7%
17	Are teachers of your school is being involved in reviewing the curriculum?	150	0	150	0%	100%
18	Whether residential accommodation is provided to teachers of secondary class?	150	0	150	0%	100%
19	Whether in-service training is provided to teachers of secondary class?	150	5	145	3.3%	96.7%
20	Whether additional teachers being	150	0	150	0%	100%

appointed as per RMSA norms?					

The above table 3.8 shows the innovative practices taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote quality i.e. 100% teachers were of the opinion that pupil teacher ratio is not 30:1 as per as well as no bridge courses are provided as per RMSA guideline. 100% teachers responded that there are no different teachers to teach different subjects. 23% of the secondary school teachers responded that they use charts, models etc to teach students but unable to provide differentiated learning as 100% of them responded 'No'. 100% of teachers responded that study tours are not organised and also added that there is no ICT enabled education provided to students nor there is any specialized teacher for handling ICT. 56% of the teachers agree that they communicate with the parents and 51.3% agrees that students and parents are part of PTA. No physical education is provided to students as majority of teachers responded no which is 74% and only 24% of them agreed that they provide physical education. 100% teacher responded that there is no special teacher for physical education. 12.7% of the teachers responded that their schools have sufficient number of text books in library whereas 87.3% responded 'No'. No language teachers available in secondary school as 100% of the teacher's responded no. 67.3% of the teacher agreed that curriculum or textbooks should be reviewed but there is no involvement of teachers in reviewing the curriculum. 100% teachers responded that no accommodation facility is provided to them neither additional teachers are appointed. Only 3.3% of the teachers agree that they are provided with in-service training.

3.9 Item-wise responses of secondary schools students regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Items pertaining to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.9 which contain the views of government secondary school students regarding access.

Table 3.9 Showing item-wise views of secondary schools teachers regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Sr.no	Questions	Total no. of teachers	Total No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Is there any provision of free lodging/ boarding facilities for students belonging to SC, ST, OBC and minority communities?	150	0	150	0%	100%
2	Whether meritorious and needy students at secondary level are provided with scholarships?	150	113	37	75.3%	24.7%
3	Is there any provision of open & distance learning in your school?	150	0	150	0%	100%
4	Whether girl students get free books in secondary class?	150	0	150	0%	100%
5	Whether girl students get free uniforms in secondary class?	150	34	116	22.7%	77.3%
6	Whether cash incentives provided to the girls of secondary class?	150	0	150	0%	100%

7	Is there any provision of separate hostels/ residential schools especially for girls?	150	0	150	0%	100%
8	Whether inclusive education is provided in your school?	150	0	150	0%	100%
9	Whether any escort and transport allowances, boarding and lodging allowances, reader allowances, aids and appliances provided to handicapped children?	150	14	136	9.3%	90.7%

The above table 3.9 shows innovative practices taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote equity i.e. 100% of the teachers responded that there is no provision of free lodging boarding facilities available for SCs, STs and OBCs students. 75.3% of teachers agreed that meritorious and needy students receive scholarship and whereas only 24.7% of teachers responded 'No'. with regard to open and distance learning 100% of the secondary teacher's responded 'No'. 0% of the secondary teachers agreed that free books are provided to secondary school girls whereas 22.7% agreed that secondary school girls get free uniforms while no cash incentives are provided to girls as 100% students opted 'No'. Neither any separate hostels for girls nor any inclusive education is provided as 100% of the secondary school teachers responded 'No'. Only 9.3% of the students agreed that the disabled students get escort and transport allowances.

3.10 Item-wise responses of secondary schools students regarding innovative practices and their implementation under RMSA with respect to 'Access'.

Items pertaining to innovative practices under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.10 which contain the views of government secondary school students regarding access.

Table 3.10 Showing item-wise views of secondary schools students regarding innovative practices and their implementation under RMSA with respect to 'Access'.

Sr.no	Questions	Total no. of teachers	No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Whether school is located within the radius of 5kms-7kms from nearby locality?	150	142	8	94.7%	5.3%
2	Whether school is having additional classroom?	150	11	139	7.3%	92.7%
3	Whether classrooms have proper sitting arrangement?	150	28	122	18.7%	81.3%
4	Are there separate hostels for girls and boys?	150	149	1	0%	100%
5	Are there separate toilet blocks for girls and boys in your school?	150	30	120	20%	80%
6	Does your school have library?	150	20	130	13.3%	86.7%
7	Does your school have their own playground?	150	119	31	79.3%	20.7%

8	Does your school have adequate drinking water facility?	150	42	108	28%	72%
9	Is electricity facility available at your school during classes?	150	72	78	52%	48%
10	Is there any transport facility available?	150	0	150	0%	100%
11	Whether laboratory is provided for practical subjects to secondary class students?	150	60	90	40%	60%
12	Do the science and math's laboratories have adequate laboratory equipment for use of students?	150	42	108	72%	28%
13	Incentives like scholarships, books, uniforms, bags etc. are provided to all students in your school?	150	0	150	0%	100%
14	Is your school building disabled friendly?	150	0	150	0%	100%
15	Is there any provision of ramps and barrier free toilets in your school for handicapped children?	150	0	150	0%	100%
16	Is there any provision of providing bicycle/wheelchair to disabled students in your school?	150	0	150	0%	100%
17	Is there any facility of block resource room with necessary equipments for children with special need (CWSN)?	150	4	146	2.7%	97.3%
18	Does your school provide extra-curricular activities like games, music,	150	37	113	24.7%	75.3%

	drawing etc.					
19	Are there adequate equipments for extra-curricular activities like games, music, drawing etc.	150	77	73	51.3%	48.7%
20	Is there any provision of vocational education to secondary class students in your school?	150	3	147	2%	98%
21	Whether all necessary equipments or furniture's for vocational education is available in your school for secondary class?	150	0	150	0%	100%
22	Whether school is having guidance and counselling cell to guide students of secondary class?	150	0	150	0%	100%
23	Whether school is having rain water harvesting system?	150	0	150	0%	100%
24	Whether school run any placement drive for increasing the enrolment in class IX with the help of School Management and Development Committees (SMDC) members for proactive counselling?	150	0	150	0%	100%
25	Whether school organizes any programme to aware community, parents & peer group to ensure access to children with special need?		150	0	0%	100%

Table 3.10 shows the various innovative practices taken in secondary schools under RMSA to promote access i.e. 94.7% students agreed that secondary schools are at the approach of 5km-7km from nearby locality with 7.3% students who agreed

that there are additional classrooms in their schools whereas 92.7% of the government secondary school students responded that there is lack of additional classrooms in their schools. A majority of students i.e. 81.3% responded that the classrooms do not have proper sitting arrangement whereas 18.7% of the students agreed that there school is having proper sitting arrangement. There is no separate hostel facility is provided to students of secondary class as 100% students responded the non-availability of hostel facility. 20% of students responded that there are no separate toilet blocks for girls and boys. 13.3% of students responded that facility of library is available in their schools. 79.3% of them responded that playground is available in their schools while 28% of the students responded that there is adequate drinking water facility. The facility of electricity is provided in schools as 52% of students agreed whereas 48% responded 'No'. There is no transport facility available in secondary schools as 100% of the students responded 'No'. 40% of the students agreed that the schools have facility of labs but with no adequate lab equipments as 72% of them responded 'No'. 100% of the students agreed that no incentives are provided to secondary class students. 100% of the students responded that school building is not disabled friendly with any ramp and barrier free toilets as well as provision of bicycle to the disables. Majority of government school students i.e. 97.3% responded that there is no provision of block resource room with adequate facility for CWSN and only 2% of the students agree that vocational training is being given to secondary students as per RMSA norms. 100% of the students responded that there are no necessary equipments or furniture's for vocational education as well as guidance cell to guide students of secondary class. 100% of the students responded that the schools does not have rain water harvesting system neither any placement drive for increasing the enrolment in class IX nor organize any programme to aware community, parents & peer group to ensure access to children with special need.

3.11 Item-wise responses of secondary schools students regarding innovative practices and their implementation under RMSA with respect 'Quality'.

Items pertaining to the innovative practices to promote quality under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.11 which contain the views of government secondary school students regarding quality.

Table 3.11 Showing item-wise views of secondary schools students regarding innovative practices and their implementation under RMSA with respect to 'Quality'.

Sr.no	Questions	Total no. of teachers	No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Is pupil teacher ratio is 30:1 in your class?	150	0	150	0%	100%
2	Are there bridge courses for enhancing learning ability for students passing out of class VIII?	150	0	150	0%	100%
3	Do you have separate teachers for different subjects?	150	0	150	0%	100%
4	Do your teachers use charts, poster, models etc in classroom while teaching?	150	83	67	55.3%	44.7%
5	Do your teachers provide differentiated learning in classroom?	150	0	150	0%	100%
6	Does your school organize study tour every year?	150	0	150	0%	100%
7	Is ICT enabled education provided to you?	150	0	150	0%	100%

8	Do your teachers communicate with your parents?	150	84	66	56%	44%
9	Are students and parents part of Parent Teacher Association (PTA)?	150	77	13	51.3%	48.7%
10	Does your school impart physical education?	150	12	138	8%	92%
11	Is there any specialized teacher for imparting physical education?	150	0	150	0%	100%
12	Do all students work separately in practical class of math, physics, chemistry and biology?	150	0	150	0%	100%
13	Does your library contain sufficient number of text books and reference books for students use?	150	19	131	12.7%	87.3%
14	Does your teacher come to school daily?	150	134	16	89.3%	10.7%
15	Whether language teachers are available in your school?	150	0	150	0%	100%
16	Is there any specialized teacher for handling ICT enabled instruction?	150	0	150	0%	100%
17	Do you find your prescribed texts books interesting?	150	107	43	71.3%	28.7%

Table 3.11 shows the various innovative practices taken in secondary schools under RMSA to promote quality i.e. 100% teachers were of the opinion that pupil teacher ratio is not 30:1 as per as well as no bridge courses are provided as per RMSA guideline. 100% teachers responded that there are no different teachers to teach different subjects. 55.3% of the students agreed that their teachers use charts and posters for while teaching but does not provide differentiated learning in

classroom as 100% of the students responded that no such experience is provided by the teachers. Government schools do not organize study tour nor ICT enabled education is provided to them as 100% of the students opted 'No' in the questionnaire. 56% of the students agree that their teachers communicate with the parents and 51.3% agrees that students and parents are part of PTA. No physical education is provided to students as majority of students responded no which is 92% and only 8% of them agreed that they are provided with physical education. 100% students responded that there is no special teacher for physical education. 12.7% of the students responded that their schools have sufficient number of text books in library whereas 87.3% responded 'No'. No language teachers available in secondary school as 100% of the teacher have responded 'No'. 89.3% of the students agreed that their teachers regularly come to school. 71.3% of the students responded that their find their text books interesting.

3.12 Item-wise responses of government secondary schools students regarding innovative practices and their implementation under Rashtriya Madhyamik Shiksha Abhiyan with respect to 'Equity'.

Items pertaining to innovative practices to promote equity under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following table 3.6 which contain the views of government secondary school students regarding equity.

Table 3.12 Showing item-wise views of secondary schools students regarding innovative practices and their implementation under RMSA with respect to 'Equity'.

Sr.no	Questions	Total o of teachers	No. of responses		Percentage (%)	
			Yes	No	Yes	No
1	Is there any provision of free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority	150	0	150	0%	100%

	communities					
2	Whether meritorious and needy students at secondary level are provided with scholarships?	150	113	37	75.3%	24.7%
3	Is there any provision of open & distance learning in your school?	150	0	150	0%	100%
4	Do girl students of school get free books in secondary class?	150	0	150	0%	100%
5	Do girl students of school get free uniforms in secondary class?	150	34	116	22.7%	77.3%
6	Is cash incentives provided to the girls of secondary class?	150	0	150	0%	100%
7	Is there any provision of separate hostels/ residential schools especially for girls?	150	0	150	0%	100%
8	Is inclusive education is provided in your school?	150	0	150	0%	100%
9	Are any escort and transport allowances, boarding and lodging allowances, reader allowances, aids and appliances provided to handicapped children?	150	14	136	9.3%	90.7%

The above table 3.12 shows innovative practices taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to promote equity i.e. 100% of the teachers responded that there is no provision of free lodging boarding facilities available for SCs, STs and OBCs students. 75.3% of students agreed that meritorious and needy students receive scholarship whereas only 24.7% of students responded 'No'. With regard to open and distance learning 100% of the secondary students

responded 'No'. 0% of the secondary students agreed that free books are provided to secondary school girls whereas 22.7% agreed that secondary school girls get free uniforms while no cash incentives are provided to girls as 100% students opted 'No'. Neither any separate girl's hostels nor any inclusive education is provided to students as 100% of the secondary school students responded 'No'. Only 9.3% of the students agreed that the disabled students get escort and transport allowances.

3.13 Analysis and interpretation of data based on semi-structured interview schedule for head teachers / principals.

Semi-structured interview schedule has been used for getting information from 40 head teachers / principals of government secondary schools about the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jharkhand. The results have been interpreted below on different aspects of the interview taken:

3.13.1 Response of head teachers/principals with regard to availability of physical facilities to secondary class students as per RMSA guideline.

90% of head teachers / principals were not satisfied with the availability of physical facilities to secondary class students in their schools in order to promote secondary education in Jharkhand. They responded that facilities mentioned under RMSA guidelines is not being provided, basic facilities like source of drinking water, separate toilets, electricity, proper sitting arrangement etc are not made available to the schools by the government. 10% of head teachers agreed that their schools have basic necessary physical facilities.

3.12.2 Response of head teachers/principals with regard to granting of scholarships/incentives to secondary class students as per RMSA guideline.

All the head teachers of secondary schools agreed that though scholarships / incentives are under RMSA scheme to promote secondary education but their students are not getting scholarships / incentives regularly and if we talk about the present status, none of the schools in all eleven blocks in east singhbhum have received any scholarship amount from last 2-3 years. It can be interpreted that

hundred percent head teachers agree that their secondary school students have not received any amount under this scheme.

3.13.3 Response of head teachers / principals with regard to strategies used for identified probable dropout students of secondary class as per RMSA guideline.

85% head teachers responded that they are unable to use any strategies for identification of probable dropout students due to the lack of staffs and other facilities in their schools which facilitate in the process. Head teachers agreed that strategies should be used for identification of probable dropout students for better implementation of RMSA scheme. Whereas 15% of the head teachers agreed that they use strategies like cultivating relationships with probable dropout students and also by providing them with sessions of counseling classes.

3.13.4 Response of head teachers/principals with regard to existence of School Management and Development Committee (SMDC) in their school.

97.5% head teacher agreed that school management and development committee (SMDC) exist in their school and manages the funds which school receives and takes necessary steps for overall growth and development of the school. Only 2.5% head teachers responded that there is there is no proper functioning of SMDC.

3.13.5 Response of head teachers / principals with regard to existence of Parent Teacher Association (PTA) in their schools.

57.5% of the secondary school head teachers agreed that Parent Teacher Association (PTA) exists in their schools whereas 42.5% of head teachers responded that they don't have PTA because parents are not educated they lack interest in attending meetings and in doing other works. It can be interpreted that though as per RMSA guideline every school must have a Parent Teacher Association (PTA) and meeting of PTA should be held least once in a month and the class teacher will maintain a suggestion/complaint register for parents of every class but this is not being followed in various schools of Jharhand.

3.13.6 Response of head teachers / principals with regard to facility of block resource room (BRC) for children with special need (CWSN).

92.5 head teachers agreed that there is facility of block resource room for students but there is lack of required equipments which facilitate the students. Whereas only 7.5% head teachers responded that there is no such facility available. None among the forty head teachers confirmed the enrollment of children with special need (CWSN).

3.13.7 Response of head teachers/ principals with regard to rain water harvesting system in their schools.

Cent percent head teachers agreed that rain water harvesting system does not exist in their schools because it's not been provided by the government. Some of the head teacher added that they themselves initiated the use of rain water in the school gardens. It can be interpreted that though rain water harvesting system is must in every schools to overcome the problem of stagnant water which lodged in the surrounding area of schools during rainy season as per the RMSA suggestion but it's been not followed in this state

3.13.8 Response of head teachers / principals with regard to adequate infrastructure for secondary class students in their schools.

87.5% of head teacher were not satisfied with adequacy of infrastructure for secondary class students. There are schools which don't even have boundary walls. Head teachers complain that primary schools are upgraded to secondary schools but there is no building constructed for secondary schools they have to adjust secondary class in primary building. They also added that government does not regularly pay funds to the school for maintenance of building. Head teachers completely showed their dissatisfaction regarding the adequacy of infrastructure facility.

3.13.9 Response of head teachers / principals with regard to appointment of additional teachers in their schools.

Cent percent head teachers agreed that government is not appointing any additional teachers to secondary classes and schools do not have any authority to appoint additional teachers in secondary classes as it has been restricted by the

government. The only source of assistance is the educated community members who devote their time to teach students of secondary classes without any pay.

3.13.10 Response of head teachers / principals with regard to in-service training provided to secondary school teachers of their schools.

Only 2.5% head teachers agreed that there is provision of in-service training to teachers of secondary classes which is being launched by government in the month of February but teachers are not provided with training at regular interval. Whereas 97.5% head teachers responded that there is no such facility of training is provided to teachers of secondary classes. It can be concluded that most of the secondary school teachers are not aware about the five days in-service training programme launched by Jharkhand government in the month of February in 2015.

3.13.11 Response of head teachers/principals with regard to bridge courses for enhancing learning ability for students of their schools.

Cent percent head teachers responded that they are unable to provide bridge courses to secondary class students to enhance learning ability because of lack of teaching staffs. They added that during vacations with the help of community members and with local industrial company like Tata Steel, Adhunik Steel etc. they sometimes provide coaching classes to secondary students.

3.13.12. Response of head teachers / principals with regard to curriculum revision in the light of NCF (2005)

37.5% head teachers agreed that curriculum is reviewed but neither head teachers nor teachers are consulted in the process. Head teacher added that different subject teachers should be consulted in the process of reviewing of curriculum whereas 62.5% head teachers responded that curriculum is not revised.

3.13.13. Response of head teachers / principals with regard to provision of residential accommodation for secondary school teachers of their schools.

Cent percent head teachers agreed that they are not provided with the facility of residential accommodation but government pay 10% more of their salary as house

rent. They favoured that residential accommodation should be provided by the government instead of house rent.

3.13.14. Response of head teachers / principals with regard to availability of free lodging boarding facilities for secondary class students of schools.

Cent percent head teachers agreed that the secondary class students of their school do not get any lodging boarding facility**.**

3.13.15. Response of head teachers / principals with regard to facilities provided to girls of secondary class as per RMSA guideline.

Cent percent head teachers responded that no facilities under RMSA scheme is provided specially to girls of secondary class by the state government though they added that girls of secondary class is only provided with benefits of free uniform. Thus it can be interpreted that though there is provision of providing incentives, free books and uniforms to girls but they are not receiving proper facilities under RMSA scheme.

3.13.16. Response of head teachers / principals with regard to availability of inclusive education to promote equity in their schools.

Cent percent head teachers agreed that inclusive education should be promoted to promote equity in schools but they are helpless in doing so as there are not appropriate resources as well as teaching staffs to promote inclusion.

3.14 Analysis and interpretation of data based on semi-structured interview schedule of parents of secondary school students.

Semi-structured interview schedule has been used for getting information from 150 parents of government secondary school students about the policy practices and implementation of Rashtriya Madhyamik Shiksha Abhiyan in Jharkhand. The results have been interpreted below on different aspects of the interview taken:

3.14.1 Response of parents with regard to access of secondary school from their place of residence.

94.7% parents agreed that their child school from their residence is round 5km-7km and only 5.3% parents responded that their children school is more than 7kms from the area of residence. Thus it can be interpreted that the secondary school have an easy access from nearby locality.

3.14.2 Response of parents with regard to provision of scholarship/incentives provided to their wards as per RMSA norm.

Only 3.3% parents agreed that scholarship is being provided to their children. Whereas 96.7% parents responded that their children's are not receiving any scholarship amount from last two to three years. It can be interpreted that scholarship scheme under RMSA needs to be re-looked.

3.14.3 Response of parents with regard to programmes run by schools for identified probable dropout secondary students.

98% of the parents responded that there are no such programmes run by the school authority while 2% of parents agreed that school authority arrange guidance and counselling sessions for both the parents and the students.

3.14.4 Response of parents with regard to their involvement in their child's School Management Committee (SMDC).

96.7% of the parents responded that though parents are involved in SMDC committee but they don't have any role to play. Their involvement is limited only in paper work while 3.3% of the parents agreed that they are properly involved in SMDC committee as per RMSA guideline.

3.14.5 Response of parent with regard to existence of parent teacher association (PTA) in their child's school.

81.3% of the parents responded that there is no such association exists in schools while 18.7% of parents agreed that there is existence of parent teacher association in schools and they attend the meetings according to the scheduled dates informed by the schools.

3.14.6 Response of parent with regard to their satisfaction related to facilities provided at their child's school.

89.3% of the parents responded that they are not satisfied with the facilities provided by the schools to the secondary school students. During summers students don't want to attend school because of lack of facilities like drinking water etc. 10.7% of the parents agreed that they are satisfied with the facilities provided at their child's schools.

3.14.7 Response of parent with regard to quality of education impending learning to their wards

90.7% of the parents responded that government schools does not contribute much to enhance the quality of the education which can prove to be helpful in theirs wards future. 9.3% of the parents agreed that their wards school contribute a lot in terms of quality of education.

3.14.8 Response of parents regarding freedom to complain about the performance and facilities of school.

92% of the parents responded that they can address complains to head teachers and teachers about performance and facilities of school but there is no such special cells in schools to register complains. They can approach head teachers or teachers of schools if they have some problems regarding the facilities but the school authority does not take any step. Whereas only 8% of the parents responded that they can't complain.

3.14.9 Response of parents with regard to vocational training in their child's school.

Cent percent of the parents responded that no vocational training is provided to their children's in secondary class though parents feel that there is a great need to provide vocational training to their children so that they are no longer dependent on others for any financial assistance.

3.14.10. Response of parents regarding any instance of discrimination done by the teachers or other staffs of the school?

97.3% of the parents responded that they have never come across any instance of discrimination done by the teachers or other staffs of the schools while 2.7% of the parents complain about the instances of discrimination done to their children by the teachers or other staffs of the school on the basis of marks or caste.

3.14.11. Response of parents regarding importance of girl's education.

87.3% of the parents agreed that education should be provided to girls in order to develop of society and they also added that girls are more sincere than boys when it comes to education while 12.7% of parents responded that providing education to girls is not as important as boy's education because it's the male who looks after a family.

3.14.12. Response of parents regarding importance of inclusive education.

68% of the parents agreed that in order to attain equity inclusive education should be given emphasis but they also added that at presents none of the schools in Jharkhand state is in position to provide inclusive education because they are unable to fulfil the needs and requirements of normal class. Whereas 32% of parents responded that schools should not promote inclusion as it effects the learning of normal students.

Objective 2. To suggest remedial measures to the identified problems for better implementation of RMSA in Jharkhand with respect to existing conditions and future perspectives of India.

Suggestions for the improvement of secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

Aim of this scheme is universalization of secondary education effectively and qualitatively in the schools. There are the problems which are actually conveyed by heads, teachers and parents of the school. Some of these are actually observed by the investigator at the time of the visit in the school. But there are many problems in the way of success of RMSA scheme, which are mentioned below:

1. Discussing about the infrastructure; the schools do face many problems. Schools are not provided with adequate infrastructure such as building, classrooms etc. schools do not have adequate benches, clean and hygienic toilets etc. As far as teachers are concerned, separate toilets facility is not given by school.

2. The standard of quality of education is also very low due to lack of various facilities provided under the scheme RMSA.

3. Regarding the accessibility of the children and the school; there are adequate secondary schools built in different blocks, so students feel no difficulty in reaching the school. But during the rainy season students face difficulty in reaching the school as they are not provided with any transportation facilities.

4. The funds for scholarship for students take long time procedure to avail it because students of secondary class have not received any scholarship amount from last two years.

5. Inadequate teaching and non-teaching staffs such as subject teachers, peon, clerks etc are not provided to these schools due to which schools are facing problem in doing their work.

6. Scholarship schemes running under RMSA scheme is benefiting only some specific groups not to all secondary students which indirectly demotivate the other students and also they get motivated to discontinue secondary education for earning.

To resolve the problems, it is suggested that the government should be 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). All secondary schools should be provided with physical facilities, adequate number of teaching as well as non-teaching staffs and other supplies according to the prescribed norms through pecuniary support in case of government/local body and government aided schools and appropriate regulatory mechanism in the case of other schools. Efficient and safe transport arrangements/residential facilities should be provided depending on local circumstances including open schooling. Therefore, in order to meet the challenge of universalisation of secondary education and the implementation of RMSA in its true spirit, there is a need to understand the existing ground realities with respect to the preparations made by the states in terms of planning, teacher training, infrastructure, logistics, administrative set up, etc.

CHAPTER - IV

CONCLUSIONS RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

The conclusions are the substance of an investigation and holds significant importance. The conclusions are presented below:

1. It is concluded that 22.29% of government secondary school teachers agreed that there is access to facilities mentioned under the scheme to promote access of government secondary schools whereas 77.70% of government secondary school teachers responded that there is lack to access the facilities which is being suggested as well as provided under the scheme Rashtriya Madhyamik Shiksha Abhiyan. It may be because funds provided by the central government are not distributed regularly and systematically by the state government to the respective schools.

2. It is concluded from the result that 12.7% of government secondary school teachers agreed that there is availability of facilities to promote quality of secondary schools whereas 87.3% of secondary school teachers responded that there are lack of facilities available to promote quality mentioned under the scheme Rashtriya Madhyamik Shiksha Abhiyan for secondary class.

3. 88.07% government secondary school teachers responded that there is lack of facilities to promote equity in secondary class, whereas only 11.92% respondents agreed that there is availability of facilities to promote equity in government secondary schools. It can be interpreted that guidelines in RMSA under 'Equity' is not followed by the secondary schools.

4. 77.70% government secondary school students responded that there is lack of facilities to promote access to secondary class under Rashtriya Madhyamik Shiksha Abhiyan, whereas 20.29% responses agreed that there is availability of facilities to promote access to secondary schools.

5. 79.76% government secondary school students responded that there is lack of facilities available to promote quality in secondary class under Rashtriya Madhyamik Shiksha Abhiyan, whereas only 20.23% responses agreed that there is availability of facilities to promote quality of secondary education in schools.

6. 88.07% government secondary school students responded that there is lack of facilities available to promote equity in secondary class under Rashtriya Madhyamik Shiksha Abhiyan, whereas only 11.92% responses agreed that there is availability of facilities to promote equity of secondary schools.

7. 90% of head teachers / principals were not satisfied with the availability of physical facilities to secondary class students as per RMSA guideline in order to promote secondary education in Jharkhand.

8. Cent percent head teachers of secondary schools agreed that though scholarships / incentives are under RMSA scheme to promote secondary education but their students are not getting scholarships / incentives regularly.

9. 85% head teachers responded that they are unable to use any strategies for identification of probable dropout students due to the lack of staffs and other facilities in their schools which facilitate in the process.

10. 97.5% head teacher agreed that school management and development committee (SMDC) exist in their school and manages the funds which school receives and takes necessary steps for overall growth and development of the school. Only 2.5% head teachers responded that there is there is no proper functioning of SMDC.

11. 57.5% of the secondary school head teachers agreed that Parent Teacher Association (PTA) exists in their schools whereas 42.5% of head teachers responded that they don't have PTA because parents are not educated they lack interest in attending meetings and other works.

12. 92.5% head teachers agreed that there is facility of block resource room for children with special needs at block level but there is lack of required equipment's which facilitate the students.

13. Cent percent head teachers agreed that rain water harvesting system does not exist in their schools because it's not been provided by the government

14. 87.5% head teachers were not satisfied with adequacy of infrastructure for secondary class students.

15. Cent percent head teachers agreed that government is not appointing any additional teachers to secondary classes

16. 97.5% head teachers responded that in-service training is not provided to teachers of secondary class regularly, though there is provision of in-service training to teachers to enhance their teaching effectiveness.

17. Cent percent head teachers responded that they are unable to provide bridge courses to secondary class students to enhance learning ability because of lack of teaching staffs. They added that during vacations with the help of community members and with local industrial company like Tata Steel, Adhunik Steel etc. they sometimes provide coaching classes to secondary students.

18. 37.5% head teachers agreed that curriculum is reviewed but neither head teachers nor teachers are consulted in the process. Head teacher added that different subject teachers should be consulted in the process of reviewing of curriculum whereas 62.5% head teachers responded that curriculum is not revised.

19. Cent percent head teachers agreed that they are not provided with the facility of residential accommodatiout government pay 10% more of their salary as house rent. They favoured that residential accommodation should be provided by the government instead of house rent.

20. Cent percent head teachers agreed that the secondary class students of their school do not get any lodging boarding facility.

21. Cent percent head teachers responded that no facilities under RMSA scheme is provided specially to girls of secondary class by the state government though they added that girls of secondary class is only provided with benefits of free uniform. Thus it can be interpreted that though there is provision of providing incentives, free books and uniforms to girls but they are not receiving proper facilities under RMSA scheme.

22. Cent percent head teachers agreed that inclusive education should be promoted to promote equity in schools but they are helpless in emphasizing inclusive education in their schools as there are not appropriate resources as well as teaching staffs to promote inclusion.

23. 94.7% parents agreed that their child's School from their residence is round 5km-7km and only 5.3% parents responded that their children school is more

than 7kms from the area of residence. It can be concluded that access to secondary schools in Jharkhand is

24. 96.7% parents responded that their children's are not receiveing any scholarship amount from last two to three years as the use of scholarship is helpful for improving the enrolment of students in secondary class. It can be interpreted that scholarship scheme under RMSA needs to be re-looked

25. 98% of the parents responded that there are no such programmes run by the school authority while 2% of parents agreed that school authority arrange guidance and counselling sessions for both the parents and the students

26. 96.7% of the parents responded that though parents are involved in SMDC committee but they don't have any role to play. Their involvement is limited only in paper work while 12% of the parents agreed that they are properly involved in SMDC committee as per RMSA guideline.

27. 81.3% of the parents responded that there is no such association exists in schools while 18.7% of parents agreed that there is existence of parent teacher association in schools and they attend the meetings according to the scheduled dates informed by the schools.

28. 89.3% of the parents responded that they are not satisfied with the facilities provided by the schools to the secondary school students. During summers students don't want to attend school because of lack of facilities like drinking water etc. 10.7% of the parents agreed that they are satisfied with the facilities provided at their child's school

29. 90.7% of the parents responded that government schools does not contribute much to enhance the quality of the education which can prove to be helpful in theirs wards future. 9.3% of the parents agreed that their wards school contribute alot in terms of quality of education.

30. 92% of the parents responded that the there is no such special cells in schools to address parents complain about performance and facilities of school. They can approach head teachers or teachers of schools if they have some problems regarding the facilities but the school authority does not take any step.

31. Cent percent of the parents responded that no vocational training is provided to their children's in secondary class though parents feel that there is a great

need to provide vocational training to their children so that they are no longer dependent on others for any financial assistance.

32. 97.3% of the parents responded that they have never come across any instance of discrimination done by the teachers or other staffs of the schools while 2.7% of the parents complain about the instances of discrimination done to their children by the teachers or other staffs of the school on the basis of marks or caste.

33. 87.3% of the parents agreed that education should be provided to girls in order to develop of society and they also added that girls are more sincere than boys when it comes to education while 12.7% of parents responded that providing education to girls is not as important as boy's education because it's the male who looks after a family.

34. 68% of the parents agreed that in order to attain equity inclusive education should be given emphasis but they also added that at presents none of the schools in Jharkhand state is in position to provide inclusive education because they are unable to fulfil the needs and requirements of normal class. Whereas 32% of parents responded that schools should not promote inclusion as it effects the learning of normal students.

4.2 RECOMMENDATIONS

The most outstanding characteristics of any research are its contribution to the development of the concerned. The present research has its implication for the teachers, students, educational administrators, curriculum framers and for society because in the present life education is very necessary for each and every person and secondary education is said to be the base for higher education which affects the calibre of livelihood of an individual.

1. There must be adequate infrastructure facilities in government secondary schools of Jharkhand to promote secondary education.

2. Incentives and scholarships should be provided to all secondary class students regularly as Jharkhand is deprived state students generally in government schools belong to poor economic conditions.

3. Proper transport facility must be provided to both teachers and students so that, the problem of transport can be resolved in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

4. Distribution of books and uniforms should be done in secondary classes as books of higher classes are quite costly which students can't afford because of poor economic conditions.

5. Separate laboratories of maths, physics, chemistry and biology should be provided to secondary students so that they can work separately in practical classes which will increase their confidence and understanding level.

6. Separate hostel facility should be provided to girls and boys of secondary class in order to increase access to secondary education.

7. Vocational education should be provided to secondary class students as it prepares the students for practical world and makes them independent.

8. Guidance and counselling cell should be established in secondary schools so as to guide the students of secondary class for their future.

9. Government should appoint more secondary class teachers in school to decrease the pupil teacher ratio in classrooms which is 30:1.

10. In service training should be given to secondary class teachers at regular interval of time so that they can make their teaching effective.

11. Residential accommodation must be provided to secondary school teachers for ensuring quality output and preference should be given to the accommodation of female teachers as well as teachers of rural or remote areas.

12. Provision of computer facilities should be made available under Rashtriya Madhyamik Shiksha Abhiyan in all the secondary schools so that students can develop technical skills and can also get exposure.

13. There must be special education teacher in the government secondary schools for teaching children with special needs.

14. There must be provision of resource room in every school so that needs of the children with special needs can identified and remedial instruction can be provided to them accordingly.

15. Some initiatives (through media) must be taken by the centre government or state government regarding the awareness of Rashtriya Madhyamik Shiksha Abhiyan among students, parents and society at large.

4.3 SUGGESTIONS

Any research work cannot say the final word of the problems because it is very difficult for a researcher to touch all the aspects of the problems. So the suggestions for further research in this direction cannot be kept out of place here. Following suggestions can be considered for further research investigation.

1. The present study was restricted to the Jharkhand state only so, similar study may be conducted in other states of India.
2. A similar study can be conducted, covering all the districts of the Jharkhand state.
3. Further study can be conducted on other objectives of Rashtriya Madhyamik Shiksha Abhiyan.
4. A comparative study of different districts of Jharkhand can be conducted where Rashtriya Madhyamik Shiksha Abhiyan scheme is being implemented.
5. Comparative study can be conducted between the states of the country.
6. Study can be further extended on other levels of education.

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