

**IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA
ABHIYAN FOR PROMOTING UNIVERSALIZATION OF
SECONDARY EDUCATION IN PUNJAB: AN
EVALUATIVE STUDY**

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MASTER OF PHILOSOPHY

IN EDUCATION

By

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DECLARATION

I do hereby declare that the dissertation entitled “Implementation of Rashtriya Madhyamik Shiksha Abhiyan for promoting universalization of secondary education in Punjab: 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.

Signature

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CERTIFICATE

This is to certify that Neha Sharma has completed his/her dissertation entitled “Implementation of Rashtriya Madhyamik Shiksha Abhiyan for promoting universalization of secondary education in Punjab: An Evaluative Study” under my guidance and supervision. To the best of my knowledge, the present work is the result of his/her 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.

Signature

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Neha Sharma
Investigator

ABSTRACT

Education is an important dimension in the developmental process of an individual. It drags a person out from darkness, poverty and misery and leads him on a road of enlightenment and prosperity. Education is a process of human enlightenment for achievement of better quality of life. In fact the importance of education cannot be ignored as an important tool in bringing about social, political and economic equality and integration of people in the society. Over decades, stress has been laid by the government and other institutions on providing educational facilities to all. Identifying that the deprived and the marginalized sections of the society do not have equitable access to education, the government has implemented various schemes for universalization of elementary education. In the educational sequence, secondary education is a critical stage as it makes the students ready for higher education and also for reaching the world of earning livelihood. Secondary education plays an important role in training youth of the country to effectively participate in the social reconstruction and economic development of their country. Since universalization of elementary education has become constitutionally compulsory, it is completely necessary to move this view ahead towards universalization of secondary education that has so far been achieved in several developing countries and a large number of developed countries. In order to plan for dissemination of secondary education, setting up of a new mission at this level, on the lines of Sarva Shiksha Abhiyan, should be considered, so as to develop analytical skills, improve ability to apply knowledge and promoting talent among students to enable them to enter the world with skills enabling them to be socially and economically active citizens. Since secondary education is an important transition stage in the hierarchy of educational structure, Indian government has launched a number of schemes to improve the quality of secondary education and to make it universally accessible, various schemes like, Inclusive Education for Disabled at Secondary Stage, ICT at Schools, Girls Hostel Scheme, Scheme of Vocational Education, National Means-cum Merit Scholarship Scheme, Model Schools Scheme, National Incentive to Girls, Appointment of Language Teachers. Among these Rashtriya Madhyamik Shiksha Abhiyan is the flagship scheme of Govt. of India, launched in

March, 2009, to improve the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers. The present study was conducted to evaluate the implementation of Rashtriya Madhyamik Shiksha Abhiyan for promoting universalization of secondary education in Punjab. In this study various aspects like initiatives taken to ensure access, quality, equity, dropout and enrolment of students and problems faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab were studied. Descriptive survey method was employed in the study. A sample of 30 headmasters/mistresses, 150 teachers and 300 students were selected from 30 secondary schools under Rashtriya Madhyamik Shiksha Abhiyan (10 schools selected from each cultural region of Punjab namely, Doaba, Majha and Malwa) of Punjab. Out of each school, 1 headmaster/mistress, 5 teachers and 10 students (5 females and 5 males) were selected by employing purposive sampling. Self-developed questionnaires for headmasters/mistresses and teachers and semi-structured interview schedule were prepared to collect the data. The study revealed that initiatives taken to ensure access included as provision of library, laboratory, drinking water facilities, Art and craft room, blackboard, equipments for science and math laboratories and vocational education, separate toilet blocks for girls and boys, computer laboratories, disabled friendly school building, sensitization programmes like world disabled day, awareness camps etc., books, uniforms, monetary benefits to all students, school within the distance of 5kms etc. Further, initiatives taken to ensure quality included recruitment of new teachers, in-service training to teachers, constitution of school management and development committees, formation of parent-teacher association, provision of ICT enabled education, grants for purchasing and maintaining teaching- learning material, sports, music, drawing, laboratory equipments, resources of learning in the schools like Science kits, Maths kits, reference books, excursions, laboratory equipments, teaching aids, remedial teaching etc. Further, initiatives taken to ensure equity included teaching of self defence techniques to girls, appointment of language teachers, scholarships to meritorious and needy students, career counseling etc. Most of the teachers were satisfied with the facilities provided under Rashtriya Madhyamik Shiksha Abhiyan like availability of funds, infrastructure, recruitment of

new teachers and in-service training provided to the teachers. Some of the teachers were not satisfied due to non-availability of subject specific teachers. Teachers were of the opinion that role of DEO with respect to Rashtriya Madhyamik Shiksha Abhiyan is to provide guidelines for various activities to be done in the schools, to monitor whether the institute is following these guidelines, disbursement of funds and visits to the schools time to time. Further, with respect to Children with Special Needs teachers were of the opinion that the curriculum was not as per the needs and requirements of such children, further, Children With Special Needs were finding difficulty in coping up with normal children. Teachers faced some problems in the schools like in some schools there was lack of facility of additional classrooms. Tools, equipments and furniture for vocation education were not available in the schools. Block resource room facility for Children With Special Needs was not available. There was no residential accommodation facility for teachers as per RMSA guidelines. Sports instructor was not available in the schools. Training was not given to the teachers to build capacity for addressing the needs of Children With Special Needs. Resource teachers and resource rooms were not available in the schools. In some schools teachers of all subjects were not available. Additional teachers were not appointed in secondary schools to maintain the pupil teacher ratio as per the norms. More female teachers were not recruited in schools as per RMSA guidelines. The dropout rate of children showed decline during academic years 2011-14. While the enrolment rate of children gradually increased during the academic years 2011-14. This points good retention of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

Key words: Implementation, Rashtriya Madhyamik Shiksha Abhiyan, Evaluation,

Initiatives

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LIST OF ABBREVIATIONS

CWSN	Children With Special Needs
DIET	District Institute of Education and Training
EBBs	Educationally Backward Blocks
EFA	Education for All
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
KGBV	Kasturba Gandhi Balika Vidyalaya
MHRD	Ministry of Human Resource Development
NABARD	National Bank for Agriculture and Rural Development
NCERT	National Council of Educational Research and Training
NER	Net Enrolment Ratio
NRG	National Resource Group
NUEPA	National University of Educational Planning and Administration
OBC	Other Backward Class
PAB	Project Approval Board
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SC	Scheduled Caste
SCERT	State Council of Educational Research And Training
SFDs	Special Focus Districts
SMDC	School Management and Development Committee
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UDISE	Unified District Information System for Education
USE	Universalization of Secondary Education
TSG	Technical Support Group

CHAPTER-1

INTRODUCTION

Education is an important dimension in the developmental process of an individual. It drags a person out from darkness, poverty and misery and leads him on a road of enlightenment and prosperity. It can be seen as the process by which society transmits its knowledge, values and skills from one generation to the next. Education contributes to the individual's well-being as well as overall development of nation. It is not only used to instill the values and norms of a given society, but is also an important element of the socialization process. Education is a process of human enlightenment for achievement of better quality of life. Education is an important means for individuals to improve their contribution, build capacity, overcome obstacles and increase their available opportunities and choices for a continuous improvement in wellbeing. It not only enhances competency but also widens and upgrades the quality of individual and his social life. In fact the importance of education cannot be ignored as an important tool in bringing about social, political and economic equality and integration of people in the society.

Since independence universalization of elementary education viz. education for all, has remained an important goal of education in India. According to Article 45 “ The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”. According to Right to Education (RTE) Act, 2009, considered under Article 21-(A) “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. This means education is the birth right of every child i.e. all children living in towns as well as in rural areas and places which are inaccessible, whether they are rich or poor, will be provided with the facilities of free and compulsory elementary education. Free and compulsory education means no fees, free books and stationery, free mid-day meal and free school transport. With this, India has moved towards a framework that infuses a legal stipulation on the Central and State

Governments to implement this fundamental right of children as described in the Article 21A of the constitution, according to RTE Act.

Over decades, stress has been laid by the government and other institutions on providing educational facilities to all. Identifying that the deprived and the marginalized sections of the society do not have equitable access to education, the government has implemented various schemes to further its mandate of education for all. One of the pioneering efforts in this regard has been the launch of the 'Sarva Shiksha Abhiyan' which means Education for All. To supplement this campaign, other schemes such as the Mid-Day Meal program, Integrated Child Development Services Scheme, School Health Program and many more have been launched. Agrawal (2013) studied globalization and school education in India and found that the Indian government has given precedence to the education sector not only to achieve the universalization of primary education by 2010 but also to enhance the quality of education at all the levels. Due to economic globalization and liberalization it becomes necessary to increase the quality of human capital so as to face the new competitions and challenges in the world of work.

Since universalization of elementary education has become constitutionally compulsory, it is completely necessary to move this view ahead towards universalization of secondary education that has so far been achieved in several developing countries and a large number of developed countries. In the educational sequence, secondary education is a critical stage as it makes the students ready for higher education and also for reaching the world of earning livelihood. Secondary education plays an important role in training youth of the country to effectively participate in the social reconstruction and economic development of their country. Further secondary education prepares the teachers for elementary stage. Thus secondary education ascertains the quality of education both at elementary and higher level. Thus economic, social, cultural and technical proficiency of the nation depends upon the secondary education. The strict enforcement of the particular learning system at the secondary and higher secondary stage will help the students to compete for higher education with success and for jobs at global level. Tilak (2007) presented the post-

elementary education, poverty and development in India and emphasized that the earnings of the individuals can be increased by secondary and higher education and it will result in economic development. Secondary education plays an important role in reducing the poverty. It helps to reduce infant mortality. Post-elementary education is also positively related with life expectancy. Therefore it is necessary to pay attention for comprehensive and sound policies of education that declare the importance of primary education as well as secondary and higher education so that the access to secondary education can be increased.

Secondary stage is an appropriate stage to endow a child with a sense of history and national perspective and provides him opportunities to comprehend his rights as well as his duties as a responsible citizen. It exposes the children to differentiated roles of humanities, science and social sciences. A large number of students are passing out from upper primary classes, with the successful implementation of Sarva Shiksha Abhiyan, creating a great demand for secondary education. In order to plan for dissemination of secondary education, setting up of a new mission at this level, on the lines of SSA, should be considered so as to develop analytical skills, improve ability to apply knowledge and promoting talent among students to enable them to enter the world with skills enabling them to be socially and economically active citizens.

Different commissions have emphasized the importance of secondary education and recommended different aims for secondary education. Secondary Education Commission, (1952-53) recommended the development of democratic citizenship, improvement of vocational efficiency, development of personality and development of the qualities for leadership should be the main aim of secondary education. Indian Education Commission, 1964-66 has suggested four aims of secondary education: (i) Increasing productivity; (ii) Promoting national and social integration; (iii) Accelerating the process of modernization; (iv) Cultivating social, moral and spiritual values. The National Policy of Education (1986) and Programme of Action (1992) recommended that diversification of courses and vocationalization of education, exposure of students to the differentiated roles of science, humanities and social sciences, giving children opportunities to understand their constitutional duties and rights as citizens, developing

national self reliance by preparing man power for the development of economy at different levels, all round development of child, provision of equal educational opportunities should be the aims of secondary education.

With the globalization and liberalization of the Indian economy, rapid changes in scientific and technological world have taken place and the need to reduce the poverty and to raise the quality of life, it is necessary that school leavers obtain a higher level of knowledge and skills than what they are provided in the primary education. Thus besides giving general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable the students to be employable and to reduce the dropout rate at the secondary level. Vocationalization of secondary education through specialized institutions can provide valuable manpower for economic growth. The National Policy on Education 1986, and Programme of Action (POA) 1992, emphasized that science, commerce, and vocational subjects should be given priority. The objective of vocationalization to divert at least 25% of students to vocational courses was not achieved and remained up to 5% only (MHRD Annual Report, 2003). It is the need of the hour to search the causes of such drop in rate and to enrich existing vocational courses in secondary and higher education level by incorporating more vocational skills. Lewin (2011) analyzed the access to secondary education in India and found less than half of all children attend and complete secondary education particularly in the Northern states. The issues for such dropout are that the poor and disadvantaged groups are excluded from making progress to grade VIII, the growth of private provision is also limited, the infrastructural needs are massive and the issues related with deployment and increasing teacher supply. Lewin (2011) found that in secondary schools of India investment has been ignored for many years. Further, the study focused some of the main issues in the growth of secondary education, laid emphasis on the obstacles on expansion of secondary education, the costs and affordability of secondary education, the infrastructural needs, and increased requirement for teachers. In fact the policies made for secondary school expansion are the main concern if India wants to fill the gap between itself and China

and other developing countries in educating most of its population beyond the primary education level.

Since secondary education is an important transition stage in the hierarchy of educational structure, Indian government has launched a number of schemes to improve the quality of secondary education and to make it universally accessible, various schemes like, Inclusive Education for Disabled at Secondary Stage, ICT at Schools, Girls Hostel Scheme, Scheme of Vocational Education, National Means-cum Merit Scholarship Scheme, Model Schools Scheme, National Incentive to Girls, Appointment of Language Teachers. Among these Rashtriya Madhyamik Shiksha Abhiyan is the flagship scheme of Govt. of India to improve the quality of secondary education. Rashtriya Madhyamik Shiksha Abhiyan is a programme of Ministry of Human Resource Development launched in March, 2009, to increase the access to secondary education and improve its quality. Rashtriya Madhyamik Shiksha Abhiyan is centrally sponsored scheme for improving the access, quality and equity to secondary education. The main objectives of Rashtriya Madhyamik Shiksha Abhiyan are to improve the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers. Rashtriya Madhyamik Shiksha Abhiyan programme is committed to universalization of quality secondary education. The objectives of Rashtriya Madhyamik Shiksha Abhiyan are (i) To improve the quality of secondary education which will result in increased social, cultural and intellectual learning. (ii) To make it sure that all the students receiving secondary education attain education of good quality. (iii) To ascertain that secondary education is universally accessed by 2017 and to achieve universal retention by 2020. (iv) To attain a general enrolment ratio of 75% for IX to X grades within a specified distance of any place or residence, which is 5 km for secondary and 7-10 km for higher secondary schools. (v) To ascertain that no child is deprived of secondary education of good quality due to gender, disability, socioeconomic status and other barriers. (vi) To make it sure that all the secondary schools have physical facilities, supplies and staffs according to the specified standards by means of financial support in government and aided schools and suitable regularity mechanism in case of other

schools. Singh (2014) studied relevance of Rashtriya Madhyamik Abhiyan in universalization of Secondary Education in North-East India and found that RMSA can be very much effective and influential in bringing progress and development of education and society. It will also help to meet the challenges of sustainable development and create inclusive environment in the region. Nath (2010) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan in India and found that the objectives of this programme are to bring universal access, quality and equity in secondary education. The aim of universalization of secondary education demands for universalization of higher education in the near future, hence it is time for preparatory activities of the same. Emplacement of the higher educational institutions with substantial quality will draw the attention of the students from India and abroad that will give a new recognition to our country as a center of higher education of adequate quality of the world and will help to re-establish the great Indian tradition at the age of Nalanda and Takshila.

Ministry of Human Resource Development is the nodal central government ministry to coordinate RMSA with the help of RMSA State Implementation Societies (SIS) in each state. The Ministry of Human Resource Development during the Eleventh Five Year Plan has provided Rs. 20,120 crore for this project. The implementation of this scheme commenced from 2009-10 to endow the adequate conditions to speed up the growth, development, generate human capital, quality and equity in life of each and every one in India. There are many support arrangements and institutions available for the implementation of Rashtriya Madhyamik Abhiyan. Guidance for bringing about changes in curriculum, teaching learning processes, teaching material, mechanisms of monitoring, ICT education and evaluation are provided by national resource group (NRG). Technical and operational support and expertise are provided by Technical Support Group (TSG) to the teams at national and state level. In addition, NCERT and National University of Educational Planning and Administration (NUEPA) support through dedicated RMSA units. In terms of financial inputs, the share of centre is directly given to the implementing agencies, whereas the applicable share of the state is also given by the respective State Governments to the agencies.

Narula (2012) presented emerging issues at secondary level in private schools in Madhya Pradesh and pointed out that lower student-teacher ratio in private schools was lower in comparison to the government schools and their teachers were pervasively less experienced and untrained as compared to teachers in government schools. It was also emphasized that there was a requirement for private schools to setup a self-regulatory model as they have to follow the rules and regulations with regard to salaries of teachers, their qualifications, school facilities, playground size, library, laboratories, number of class rooms and so on. The rules should be made both for private as well as for government schools. For universalizing the schooling, public and private sector are required to develop in such a way that both can have a supportive role in education. Steps should also be taken to make improvement in government schools so that a reasonable and healthy competition can be in place between government and private schools to benefit all the children. Sangeeta and Kumar (2013) analyzed Rashtriya Madhyamik Shiksha Abhiyan in India and found that RMSA is running under each state government to achieve the goal of universalization of secondary education within the time period. But the progress is not being shown by the society while the governmental and non-governmental agencies are investing a major financial budget and playing innovative role to achieve the goal of universalization of secondary education. Bhutia (2013) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan in North East India and found that Rashtriya Madhyamik Shiksha Abhiyan is struggling to grow due to lack of political will, various infrastructural problems, as well as geographical region. High quality education will be achievable and affordable to everyone if there is political will, accountability on the part of officials, awareness of parents & society, involvement of all the stakeholders and responsibility held by teachers.

For achieving universalization of secondary education and improving its access, quality and equity various strategies have been formulated. To improve the access the framework suggests the following strategies, viz. up-gradation of upper primary schools to secondary schools; enhancing intake capacity of the existing school by strengthening the existing secondary schools through additional class rooms, laboratories, libraries, art and crafts room, toilet blocks, drinking water facilities and repairing of existing

secondary school buildings; providing infrastructure for vocational education as tools, equipments and furniture; providing ICT enabled schools and strengthening of schools by providing computers along with hardware and software; making the school building accessible to CWSN (Children With Special Needs) by providing facilities like ramp, barrier free toilets, and block resource room with equipments etc.; residential facilities/ hostels for urban deprived children and children without adult protection; residential quarters for teachers in remote areas; up-gradation of upper primary ashram schools to secondary ashram schools; providing girls' hostels specifically through up-gradation of KGBVs (Kasturba Gandhi Balika Vidyalaya); opening of residential schools in remote and sparsely populated areas. Zaidi (2013) conducted a study on access to secondary education in North-Eastern states and found that in spite of the fact that zone is located in far flung area of the country but the access to secondary education is not a problem. Availability of secondary schools is fully satisfactory but the facilities available in the secondary schools are not up to required level. Availability of trained personnels in secondary schools is a big problem in all the states of the region. High percentage of secondary schools in the states of north-eastern region lack in the key or underlying facilities like library, headmaster's room, laboratories, drinking water facility, sports material, indoor games facility, boys' and girls' common room etc. and facilities like electricity, computers and internet are scarcely available in the secondary schools of this region.

Thus in order to ensure the hundred percent transition from Class VIII to class IX Rashtriya Madhyamik Shiksha Abhiyan framework suggests the various strategies, viz. child tracking system and fixing the responsibility of the headmaster for ensuring the transition of students from elementary to secondary school; mapping of catchment area of secondary schools along with community profile & feeder schools; drive for enrolment in Class IX by identifying community leaders, SMDC (School management and Development Committee) members for proactive counseling; sensitization programmes; identifying probable dropout students for proactive action by way of providing additional academic support; environment building programmes for awareness on social access and peer sensitization; incentives like scholarships, books,

uniform, monetary benefits, award, bags etc.; facilitating CWSN (Children With Special Needs) in accessing schools by providing escort and transport allowances, boarding and lodging allowances, reader allowances, aids and appliances; providing transportation facilities like bicycle passes for transportation, outsourced transportation facility and others.

Quality improvements strategies focus on provision of necessary infrastructure like board, furniture, teaching aids, libraries, computer labs, toilet cluster science and mathematics laboratories; flexibility to the states and UTs to provide headmasters and subject teachers to upgraded government schools; appointing the additional teachers and in-service training programmes for teachers; enabling the teachers in ICT; provision of bridge courses for increasing the learning ability of students who are completing their class VIII; reviewing the curriculum to meet the National Curriculum Framework, 2005 norms; providing inclusive education material; to provide residential facilities for teachers in rural and difficult hilly areas; preference to be given to provide accommodation for female teachers; sports facilities for physical, skill, aesthetics, creativity and psycho-social development; arranging excursions; provision for remedial teaching and counselling for students; equipments for vocational education; sports instructors and equipments will be made available in every school; following of inclusive approach so that students of all communities, girls and CWSN students can participate equally; participation of SMDC (School Management and Development Committee) members by the state to monitor the performance of sports activities; district education officers and district RMSA coordinators will inspect consistently. Sangeeta and Kumar (2013) conducted a study on support of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to achieve the EFA Goal and found that education for all does not only mean to provide access to schooling but also to bring quality in education for all children. The RMSA programme is running at national level to improve the level of secondary education and to achieve the goal of EFA. Various provisions have been made for deprived categories under this scheme, thus it is our responsibility to know the provision of EFA and RMSA so as to achieve the globalized goal of education for all.

Vineesha and Nath (2009) conducted a study on quality enhancement in view of Rashtriya Madhyamik Siksha Abhiyan (RMSA) in Kerala and found that lack of an extensive policy is the main obstacle in the way of quality enhancement of school education in the state. In order to overcome the problem of RMSA the authorities should take some important steps to secure the participation of training colleges and education departments of university, State Council of Educational Research And Training (SCERT), State institute of Educational Management and training, District Institute of Education and Training (DIET), and other research centres in education and to publish the research studies conducted by DIET's, SCERT and other agencies on various aspects of Sarva Shiksha Abhiyan through a website, so that results of those studies can be used for better implementation of Rashtriya Madhyamik Shiksha Abhiyan. Kaware and Sain (2013) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan in India and found that the scheme was a milestone of the secondary education system in India. It assures the quality education by providing required infrastructure to schools and provides equality to girls, SC, ST and minority education. This scheme can help to achieve more than 30% GER (Gross Enrolment Ratio) for higher education in future.

Equity strategies include identification of the educationally disadvantaged groups in the State/UT; analysis of educational indicators like Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Drop-out Rate, Retention Rate, Gender Parity Index (GPI), Gender gap etc. under different social category groups with special reference to the geographically disadvantaged areas like Special Focus Districts (SFDs), Educationally Backward Blocks (EBBs), left-wing affected areas, districts with low female participation and high drop-out and districts with high gender gap and low Gender Parity Index (GPI); determining the factors that are adversely affecting the education of these identified groups with the involvement of community members, teachers, civil society organizations etc.; assessment of needs in terms of requirement of infrastructure, teachers, teaching learning materials, remedial coaching, hostel facilities, transport facility, scholarship etc. to address the gaps; providing free lodging/boarding facilities for students belonging to Scheduled Caste, Scheduled Tribes, Other Backward Classes

and minority communities; uniform books, separate toilet for girls; hostel/residential schools, providing scholarships to meritorious or needy students at secondary level, cash incentives and inclusive education was focused. Efforts will be made to provide all necessary facilities in the schools for the children who are differently abled. Sangeeta and Kumar (2013) studied the provisions for Girls, SCs, STs and OBCs in Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and found that for holistic development of girls, SCs, STs, OBCs and other deprived categories; Some provisions like Ashram schools, hostel facilities, scholarships, regular health check-ups etc. have been made to provide school education and to improve the nutritional intake among the students.

Das (2014) studied attitude of educational managers of Kolkata on Rashtriya Madhyamik Shiksha Abhiyan and found that the variables viz. age, educational qualification, professional experience, designation, family size, school going children in family, children of class IX and X in family, necessity of private tuition, reasons behind tuition, additional boost up by RMSA, drawback of present secondary education system, remedial measures of secondary education, social awareness, social involvement, upliftment through Sarva Shiksha Abhiyan, success of Sarva Shiksha Abhiyan, role of mid-day meal, necessity of mid-day meal for secondary level, successful execution of mid-day meal were significantly correlated with the level of perception on Rashtriya Madhyamik Shiksha Abhiyan. Deb (2014) conducted a study on Rashtriya Madhyamik Abhiyan in Uttar Dinajpur district of West Bengal and found that age, regular schooling, causes of absent, private tuition, reason behind private tuition, shortfall of present education system, drawback of present secondary education, remedial measures of secondary education, lack of social awareness, additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan, upliftment due to SSA, success of SSA, familiar with mid-day meal, role of mid-day meal, provision of mid-day meal at Secondary level, and way of successful implementation of Mid-day meal were found to bear substantial impact on the level of appraisal of students on Rashtriya Madhyamik Shiksha Abhiyan.

Universalization of secondary education is a challenging task. There are many obstacles in the way of universalization of secondary education. There are many factors

that are adversely affecting the secondary education in India. Different commissions have pointed out many loop holes in secondary education system in India. Secondary Education Commission, (1952-53) pointed out that secondary education is isolated from the real life, it fails to develop self confidence among students, it is narrow and one sided only, it fails to develop the all-round personality of student, academic aspect is given importance, due to overcrowded classes the standard of education is falling, mechanical and out-dated methods of teaching are used, it is examination centered. Kothari Education Commission, (1964-66) pointed out that major defects in secondary education system are that the importance given to the agriculture is inadequate, it is too much academic, it is not related to national reconstruction, it encourages disruptive tendencies and caste loyalties. NPE (1986) pointed out that major defects in secondary education system are lack of technical and vocational education, lack of equal educational opportunities viz. disparity in women education, education of SCs, STs, minorities and handicapped, lack of systematic research to assess the progress of diversification courses at higher secondary stage, improvement in curriculum, text books, evaluation techniques etc. Mehta (2003) analyzed the achievement of universalization of secondary education in India and emphasized that the aim of universalization of secondary education cannot be attained unless the efficiency of elementary education system is enhanced. Once the goal of USE is achieved, only then one can think of universalization of senior secondary education (USSE). Rani (2007) reported the status of secondary education in India and emphasized that four states Rajasthan, Bihar, Madhya Pradesh and Uttar Pradesh are the poor scorers at both the indices i.e. development and performance at secondary level and Rajasthan and Madhya Pradesh have improved their enrolment ratios at upper elementary level. Besides this Kerala, with six states viz. Punjab, Haryana, Maharashtra, Himachal Pradesh, Karnataka and Andhra Pradesh, achieved high scores on both the indices especially during 2003-04. Effectiveness of the secondary education system to a greater extent depends upon the quality of elementary education. Thus it is important to raise the quality of education at the elementary level as well.

Biswal (2011) presented the developmental policies, programmes and challenges in secondary education in India and emphasized that while the tremendous progress has been made in increasing the secondary education opportunities in India during the last six decades, but there are still social, gender and regional disparities in secondary education. There are still a large amount of deficiencies in policy planning for secondary education development, which is not only against the service-led growth strategy and the principle of inclusive development but also affects India's capacity to connect effectively to globalization. The emphasis needs to be shifted from planning strategically to thinking strategically; from the management's model of 'control and command' to invite, networking and participate; from planned strategy to prepare people for change (i.e. building sustainable capacity) and from transmuted people to transferring opportunity.

Basumatary (2012) studied school dropout across Indian states and UTs and found a significant impact of level of poverty of state, distance of school from home, transport facilities, quality of teachers, social environment and the rural population on the school dropout rate among children. Siddhu (2010) analyzed the secondary education in rural India and found that the cost of secondary education and distance to secondary schools had a significant effect on the transition to secondary education among children. Chug (2011) conducted a study on Dropout in Secondary Education in slums of Delhi and concluded that both the family and school related factors were responsible for dropout and significantly correlated with each other. Further, it was also found that dropout in adolescents was not only due to financial constraints and poverty but also because their special educational needs were not fulfilled by the schools in a proper way and forced them to dropout. Tandon (2012) studied gendered barriers to secondary schooling for young women in urban slum in Delhi and found that despite societal and economic benefits for young women at secondary level education there is still a big gender gap between young men and women in terms of access and participation at the secondary school level. Therefore it is a great need to make the secondary education stage powerful by providing greater accessibility and also to improve the quality in a prominent way.

Rashtriya Madhyamik Shiksha Abhiyan, a centrally sponsored scheme, is implemented by Punjab Rashtriya Madhyamik Shiksha Abhiyan society in Punjab with the goal to promote access, improvement in quality and expansion of learning opportunities at the secondary and higher secondary stages. With this objective, the RMSA Society for the implementation of Rashtriya Madhyamik Shiksha Abhiyan has been registered under Societies Registration Act 1960 in Punjab. It has been named as Rashtriya Madhyamik Shiksha Abhiyan Authority, Punjab. The role of Rashtriya Madhyamik Shiksha Abhiyan is very important in field of secondary education in Punjab. The purpose is to make good quality education available, accessible and affordable to all young children. The main goal of Rashtriya Madhyamik Shiksha Abhiyan in Punjab is to achieve gross education ratio of 100% by 2017. As per Flash Statistics UDISE (Unified District Information System for Education) - 2013-14, published by NUEPA, National Gross Enrolment Ratio (GER) at the secondary level is 76.64. GER for Scheduled Tribe students at secondary level is 70.20 and GER of Scheduled Caste students at secondary level is 78.73. Further GER of SC girl students at the secondary level in 2013-14 is 79.38 and GER of ST girl students is 70.11. For the improvement of secondary schools in Punjab NABARD (National Bank for Agriculture and Rural Development) has extended special assistance under the project "Special Assistance to Secondary School". 351 high and secondary schools in the state have got assistance from NABARD for the infrastructure.

Further for the augmentation of the existing secondary schools, the state government is required to submit a detailed report with a list of schools (district-wise), needed to be strengthened, indicating the present facilities in the schools and additional facilities which are needed to be provided. There are 142 blocks in Punjab and 264 middle schools under Rashtriya Madhyamik Shiksha Abhiyan have been promoted to high schools during 2009-2014. In minutes of the 34th RMSA PAB (Project Approval Board) meeting held on the 13th February, 2014, for approval of annual work plan & budget (2014-15) of Punjab, it was observed that state's GER (Gross Enrolment Ratio) at Secondary level is 77.40%, NER (Net Enrolment Ratio) is 44.46%, Dropout rate is 5.21%, retention rate at secondary stage is 94.79% and GPI (Gender Parity Index) is

0.97% during 2013-14. A review of related literature indicated that family, school related factors and poverty are the main causes of dropout among children at secondary education level, as found by Chug (2011) and Basumatary (2012). Bhutia (2013), Sangeeta (2013) and Singh (2014), Kaware and Sain (2013) emphasized the importance of Rashtriya Madhyamik Shiksha Abhiyan in universalization of Secondary Education. Vinnesha (2009) and Bhutia (2013) found that lack of political will and access to the available resource materials respectively are the main obstacles in implementation of Rashtriya Madhyamik Shiksha Abhiyan. In fact secondary education is an important link between elementary education and higher education. Further, there is a great demand on secondary education after universalization of elementary education, as it introduces the children into world of work, make them internationally competent, prepares the work force as per labour market needs and demands and yields greater rate of return. Thus the present study was directed towards evaluating the implementation of Rashtriya Madhyamik Shiksha Abhiyan for promoting universalization of secondary education in Punjab.

1.1 SIGNIFICANCE OF THE STUDY

Education has an important influence on all the facets of life. Education increases the ability to acquire the knowledge, to communicate and participate in the society. It changes an individual's and community's collective aspirations, perceptions, goals and the ways to achieve them. Education is the best social investment. It is one of the necessary condition for advancing quality of life and freedom. To ensure that everybody has an equal opportunity to play his full part in the work and society, universal access to quality knowledge and skills should be provided. It is essential for including the vulnerable and marginalized sections of the society into development process. Therefore for increasing equity and active citizenship, a well-developed education and training system is required to take the central position in the development agenda in each and every society. Various programmes have been introduced to improve the quality of education in our country. The introduction of various schemes like Sarva Shiksha Abhiyan, Model schools, Mid-day meal, District Primary Education Programmes etc. for promoting universalization of elementary

education has raised the demand of expansion of secondary education in unserved regions, which prepares the child for the world of work, helps to lead a better quality of life and make him a contributory member of the society. So, in order to make an individual capable enough to play his future role successfully and to meet the growing demands of society, equal importance must be given to universalization of secondary education. There is need to bring a paradigm shift in the conceptual design of secondary education in order to meet the challenges of universalization of secondary education.

Access to Secondary Education will remove the obstacles in the development of the country and will lead to the progress of the nation. While secondary education is not a constitutional mandate, it is important and desirable to universalize the access to secondary education and improve its quality so that the students can be made competent enough to compete for higher education and secure jobs at global level successfully. Among the various programmes of USE, such as Girls Hostel Scheme, ICT at Schools, Scheme of Vocational Education etc. Rashtriya Madhyamik Shiksha Abhiyan is a scheme of Government of India, to enhance the access to secondary education and improve its quality. Rashtriya Madhyamik Shiksha Abhiyan is a mission specifically designed for secondary education, to empower the students so as to make them capable of competing in the global market, for a successful life by the age of eighteen years, was launched on realizing that secondary education is not only a continuation of elementary education but a force to empower the students capable of competing in the global market for a successful life by the age of eighteen years. The proper treatment of the concept of secondary education will not only lead to the national development but also remove the obstacles in the development of the country.

Keeping in view with the objectives of universalization of secondary education, access, quality, equity in education, education to all including SCs, STs, other backward classes, minority and disadvantaged group, the investigator undertook the study to explore the initiatives taken to promote access, equity, quality, dropout and enrolment of students, problems faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. A close persual of review of related literature

indicated that family, school related factors and poverty are the main causes of dropout among children at secondary education level. Further a close analysis of review pinpointed that lack of political will, infrastructural problems, geographical region and access to the available resource materials are the main obstacles in implementation of Rashtriya Madhyamik Shiksha Abhiyan. Moreover it is quite clear from related literature that number of studies were conducted in the area of secondary education viz. emerging issues at secondary level in private schools in Madhya Pradesh, access to secondary education in North-Eastern states, secondary education in rural India, gender barriers to secondary schooling for young women in urban slum in Delhi, role of RMSA in universalization of secondary education and like but to the best of the knowledge of the investigator, the evaluation of implementation of Rashtriya Madhyamik Shiksha Abhiyan in promoting universalization of secondary education in Punjab has not been adequately explored. Hence due to paucity of research, importance of secondary education at individual and national level, greater concern for future generation with respect to offering them quality life, preparing them for the twenty first century and making them socially useful and productive members of society inspired the investigator to undertake the present study.

1.2 STATEMENT OF THE PROBLEM

IMPLEMENTATION OF RASHTRIYA MADHYAMIK ABHIYAN FOR PROMOTING UNIVERSALIZATION OF SECONDARY EDUCATION IN PUNJAB: AN EVALUATIVE STUDY

1.3 OPERATIONAL DEFINITIONS

IMPLEMENTATION- Implementation is the carrying out, execution or practice of a plan, a method, or any policy for doing something. It is the process of putting a decision or plan into effect. In the present study implementation refers to carrying out or execution of Rashtriya Madhyamik Shiksha Abhiyan for promoting Universalization of Secondary Education in Punjab.

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN- Rashtriya Madhyamik Shiksha Abhiyan is centrally sponsored scheme for improving the access, quality and equity to secondary education. It is commenced by the Ministry of Human Resource Development. The main objectives of Rashtriya Madhyamik Shiksha Abhiyan are to improve the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017 and achieving universal retention by 2020.

UNIVERSALISATION OF SECONDARY EDUCATION- Universalization of secondary education means to provide the equal opportunity to every child to receive secondary education i.e. to create the universal access to the secondary education. The main objective is to improve the quality of education and to make it affordable and accessible to all the children belonging to the age group of 14-18 years especially to the weaker section of the society.

EVALUATION- Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It is the systematic acquisition and appraisal of information to provide useful feedback about some object, which could include programme, policy, technology, person, institution and so on. Evaluation research is a systematic endeavour and seeks to provide objective assessments of past, present or proposed programme of action. Evaluation of implementation of Rashtriya Madhyamik Shiksha Abhiyan in Punjab was the focus of the present study.

1.4 OBJECTIVES OF THE STUDY

1. To find out initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab to ensure-

- a) Access
- b) Quality

c) Equity

2. To find out the dropout rate of children in secondary school under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.
3. To find out the enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.
4. To identify the problems faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.
5. To suggest the remedial measures to identified problems for effectiveness of Rashtriya Madhyamik Shiksha Abhiyan scheme in secondary schools of Punjab.

1.5 RESEARCH QUESTIONS

1. What are the initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab to ensure-
 - a) Access
 - b) Quality
 - c) Equity
2. What is the dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab?
3. What is the enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab?
4. What problems are faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab?

5. What remedial measures should be taken for the effectiveness of Rashtriya Madhyamik Shiksha Abhiyan in secondary schools of Punjab?

1.6 DELIMITATIONS OF THE STUDY

The present study was delimited to –

1. Government secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.
2. Access, quality and equity objectives of Rashtriya Madhyamik Shiksha Abhiyan.

CHAPTER- 2

METHODOLOGY

One of the most important parts of research is its method and procedure. Research method is a set of methods and principles used to perform a particular study. It involves systematic procedures, tools and techniques to tackle the research work in a scientific and valid manner. It describes the sources of data and provides information about the tools to be used for data collection, analysis of data, interpreting results and drawing conclusion.

2.1 METHOD

Descriptive survey method was employed in the present study. Descriptive research answers the question who, what, where, when and how related to a problem. Descriptive researches are designed to obtain pertinent and precise information concerning the present or current status of phenomenon and to draw valid general conclusions from the facts discovered. It is concerned with conditions, practices, structures, differences, relationships that exist, opinions held, processes that are going on or trends that are evident. Such studies look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry.

2.2 SAMPLING

Sampling is the process by which a relatively small number of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. Sample is the small proportion of a population selected for observation and analysis. In the present study, a sample of 30 headmasters/mistresses, 150 teachers and 300 students were selected from 30 secondary schools under Rashtriya Madhyamik Shiksha Abhiyan (10 schools selected from each cultural region of Punjab namely, Doaba, Majha and Malwa) of Punjab. Out of each

school, 1headmaster/mistress, 5 teachers and 10 students (5 females and 5 males) were selected by employing purposive sampling.

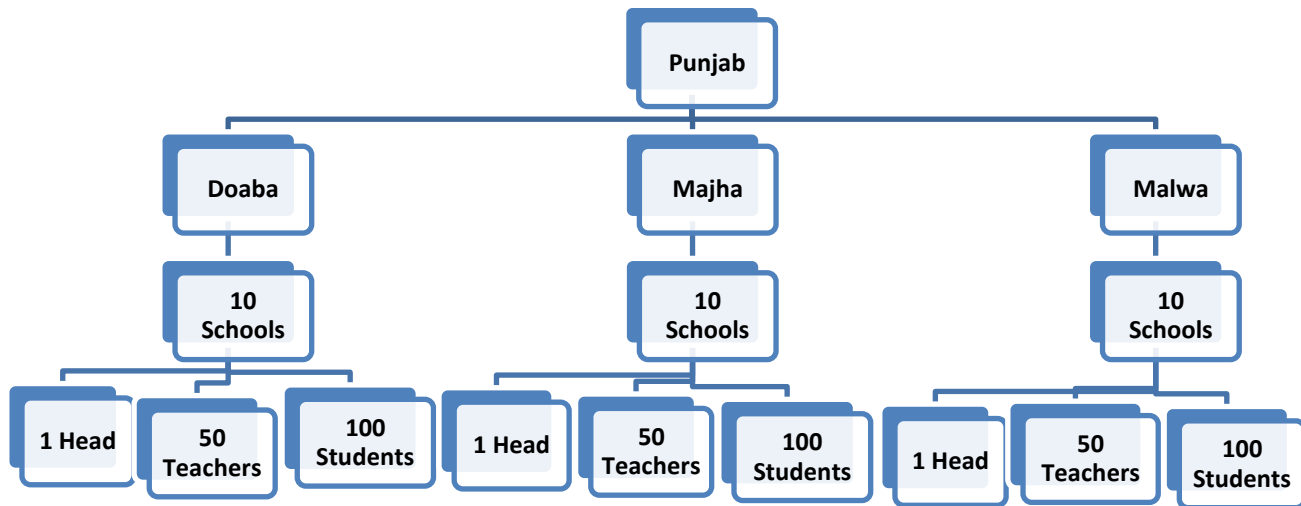


Fig. 2.1 Diagrammatic representation of sample

2.3 TOOLS USED

The selection of appropriate tool for particular study depends upon the various considerations such as the objectives of the study, the amount of time at the investigator's disposal, availability of suitable test, to secure and to interpret the results.

By keeping in mind the purpose of the study the investigator prepared the following tools for collection of the data from the teachers and children of secondary schools under Rashtriya Madhyamik Abhiyan.

1. Questionnaire for Headmaster/mistress.
2. Questionnaire for the Teachers.
3. Semi- Structured Interview schedule for students.

2.3.1 Questionnaire for headmasters/mistresses

Framing of a good questionnaire takes a great deal of time and hard work. In order to make the study reliable and comprehensive questionnaire for teachers and semi structured interview schedule for students of secondary schools under Rashtriya Madhyamik Shiksha Abhiyan were prepared by the investigator. On the basis of study of literature i.e. books, journals and discussion with experts, a list of items were prepared separately for questionnaire and semi structured interview schedule keeping in view the objectives of the research.

Investigator gave the questionnaire and semi-structured interview schedule to the experts of the department of education for knowing the content validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. It refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. 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 use by the investigator. The final version of questionnaire for headmaster/mistress and teachers consisted of 59 items respectively. Some of the statements have yes or no options and some have multiple choice questions. A few questions have been kept open ended to elicit free and comprehensive views from the respondents. Questionnaire consisted of two parts. First part was related to the items regarding personal information and second consisted of general information about the school.

2.3.2 Questionnaire for teachers

Investigator prepared a questionnaire for teachers of secondary schools in order to view the implementation of Rashtriya Madhyamik Shiksha Abhiyan in Punjab. The final version of questionnaire for teachers consisted of 57 items. Some of the statements have yes or no options and some have multiple choice questions. A few questions have been kept open ended to elicit free and comprehensive views from the respondents.

2.3.3 Semi-structured interview schedule for students

Investigator prepared a semi-structured interview schedule for students of secondary schools comprising of 29 items in order to seek views about implementation of Rashtriya Madhyamik Shiksha Abhiyan in Punjab. Semi-structured interview schedule has yes or no option items and multiple choice items. Some of the items are open ended.

2.4 PROCEDURE

The data for the present study was collected personally by the investigator. In order to collect the data the investigator personally visited the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan of Punjab state. The investigator took prior permission of the principals of the schools for administering the questionnaire on teachers and conducting the interviews of students. Before administering the questionnaire and conducting the semi structured interview schedule, the investigator made the purpose of the data collection clear and gave the directions regarding the attempt of questions in the questionnaire. Further teachers and students were ensured that the information provided by them will be kept confidential. Firstly data was collected from teachers and then from the students.

2.5 STATISTICAL TECHNIQUES

The nature of the study did not call for any rigorous statistical techniques. The percentage of data was used in analyzing and interpreting the data. While graphical representation of the data was done wherever necessary.

CHAPTER-III

ANALYSIS AND INTERPRETATION

In the preceding chapter method and procedure of the study, which cover sample, design of the study, development and description of the tool, procedure and the statistical techniques used for analysis of data are discussed. The data as such have no meaning unless analyzed and interpreted by some dependable techniques. Once the data has been collected analysis is made the researcher can proceed to the stage of interpreting the results.

Data analysis is the process of systematically arranging the data that is accumulated to enable the researcher to come up with the findings. Data interpretation refers to developing idea about the findings of the study and relating them to literature and broader concept. Analysis involves working with data, organizing them, breaking them into manageable units, coding them synthesizing them and searching for patterns. Thus for any research, analytical task of coming up with findings and interpreting is indispensable.

In order to access the implementation of Rashtriya Madhyamik Shiksha Abhiyan for promoting universalization of secondary education in Punjab, the collected data was scored and tabulated in order to find out whether objectives were fulfilled or not, percentages were computed on tabulated data.

The analysis and interpretation of data is presented in order of the objectives of the study.

3.1 TABULATION AND INTERPRETATION

Objective1. To find out the initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure:

(a) Access

(b) Quality

(c) Equity

Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure access:

Items pertaining to initiatives taken to ensure access under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following Table 3.1.1

Table 3.1.1: Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure access:

Sr. No.	Items	Responses		Total number of teachers	Percentage	
		Yes	No		Yes	No
1.	There is provision of following physical facilities					
(a)	Additional classrooms	55	125	180	30.56%	69.44%
(b)	Library	168	12	180	93.33%	6.67%
(c)	Laboratory	168	12	180	93.33%	6.67%
(d)	Art and craft room	130	50	180	72.22%	27.78%
(e)	Drinking water facility	180	0	180	100%	0%
(f)	Black board	180	0	180	100%	0%

Sr. No.	Items	Responses		Total number of teachers	Percentage	
		Yes	No		Yes	No
2.	Have Science and Maths laboratories adequate equipments for use of students?	135	45	180	73.33%	26.67%
3.	Are there separate toilet blocks for girls and boys in the school?	180	0	180	100%	0%
4.	Whether tools, equipments and furniture for vocational education are available in your school?	23	157	180	12.78%	87.22%
5.	Is there provision of computer laboratory in your school?	180	0	180	100%	0%
6.	Are computer labs equipped with required software and hardware facilities?	180	0	180	100%	0%
7.	Is the existing building of your school made disabled friendly?	173	7	180	96.11%	3.89%
8.	Is there any provision of ramp and barrier free toilets in the school to make the building accessible to Children With Special Needs?	167	13	180	92.78%	7.22%

Sr. No.	Items	Responses		Total number of teachers	Percentages	
		Yes	No		Yes	No
9.	Is there any facility of block resource room with required equipments for Children With Special Needs?	0	180	180	0%	100%
10.	Is there any residential facility/hostel for urban deprived/children without adult protection?	0	180	180	0%	100%
11.	Is there provision of residential accommodation for teachers in remote areas as per RMSA guidelines?	0	180	180	0%	100%
12.	Is there any facility of girls hostel in your school?	0	180	180	0%	100%
13.	Whether any drive is run for increasing enrolment in Class IX by taking the help of community leaders, SMDC (School Management and Development Committees) members for proactive counseling?	167	13	180	92.78%	7.22%
14.	Whether any Sensitization programmes (awareness camps, inclusive rally, celebration of World Disabled day, etc.) are organized by your school to	168	12	180	93.33%	6.67%

	create awareness among parents, community and peer group to ensure the social access to Children With Special Needs?					
15.	Whether any additional academic support as a proactive action is provided to the identified probable drop out students?	79	101	180	43.89%	56.11%
16.	Are Incentives like scholarships, books, uniforms, monetary benefits, award, bags etc. provided to all students in your school?	180	0	180	100%	0%
17.	Are any escort and transport allowances, boarding and lodging allowances, reader allowances, aids and appliances provided to Children With Special Needs?	83	97	180	46.11%	53.89%
18.	Is there any transport facility available in your school?	0	180	180	0%	100%
19.	Is there any water harvesting system in your school?	0	180	180	0%	100%

Table 3.1.1 shows the initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure access. With respect to the physical facilities, 30.56% headmasters/mistresses and teachers were of the opinion that additional classrooms were provided in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan, while 69.44% responded no. 93.33% headmasters/mistresses and teachers

responded yes with respect to the facilities of library and laboratory, while 6.67% responded no. 72.22% headmasters/mistresses and teachers were of the opinion that facility of Art and craft room was provided in the schools, whereas 27.78% responded no. 100% headmasters/mistresses and teachers were of the opinion that drinking water facilities and black board were provided in the schools. In the second point, 75% headmasters/mistresses and teachers were of the opinion that there were adequate laboratory equipments in Science and Maths laboratories for the use of students, whereas 25% responded no. In the third point, 100% headmasters/mistresses and teachers were of the opinion that there were separate toilet blocks for the boys and girls in the schools. In the fourth point, 12.78% headmasters/mistresses and teachers were of the opinion that tools, equipments and furniture for vocational education were available in the schools, while 87.22% responded no. With respect to fifth and sixth points, 100% headmasters/mistresses and teachers were of the opinion that there was provision of computer laboratory in the schools and computer labs were equipped with required software and hardware facilities respectively. In the seventh point, 96.11% headmasters/mistresses and teachers were of the opinion that existing school building was made disabled friendly and 3.89% responded no. In the eighth point, 92.78% headmasters/mistresses and teachers agreed that there was provision of ramps and barrier free toilets in the schools, whereas 7.22% responded no. In the ninth point, 100% headmasters/mistresses and teachers responded no with regard to the facility of block resource room for Children With Special Needs. With respect to tenth, eleventh and twelfth points, 100% headmasters/mistresses and teachers were of the opinion that there was no residential facility for urban deprived/children without adult protection, no residential accommodation for teachers in remote areas and no hostel facility for girls in the schools respectively. In thirteenth point, 92.78% headmasters/mistresses and teachers were of the opinion that for increasing the enrolment in class IX a drive was run with the help of SMDC members, while 7.22% responded no. With regard to fourteenth point, 93.33% headmasters/mistresses and teachers were of the opinion that sensitization programmes like inclusive rally, celebration of world disabled day etc. were organized by the schools, whereas 6.67% responded no. In the fifteenth point, 43.33% headmasters/mistresses and teachers agreed that additional academic support

as a proactive action was provided to the identified probable dropout students and 56.67% responded no. In sixteenth point, 100% headmasters/mistresses and teachers agreed that scholarships, books, uniforms, monetary benefits, awards, bags etc. were provided to the students. In seventeenth point, related to provision of transport allowances, boarding allowances, reader allowances, aids and appliances to Children With Special Needs, 46.67% headmasters/mistresses and teachers responded yes and 53.33% responded no. With respect to eighteenth point and nineteenth points, 100% headmasters/mistresses and teachers responded no with respect to availability of transport facility and water harvesting system in the schools respectively.

Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure quality

Items pertaining initiatives taken to ensure quality under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following Table 3.1.2

Table 3.1.2 Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure quality:

Sr. No.	Items	Responses		Total number of teachers	Percentage	
		Yes	No		Yes	No
1.	Are new teachers being recruited in your school as per RMSA guidelines?	162	18	180	90%	10%
2.	Is there appointment of additional teachers in secondary schools to maintain the required pupil teacher ratio as per the	6	174	180	3.33%	96.67%

	norms?					
3.	Are teachers of all subjects available in your school?	29	151	180	16.11%	83.89%
4.	Is in-service training provided to teachers?	173	7	180	96.11%	3.89%
5.	Are committees being constituted by your school?	180	0	180	100%	0%
a.	School Management and Development Committee	180	0	180	100%	0%
(b)	School building committee	48	132	180	26.67%	73.33%
(c)	Academic committee	66	114	180	36.67%	63.33%
6.	Whether training is provided to SMDC members to aware them about their roles and responsibilities?	180	0	180	100%	0%
7.	Whether meetings of SMDC are held with the principal?	180	0	180	100%	0%
(b)	Weekly	0	0	180	0%	0%
(c)	Fortnightly	0	0	180	0%	0%
(c)	Monthly	180	0	180	100%	0%
8.	Is there any parent-teacher association in your school?	180	0	180	100%	0%
9.	Whether parent-teacher meetings are held in your school?	180	0	180	100%	0%
(b)	Weekly	0	0	180	0%	0%
(c)	Fortnightly	0	0	180	0%	0%
(c)	Monthly	180	0	180	100%	0%

Sr. No.	Items	Responses		Total number of teachers	Percentage	
		Yes	No		Yes	No
10.	Are grants provided to purchase and maintain the teaching –learning material, sports, music, drawing, laboratory equipments etc.?	180	0	180	100%	0%
11.	Is ICT enabled education provided to students in your school?	180	0	180	100%	0%
12.	Is ICT teacher available in your school?	180	0	180	100%	0%
13.	Whether training is given to the teachers in ICT?	175	5	180	97.22%	2.78%
14.	Is sports instructor available in your school?	7	173	180	3.89%	96.11%
15.	Are sports equipments available in your school?	180	0	180	100%	0%
16.	Whether inclusive approach is used in sports so that students of all communities, girls and Children with Special Needs (CWSN) could participate equally?	179	1	180	99.44%	0.56%
17.	Whether curriculum is adapted according to the individual needs of CWSN (Children With Special Needs)?	31	149	180	17.22%	82.78%

18.	Whether any training is given to the teachers to build capacity of teachers for addressing the needs of CWSN?	32	148	180	17.78%	82.22%
19.	Whether resource room is available in your school for Children With Special Needs?	0	180	180	0%	100%
20.	Whether resource teacher is available in your school?	0	180	180	0%	100%
21.	Whether orientation programmes are organized to create awareness about the Vocational education?	80	100	180	44.44%	55.56%
22.	Is counseling facility provided to students to select the trades according to their interest and ability?	180	0	180	100%	0%
23.	Are any incentives provided to students after completing the vocational courses?	0	180	180	0%	100%
24.	Resources of learning that are available in the school					
a.	Science kits	180	0	180	100%	0%
b.	Maths kits	180	0	180	100%	0%
c.	Reference books	167	13	180	92.78%	7.22%
d.	Excursions	150	30	180	83.33%	16.67%
e.	Laboratory equipments	168	12	180	93.33%	6.67%
f.	Teaching aids	180	0	180	100%	0%
g.	Remedial teaching	174	6	180	96.67%	3.33%

25.	Whether any guidelines are provided to teachers on remedial teaching?	174	6	180	96.67%	3.33%
26.	Whether guidelines are given to teachers on setting up counseling for adolescent students?	180	0	180	100%	0%
27.	Whether in order to ensure the quality curriculum is reviewed in the light of NCF, 2005 norms?	180	0	180	100%	0%
28.	Is there any bridge course for enhancing learning ability of students passing out of class VIII?	6	174	180	3.33%	96.67%
29.	Has Rashtriya Madhyamik Shiksha Abhiyan made good quality education available, accessible and affordable to all secondary school students?	180	0	180	100%	0%

Table 3.1.2 shows the initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure quality. In the first point, 90% headmasters/mistresses and teachers agreed that new teachers were recruited in the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan, while 10% responded no. In the second point, 3.33% headmasters/mistresses and teachers were of the opinion that there was appointment of additional teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to maintain the required pupil ratio, while 96.67% responded no. In third point, with regard to the availability of teachers in all subjects 16.11% headmasters/mistresses and teachers responded yes and 83.89%

teachers responded no. In fourth point, 96.11% headmasters/mistresses and teachers agreed that in-service teacher training was provided to them and 3.89% responded no. In fifth point, 100% headmasters/mistresses and teachers responded that School Management and Development Committee was constituted by the schools; further, 26.67% headmasters/mistresses and teachers agreed that school building committee was constituted by the schools, while 73.33% responded no; alongwith this 36.67% headmasters/mistresses and teachers agreed that academic committee was constituted by the schools, whereas 63.33% responded no. With respect to sixth and seventh points, 100% headmasters/mistresses and teachers were of the opinion that training was provided to the School Management and Development Committee (SMDC) members to aware them about their roles and responsibilities and meetings of principals with School Management and Development Committee were held on monthly basis. With respect to eighth and ninth points, 100% headmasters/mistresses and teachers were of the opinion that there were parent teacher association in the schools and parent teacher meetings were held in the school on monthly basis respectively. In tenth point, 100% headmasters/mistresses and teachers agreed that grants were provided to purchase and maintain the teaching-learning material, sports, music, drawing, laboratory equipments etc. With respect to eleventh, twelfth and thirteenth points, 100% headmasters/mistresses and teachers were of the opinion that ICT enabled education was provided in the schools, ICT teacher was available in the school and training was given to the ICT teachers respectively. In fourteenth point, 3.89% headmasters/mistresses and teachers agreed that sports instructor was available in the schools, while 96.11% responded no. With regard to fifteenth point, 100% headmasters/mistresses and teachers agreed that there was availability of sports equipments in the schools. In sixteenth point, 100% headmasters/mistresses and teachers were of the opinion that inclusive approach was used in sports so that students of all communities, girls and Children With Special Needs could participate. In seventeenth point, 17.72% headmasters/mistresses and teachers agreed that curriculum was adapted according to the individual needs of Children With Special Needs, while 82.78% responded no. In eighteenth point, 17.78% headmasters/mistresses and teachers agreed that training was given to the teachers to

build their capacity for addressing the needs of Children With Special Needs, whereas 82.22% responded no. With respect to nineteenth and twentieth points, 100% headmasters/mistresses and teachers responded no with regard to the availability of resource room and resource teacher for Children With Special Needs respectively. In twenty-first point, 44.44% headmasters/mistresses and teachers agreed that orientation programmes were organized to create awareness about the vocational education, while 55.56% responded no. In twenty-second point, 100% headmasters/mistresses and teachers agreed that counseling facility was provided to students to select the trades according to their interest and ability. In twenty-third point, 100% headmasters/mistresses and teachers responded no with regard to the provision of incentives to the students after completion of the vocational course. With respect to twenty-fourth point, 100% headmasters/mistresses and teachers were of the opinion that Science kits, Maths kits and teaching aids were available in the school; 93.33% headmasters/mistresses and teachers were of the opinion that reference books and laboratory equipments were available in the schools, while 6.67% responded no. Further, 83.33% headmasters/mistresses and teachers were of the opinion that excursions were organized by the schools, while 16.67% responded no; alongwith this 96.67% headmasters/mistresses and teachers agreed that remedial teaching was provided to students, while 3.33% responded no. In twenty-fifth point, 96.67% headmasters/mistresses and teachers agreed that guidelines were provided to teachers on remedial teaching, while 3.33% responded no. In twenty-sixth point, 100% headmasters/mistresses and teachers agreed that guidelines were given to teachers on setting up counseling for adolescent students. With regard to twenty-seventh point, 100% headmasters/mistresses and teachers agreed that curriculum was reviewed in the light of NCF, 2005 norms. With respect to twenty-eighth point, 3.33% headmasters/mistresses and teachers responded yes with regard to the provision of bridge course for enhancing the learning ability of students passing out of class VIII, whereas 96.67% responded no. In twenty-ninth point, 100% headmasters/mistresses and teachers agreed that Rashtriya Madhyamik Shiksha Abhiyan has made good quality education available, accessible and affordable to students.

Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure equity

Items pertaining initiatives taken to ensure equity under Rashtriya Madhyamik Shiksha Abhiyan and their results have been shown in the following Table 3.1.3

Table 3.1.3 Initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure equity

Sr. No.	Items	Responses		Total number of teachers	Percentage	
		Yes	No		Yes	No
1.	Are there free lodging/boarding facilities for students belonging to SC, ST, OBC and minority communities in your school?	0	180	180	0%	100%
2.	Whether self defence techniques are taught to girl students in your school?	174	6	180	96.67 %	3.33%
3.	Whether language teachers are available in your school?	133	47	180	73.89 %	26.11 %
4.	Whether more female teachers are recruited in school as per RMSA guidelines?	36	144	180	20%	80%
5.	Does your school provide scholarships to meritorious and needy students at secondary level?	155	25	180	86.11 %	13.89 %
6.	Whether there is provision of career counseling in your school?	169	11	180	93.89 %	6.11%

Table 3.1.3 shows initiatives taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure equity. In first point, 100% headmasters/mistresses and teachers responded no with respect to provision of free lodging/boarding facilities for the students belonging to SC, ST, OBC and minority communities in the school. In second point, 96.67% headmasters/mistresses and teachers were of the opinion that self defence technique (Karate) was taught to the girls, while 3.33% responded no. In third point, 73.89% headmasters/mistresses and teachers were of the opinion that language teachers were available in the schools, whereas 26.11% responded no. In fourth point, 20% headmasters/mistresses and teachers agreed that more female teachers were recruited in the schools as per RMSA guidelines, while 80% responded no. With respect to fifth point, 86.11% headmasters/mistresses and teachers agreed that scholarships were provided to meritorious and needy students in the school, whereas 13.89% responded no. In the sixth point, 93.89% headmasters/mistresses and teachers responded yes with regard to the provision of career counseling in the school, while 6.11% responded no.

Most of the teachers were satisfied with the facilities provided under Rashtriya Madhyamik Shiksha Abhiyan like availability of funds, infrastructure, recruitment of new teachers and in-service training provided to the teachers. Some of the teachers were not satisfied due to non-availability of subject specific teachers. Teachers were of the opinion that role of DEO with respect to Rashtriya Madhyamik Shiksha Abhiyan is to provide guidelines for various activities to be done in the schools, to monitor whether the institute is following the guidelines, check proper disbursement of funds and visits the schools time to time. Further, with respect to Children With Special Needs teachers were of the opinion that the curriculum was not as per the needs and requirements of such children, further, Children With Special Needs were finding difficulty in coping up with normal children.

Objective 2. To find out the dropout rate of children in secondary school under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.

The dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during the academic years 2011-2014 has been presented below in the Table 3.2.1

Table 3.2.1 Dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years (2011-14).

Year	2011-12			2012-13			2013-14		
	B	G	T	B	G	T	B	G	T
Category									
SC	7	7	14	9	4	13	7	9	16
ST	0	0	0	0	0	0	0	0	0
OBC	3	5	8	5	2	7	6	3	9
Minority	4	2	6	0	0	0	0	0	0
General	6	6	12	6	5	11	3	2	5
Total	20	20	40	20	11	31	16	14	30
Percentage	39.60%			30.69%			29.70%		

B-Boy G-Girls T-Total SC- Scheduled Caste ST- Scheduled Tribe

OBC- Other Backward Class

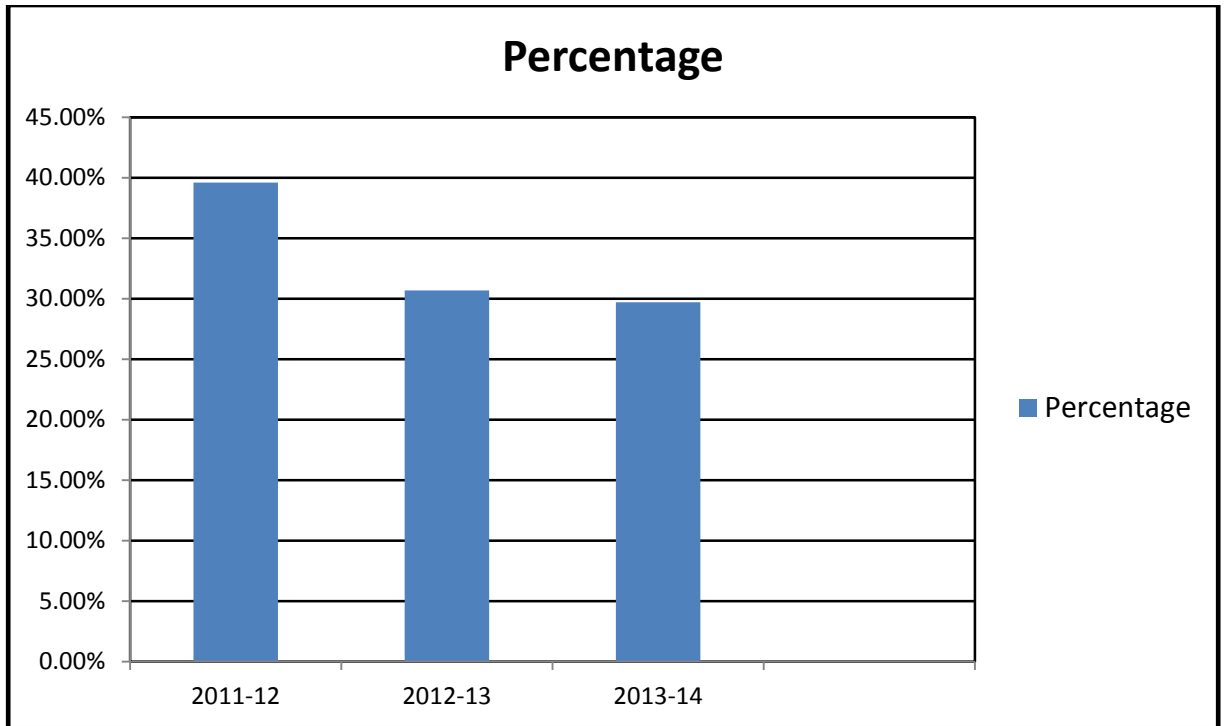


Figure 3.2.1 shows the percentage of dropout children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years (2011-14).

Fig. 3.2.1 shows the dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during the academic years 2011-14. During 2011-12, 39.60% students dropped out. While during 2012-13, 30.69% students dropped out, further during academic year 2013-14, 29.70% students dropped out.

Table 3.2.2 Dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during the academic years (2011-14)

Year	Dropout Rate
2011-12	40
2012-13	31
2013-14	30

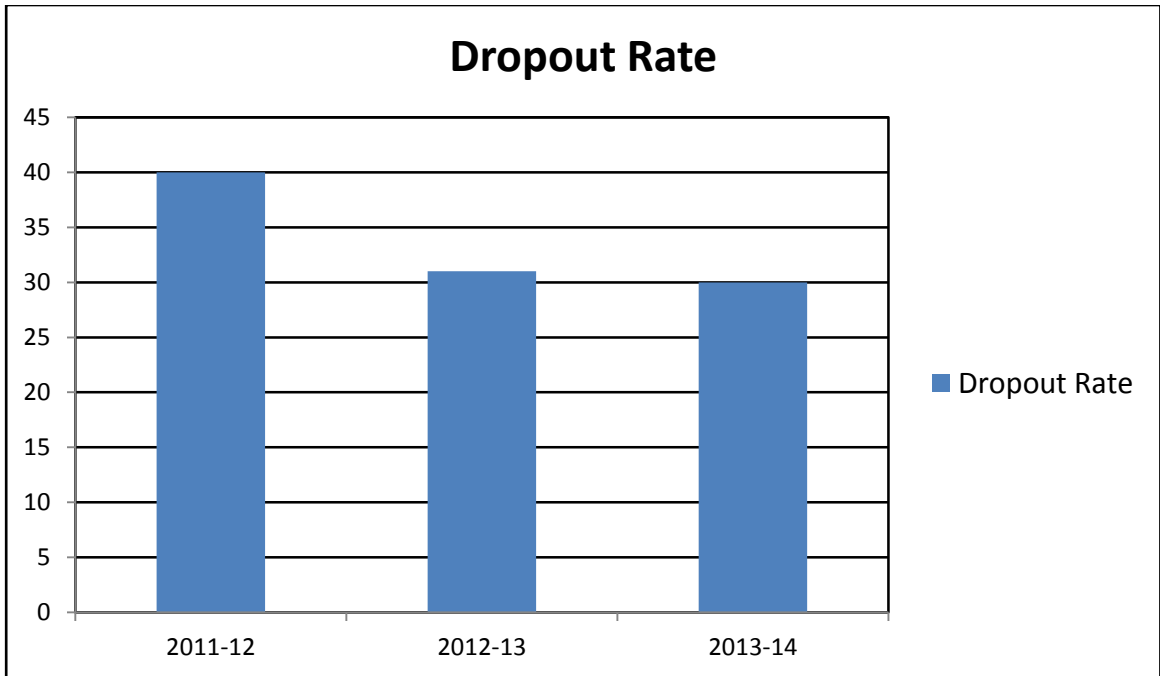


Fig. 3.2.2 shows the dropout rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-14

It is evident from the Fig. 3.2.2 that there was a gradual decrease of the dropout rate of students in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-14.

3.2.3. Various reasons that led to dropout of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

Items pertaining to various reasons that led to dropout of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan and their result have been presented below in the following Table 3.2.3.

Table 3.2.3: Various reasons that led to dropout of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

Sr. No.	Reason of drop out of students	Responses	Total number of dropouts	Percentage
1.	Ill treatment by teachers	0	101	0%
2.	Family or Personal problems	80	101	79.21%
3.	Lack of facilities in schools	2	101	1.98%
4.	Lack of security in schools	0	101	0%
5.	Health reasons	19	101	18.81%

It is evident from the Table 3.2.3 that 79.21% children dropped out due to family or personal problems in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan, 1.98% students dropped out due to lack of facilities in schools and 18.81% students dropped out due to health reasons.

Objective 3.To find out the enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.

The enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-14 has been presented below the Table 3.3.1

Table 3.3.1 Enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years (2011-14)

Year	2011-12			2012-13			2013-14		
	B	G	T	B	G	T	B	G	T
Category									
SC	1786	1359	3145	1962	1502	3444	2066	1568	3634
ST	0	0	0	0	0	0	0	0	0
OBC	486	372	858	545	430	975	569	442	1011
Minority	27	20	47	23	17	40	26	13	39
General	672	493	1165	722	576	1298	774	609	1383
Total	2971	2244	5215	3252	2525	5777	3435	2632	6067
Percentage	30.57%			33.87%			35.57%		

SC- Scheduled Caste **ST-** Scheduled Tribe **OBC-** Other Backward Class

G- Girls **B-**Boys

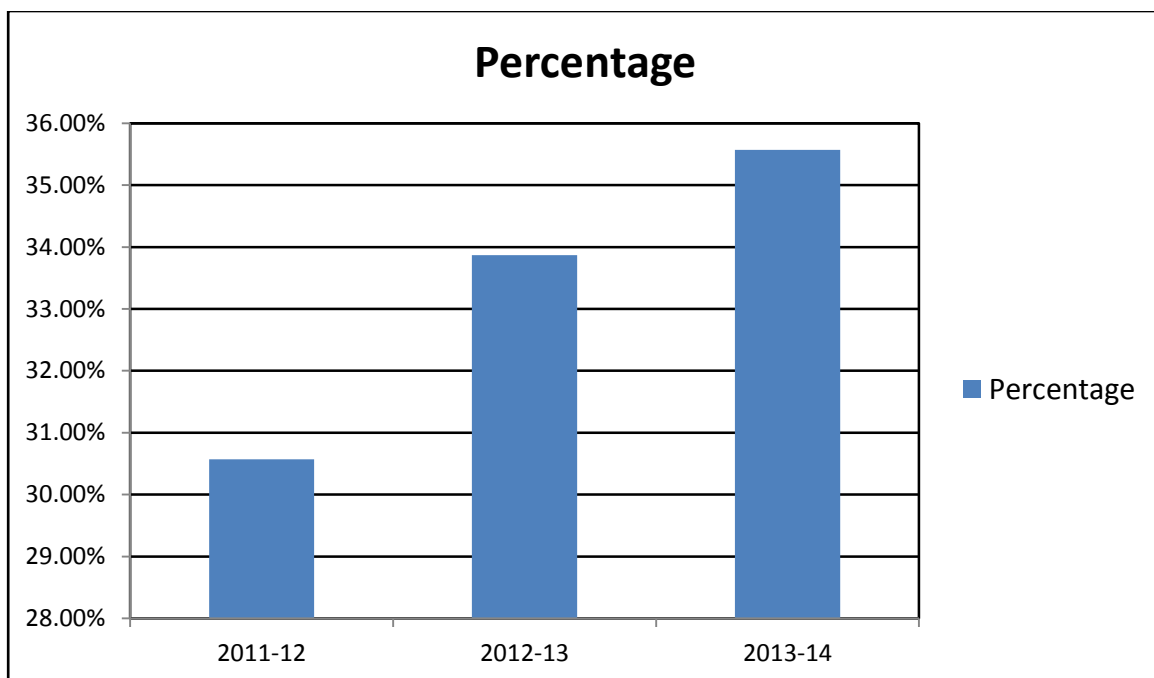


Figure 3.3.1 shows percentage of enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-2014

It was evident from the Figure 3.3.1 that during the academic year 2011-12, 30.57% students were enrolled. In the academic year 2012-13, 33.87% students were enrolled in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. While in the academic year 2013-14, 35.57% students were enrolled.

Table 3.3.2 Enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-14

Year	Enrolment Rate
2011-12	5215
2012-13	5777
2013-14	6067

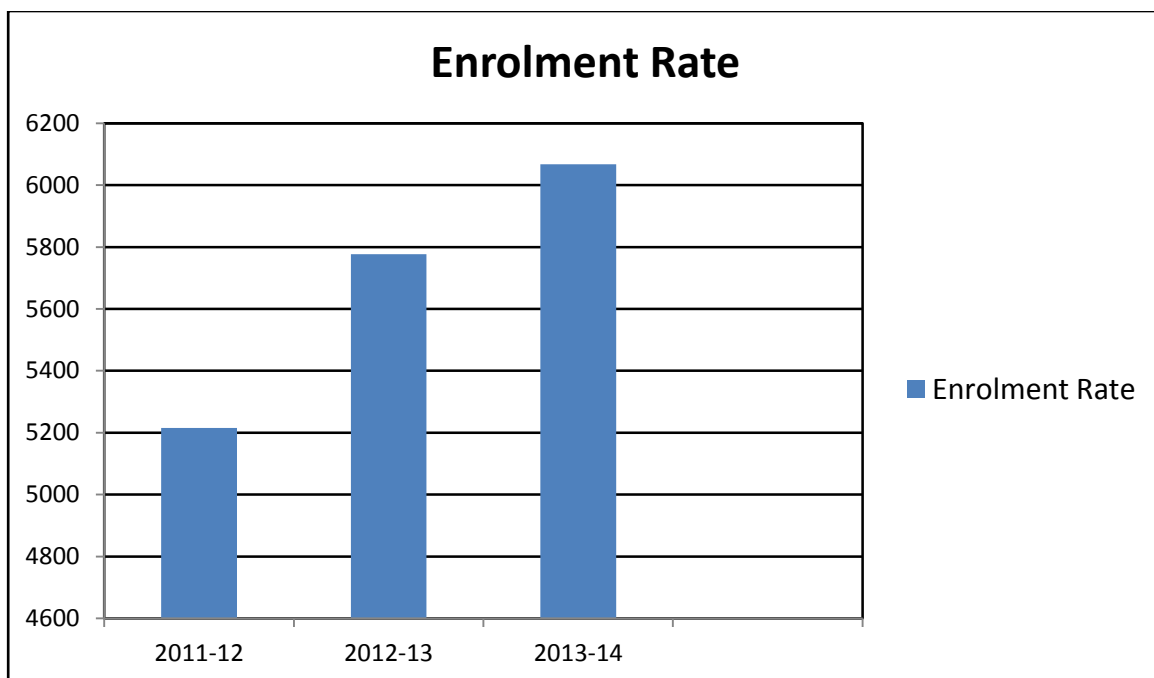


Figure 3.3.2 shows the enrolment rate of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2012-14

It was evident from the Fig. 3.3.2 that there was a gradual increase of the enrolment of the children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan during academic years 2011-14. It shows good retention of children in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.

Objective 4. To identify the problems faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab.

Problems faced by teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan in Punjab

In some schools there was lack of facility of additional classrooms. Tools, equipments and furniture for vocation education were not available in the schools. There was no residential accommodation facility for teachers as per RMSA guidelines. Sports instructor was not available in the schools. Block resource room facility for Children With Special Needs was not available. Training was not given to the teachers

to build capacity for addressing the needs of Children With Special Needs. Resource teachers and resource rooms were not available in the schools. In some schools teachers of all subjects were not available. Additional teachers were not appointed in secondary schools to maintain the pupil teacher ratio as per the norms. More female teachers were not recruited in schools as per RMSA guidelines.

Objective 5. To suggest the remedial measures to identified problems for effectiveness of Rashtriya Madhyamik Shiksha Abhiyan scheme in secondary schools of Punjab.

Suggestion for the improvement of secondary schools under Rashtriya Madhyamik Shiksha Abhiyan

To resolve the problems, it was suggested that additional classrooms should be made available in the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. Tools, equipment and furniture for vocational education should be provided in the schools. Facility of residential accommodation should be provided to teachers as per RMSA guidelines. Sports instructor should be recruited in the schools. There should be Block resource room facility for Children With Special Needs. Training should be given to the teachers to build their capacity for addressing the needs of Children With Special Needs. Resource rooms and resource teachers should be made available in the schools. Additional teachers in secondary schools should be appointed under Rashtriya Madhyamik Shiksha Abhiyan to maintain the required pupil teacher ratio as per the norms. Further, more female teachers should be recruited in schools as per RMSA guidelines for effectiveness of Rashtriya Madhyamik Shiksha Abhiyan in secondary schools of Punjab.

3.2 GENERAL VIEW POINTS OF SECONDARY SCHOOL STUDENTS ON THE IMPLEMENTATION OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

30% students viewed that there was provision of additional classrooms in the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan whereas 70% responded no. 93.33% students responded yes with regard to the facilities of library and laboratory in the schools, while 6.67% students responded no. 60% students responded yes with regard to the facility of Art and craft room in the schools, while 40% students responded no. 100% students accepted that there was drinking water facility in the schools. 80% students agreed that Science and Maths laboratories had adequate equipments for the use of students, whereas 20% responded no. 100% students responded yes with respect to the facility of separate toilet blocks in the schools. 10% students responded yes with respect to the availability of tools, furniture and equipments for vocation education in the schools, whereas 90% responded no. 100% students were of the opinion that there was provision of computer laboratory in the schools. 96.67% students opined that computer laboratories were equipped with required software and hardware facilities, whereas 3.33% responded no. 93.33% students accepted that the buildings of the schools were made disabled friendly and there was provision of ramps in the schools for handicapped students, while 6.67% responded no. 100% students responded no with respect to the provision of hostel and boarding/lodging facilities in the schools. 100% students accepted that scholarships, books, uniform, monetary benefits awards, bags etc. were provided. 16.67% students were of the opinion that aids and appliances were provided to handicapped children, while 83.33% responded no. 100% accepted that there was no provision of transport facility in the schools. 96.67% students agreed that schools were located near their residence, 3.33% responded no. 100% students opined that parent-teacher meetings held in the schools and students and parents were part of Parent-Teacher Association. 100% students were of the opinion that ICT enabled education was provided and ICT teacher was available in the schools. 96.67% students agreed that sports instructor was available in the schools, 3.33% responded no. 100% students responded yes with

regard to the availability of sports equipments in the schools. 100% students responded no with regard to the availability of resource room and resource teacher in the schools. 96.67% students accepted that counseling facility was provided to select the trades according to the interest and ability, 3.33% responded no. 100% students responded no with respect to the provision of incentives after completion of vocational courses. 100% students agreed that Science kits and Maths kits were used during teaching. 93.33% students were of the opinion that reference books and laboratory equipments were used, whereas 6.67% responded no. 86.67% students accepted that excursions were organized, 13.33% responded no. 100% students agreed that teaching aids were used while teaching. 96.67% students accepted that remedial teaching was provided, 3.33% responded no. 100% students accepted that there were no provision of bridge courses to enhance the learning abilities. 86.67% students responded yes with regard to the facility of scholarship whereas 13.33% responded no. 96.67% students agreed that self defence technique (Karate) was taught, 3.33% responded no. 90% students accepted that language teachers were available in the schools, 10% responded no. Most of the students liked to study in the schools due to provision of free books, free uniforms, scholarships, library, laboratory, computer education, art and craft education, excursions and karate coaching given to girls. Some of the students showed disappointment due to lack of tools and equipments for vocational education, hostel facility, transport facility, sports instructor, lodging/boarding facility and bridge courses.

CHAPTER- IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Conclusions are essential for an investigation as they provide for a finishing touch and review to the whole of the critical work. Scientific and endeavours in any field of human knowledge yields certain results based on which the researcher draws conclusion rationally. After completing the analysis it can be concluded from the present study that there is a great need. The conclusions which were drawn from the study are as follows:

- Study revealed that various facilities were provided to the students of secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. About 30.56% headmasters/mistresses and teachers were of the opinion that additional classrooms were provided in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. 93.33% headmasters/mistresses and teachers agreed that facilities of libraries and laboratories were available in the schools. 72.22% headmasters/mistresses and teachers were of the opinion that facility of Art and craft room was provided in the schools. 100% headmasters/mistresses and teachers were of the opinion that drinking water facilities and black board were provided in the schools. 75% headmasters/mistresses and teachers were of the opinion that there were adequate laboratory equipments in Science and Maths laboratories for the use of students. 100% headmasters/mistresses and teachers were of the opinion that there were separate toilet blocks for the boys and girls in the schools. 12.78% headmasters/mistresses and teachers were of the opinion that tools, equipments and furniture for vocational education were available in the schools. 100% headmasters/mistresses and teachers were of the opinion that there was provision of computer laboratory in the schools and computer labs were equipped with required software and hardware facilities. 96.11% headmasters/mistresses and teachers were of the opinion that existing school

building was made disabled friendly. 92.78% headmasters/mistresses and teachers agreed that there was provision of ramps and barrier free toilets in the schools. 100% headmasters/mistresses and teachers agreed that there was no facility of block resource room for Children With Special Needs; further, headmasters/mistresses and teachers also agreed that there was no residential facility for urban deprived/children without adult protection, no residential accommodation for teachers in remote areas and no hostel facility for girls in the schools. 92.78% headmasters/mistresses and teachers were of the opinion that for increasing the enrolment in class IX a drive was run with the help of SMDC members. 93.33% headmasters/mistresses and teachers were of the opinion that sensitization programmes like inclusive rally, celebration of world disabled day etc. were organized by the schools. 43.33% headmasters/mistresses and teachers agreed that additional academic support as a proactive action was provided to the identified probable dropout students. 100% headmasters/mistresses and teachers agreed that scholarships, books, uniforms, monetary benefits, awards, bags etc. were provided to the students. 46.67% headmasters/mistresses and teachers agreed that there was provision of transport allowances, boarding allowances, reader allowances, aids and appliances to Children With Special Needs. 100% headmasters/mistresses and teachers agreed that there was no availability of transport facility and water harvesting system in the schools.

- Various initiatives were taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure quality i.e. 90% headmasters/mistresses and teachers agreed that new teachers were recruited in the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. 3.33% headmasters/mistresses and teachers were of the opinion that there was appointment of additional teachers in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to maintain the required pupil ratio. 16.11% headmasters/mistresses and teachers were of the opinion that there was availability of teachers in all subjects. 96.11% headmasters/mistresses and teachers agreed that in-service teacher training was provided to them. 100% headmasters/mistresses and teachers

agreed that School Management and Development Committee was constituted by the schools. Further, 26.67% headmasters/mistresses and teachers agreed that school building committee was constituted by the schools; alongwith this 36.67% headmasters/mistresses and teachers agreed that academic committee was constituted by the schools. 100% headmasters/mistresses and teachers were of the opinion that training was provided to the School Management and Development Committee (SMDC) members and meetings of principals with the School Management and Development Committee (SMDC) were held on monthly basis. 100% headmasters/mistresses and teachers agreed that there were Parent Teacher Association in the schools and parent teacher meetings were held in the school on monthly bases. 100% headmasters/mistresses and teachers agreed that grants were provided to purchase and maintain the teaching-learning material, sports, music, drawing, laboratory equipments etc. 100% headmasters/mistresses and teachers were of the opinion that ICT enabled education was provided in the schools, ICT teacher was available in the school and training was given to the ICT teachers. 3.89% headmasters/mistresses and teachers agreed that sports instructor was available in the schools. 100% headmasters/mistresses and teachers agreed with respect to availability of sports equipments in the schools. 100% headmasters/mistresses and teachers were of the opinion that inclusive approach was used in sports so that students of all communities, girls and Children With Special Needs could participate. 17.72% headmasters/mistresses and teachers agreed that curriculum was adapted according to the individual needs of Children With Special Needs. 17.78% headmasters/mistresses and teachers agreed that training was given to the teachers to build their capacity for addressing the needs of Children With Special Needs. 100% headmasters/mistresses and teachers agreed that there was no availability of resource room and resource teacher for Children With Special Needs. 44.44% headmasters/mistresses and teachers agreed that orientation programmes were organized to create awareness about the vocational education. 100% headmasters/mistresses and teachers agreed that counseling facility was

provided to students to select the trades according to their interest and ability. 100% headmasters/mistresses and teachers agreed that there was no provision of incentives to the students after completion of the vocational course. With regard to the resources of learning, 100% headmasters/mistresses and teachers were of the opinion that Science kits, Maths kits and teaching aids were available in the schools. 93.33% headmasters/mistresses and teachers were of the opinion that reference books and laboratory equipments were available in the schools. 83.33% headmasters/mistresses and teachers were of the opinion that excursions were organized by the school. 96.67% headmasters/mistresses and teachers agreed that remedial teaching was provided to students. 96.67% headmasters/mistresses and teachers agreed that guidelines were provided to teachers on remedial teaching. 100% headmasters/mistresses and teachers agreed that guidelines were given to teachers on setting up counseling for adolescent students. 100% headmasters/mistresses and teachers agreed that curriculum was reviewed in the light of NCF, 2005 norms. 3.33% headmasters/mistresses and teachers were of the opinion that there was provision of bridge course for enhancing the learning ability of students passing out of class VIII. 100% headmasters/mistresses and teachers agreed that Rashtriya Madhyamik Shiksha Abhiyan has made good quality education available, accessible and affordable to students.

- Various initiatives were taken in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan to ensure equity i.e. 96.67% headmasters/mistresses and teachers were of the opinion that self defence technique (Karate) was taught to the girls. 73.89% headmasters/mistresses and teachers were of the opinion that language teachers were available in the school. 20% headmasters/mistresses and teachers agreed that more female teachers were recruited in the schools as per RMSA guidelines. 100% headmasters/mistresses and teachers agreed that there were no the lodging/boarding facilities for the students belonging to SC, ST, OBC and minority communities in the school. 86.11% headmasters/mistresses and teachers agreed that scholarships were provided to meritorious and needy

students in the school. 93.89% headmasters/mistresses and teachers responded yes with regard to the provision of career counseling in the schools.

- About 101 students have dropped out since 2011-14 due to various reasons like family, personal and health problems. Dropout rate of students decreased during academic years 2011-14.
- The enrolment rate of secondary school students increased during the academic years 2011-14 which included SC, ST, OBC, minority and general students. The enrolment of secondary school students was 5215 in 2011-12. During 2012-13 the enrolment of students increased to 5777. While in academic year 2013-14, the enrolment of students increased to 6067.
- 30% students viewed that there was provision of additional classrooms in the secondary schools under Rashtriya Madhyamik Shiksha Abhiyan. 93.33% students responded yes with regard to the facilities of library and laboratory in the schools. 60% students responded yes with regard to the facility of art and craft room in the schools. 100% students accepted that there was drinking water facility in the schools. 80% students agreed that Science and Maths laboratories had adequate equipments for the use of students. 100% students responded yes with respect to the facility of separate toilet blocks in the schools. 10% students responded yes with respect to the availability of tools, furniture and equipments for vocation education in the schools. 100% students were of the opinion that there was provision of computer laboratory in the schools. 96.67%% students opined that computer laboratories were equipped with required software and hardware facilities. 93.33% students accepted that the buildings of the schools were made disabled friendly and there was provision of ramps in the schools for handicapped students. 100% students responded no with respect to the facility of hostel in the schools. 100% students accepted that scholarships, books, uniform, monetary benefits awards, bags etc. were provided. 16.67% students were of the opinion that aids and appliances were provided to handicapped children. 100% accepted that there was no provision of transport facility in the schools. 96.67% students agreed that schools were located near their residence. 100% students

opined that parent-teacher meetings held in the schools and students and parents were part of Parent-Teacher Association. 100% students were of the opinion that ICT enabled education was provided and ICT teacher was available in the schools. 96.67% students agreed that sports instructor was available in the schools. 100% students responded yes with regard to the availability of sports equipments in the schools. 100% students responded no with regard to the availability of resource room and resource teacher in the schools. 96.67% students accepted that counseling facility was provided to select the trades according to the interest and ability. 100% students responded no with respect to the provision of incentives after completion of vocational courses. 100% students agreed that Science kits and Maths kits were used during teaching. 93.33% students were of the opinion that reference books and laboratory equipments were used. 86.67% students accepted that excursions were organized. 100% students agreed that teaching aids were used while teaching. 96.67% students accepted that remedial teaching was provided. 100% students accepted that there was no provision of bridge courses to enhance the learning abilities. 100% students agreed that no boarding/lodging facilities were provided. 86.67% students responded yes with regard to the facility of scholarship. 96.67% students agreed that self defence technique (Karate) was taught. 90% students accepted that language teachers were available in the schools. Most of the students liked to study in the schools due to provision of free books, free uniforms, scholarships, library, laboratory, computer education, art and craft education, excursions and karate coaching given to girls. Some of the students showed disappointment due to lack of tools and equipments for vocational education, hostel facility, transport facility, sports instructor, lodging/boarding facility and bridge courses.

4.3 RECOMMENDATIONS

The following are the recommendations of the study:

- There should be construction of additional classrooms for providing better physical facilities for teachers and students.
- Proper transport facility must be provided so that, the problem of transport can be resolved in secondary schools under Rashtriya Madhyamik Shiksha Abhiyan.
- There should be separate toilet facility for girls and boys.
- There should be provision of residential accommodation for teachers in remote areas as per Rashtriya Madhyamik Shiksha Abhiyan guidelines.
- There should be appointment of additional teachers in secondary schools to reduce teacher pupil ratio to 30:1.
- There should be provision of block resource room for Children With Special Needs.
- Resource teacher must be made available in the schools for Children With Special Needs.
- Training should be given to the teachers to build the capacity of teachers for addressing the needs of Children With Special Needs.
- There should be free lodging/boarding facility for students belonging to SC, ST, OBC and minority communities in secondary schools.
- Facility of sports instructor should be there in every school.
- Bridge courses should be provided for enhancing the learning ability of students who are completing the class VIII.
- Some initiatives (through media) must be taken regarding the awareness of Rashtriya Madhyamik Shiksha Abhiyan among students, parents and society at large.

4.4 SUGGESTIONS

Research is a never ending process. Every investigator after completing the piece of research inevitably becomes aware of areas in which further researcher is needed and naturally feels motivated to indicate area, which may be taken up for the research by other investigator. The researcher by the virtue of the experience in the field of study offers the following suggestion for further research that could be under taken by prospective researcher.

- The present study was restricted to Punjab state only so, similar study may be conducted in other states of India also.
- Further study can be conducted on other objectives of Rashtriya Madhyamik Shiksha Abhiyan.
- A comparative study of different districts of Punjab where Rashtriya Madhyamik Shiksha Abhiyan scheme is being implemented should be carried out.

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Rmsaindia provides information on Rashtriya Madyamik Shiksha Abhiyan (<http://www.rmsaindia.org/en/>)

LIST OF SCHOOLS

Sr. No.	Doaba	Majha	Malwa
1.	GHS Nurpur	GHS Bhilowal	GHS Jindbari
2.	GHS Sanghowal	GHS Dauke	GHS Tanda
3.	GHS Bulle	GHS Dhariwal Kaler	GHS Alowal
4.	GHS Dhanowali	GHS Chung	GHS Machhian Kalan
5.	GHS Mehandipur	GHS Kadgill	GHS Tangori
6.	GHS Purika	GHS Rudala	GHS Sandhuan
7.	GHS Saiflabad	GHS Khan Chhapri	GHS Bassigujran
8.	GHS Fatehpur	GHS Cheema Kalan	GHS Fasse
9.	GHS Dada	GHS Mahawa	GHS Rajjowal
10.	GHS Boot	GHS Rudala	GHS Sasrali Colony