

**A STUDY OF RASHTRIYA MADHYMIK SHIKSHA ABIYAN (RMSA)
FOR UNIVERSALIZATION AND IMPROVEMENT OF QUALITY OF
EDUCATION AT SECONDARY STAGE IN INDORE DISTRICT**

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CHAPTER : I

INTRODUCTION

1.0.0. INTRODUCTION

We cannot climb up the mountain, when the ground of our feet is crumbling. When the very basis of our structure is shaky, how can we reach the height which we have set before our-selves?"
(Dr. Radhakrishnan)

Education plays a significant role in developing a student's 'mind'. Hence our education system is being designed to keep the 'mind' of a student with focus on primary to secondary education stages which are covered under the 'human life development'. Therefore every nation focuses primarily on these stages. But this is possible only when every child gets proper education, so the most important thing is to improve the standard of education and to spread literacy. Several program have been launched by Government of India which cater to improve literacy rate and lot of programs have been launched after independence and most program lay emphasis on primary education. Even our five-year plans encourage primary education. After a long time, Government of India considered 8th five-year plan which says "Adult Literacy at All Levels". They were thinking in a broader perspective which aims at "Education for All." But achieving cent percent literacy is still a far cry. Thus, our government needs to give sincere thought to higher education also.

Education is one the major and significant tool of life skills. If the education would be a qualitative then life will be very smooth, happy and progressive. According to Krishnamurti, education means to draw out or to pull out. Education comes out from the hardships and struggles and brings the fruitful results to both individual and society. It enables a learner to face the challenges. Education proves beneficial in every stage especially during the adolescent stage which is critical and a very difficult stage, because during this stage so many changes occur in mentally, socially, physically and emotionally. Adolescent stage is very crucial stage for secondary education. We know the aim of primary education is only to provide the learning of three R's (reading, writing, and remembering). But the secondary education helps a man to interact with his real environment of life. In secondary education we include one more R that is reflecting. How to reflect your thought it depends on your education. If education is qualitative reflection should be positive. So secondary education must be/should be strong and qualitative.

1.1.0. SECONDARY EDUCATION

According to Cohan, “The goal of basic and secondary education should support making a bigger pie (better technology), brining fewer forks to the table (lower, fertility, rational consumption), and providing better manners (less violence, less corruption, fewer barriers to economic rationally, more equity within between societies, more acceptance of other societies and cultures).”

1.1.1. How is secondary education defined?

“Secondary education” denotes the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand the elementary school no longer constitutes a satisfactory environment, and who on the other hand are either not yet prepared to participate effectively in society unguided by the school, or are not ready for the specialized work of the professional schools or the upper division of the liberal arts college.

The definition defines these two stages:

1. When the child is so far developed that he can longer fit properly in the elementary school, he becomes the responsibility of the secondary school.
2. When the secondary school student has shown himself fit to “participate effectively in society.” Or ready to move on to higher education, he has passed beyond the further responsibility of the secondary school. Until its students have reached this level, the secondary school has not discharged its obligation to them.

The second important implication of this definition is that no mechanical and rigid line of demarcation separates the elementary from the secondary school. To insist that the child is ready for the secondary school because he has passed a certain score on a standardized achievement test that is average for sixth-grade children is not valid.

The third important implication of this definition is that no rigid line of demarcation determines the end of secondary education either no amassing of a certain number of grades automatically discharge the learner from the further responsibility of the secondary schoolis not that easily fulfilled. Two criteria are stated specially as the upper limits of secondary school until he is able either:

1. “To participate effectively in society.

2. To carry on “the specialized work of the professional school or the upper division of the liberal arts colleges.”

The fourth very important implication of this definition concerns the definite tasks of the secondary school. Basically the task of the secondary school is that of guiding and promoting the development of normal individuals “during the period between the elementary school and adulthood”. There are definite implicit and explicit assumptions basic to the implied responsibility of the secondary school.

1. The development of effective methods of thinking
2. The cultivation of useful work habits and study skills
3. The inclusion of social attitudes

1.1.2. Some of the issues are confronting secondary education

The national association of secondary school (America) principals, after several years of study, published a list of “ten issues” of vital concern of secondary education each of the issues is discussed at some length as a part of the report of the committee. The ten issues as stated are.

1. Shall secondary education be provided at public expense for all normal individuals or for only a limited numbers?
2. Shall secondary education seek to retain all pupils in school as long as they wish to remain, or shall it transfer them to other agencies under educational supervision when in the judgment of the school authorities, these agencies promise to serve better the pupil’s immediate and probable future needs?
3. Shall secondary education be concerned only with the welfare and progress of the individual or with these only as they promise to contribute to the welfare and progress of society?
4. Shall secondary education provide a common curriculum for all, or differentiated offerings?
5. Shall secondary education include vocational training, or shall it be restricted to general education?
6. Shall secondary education be primarily directed towards preparation for advanced studies, or shall it be primarily concerned with the value of its own courses, regardless of a student’s future academic career?

7. Shall secondary education accept the conventional school subjects as fundamental categories under which school experience shall be classified and presented to students, or shall it arrange and present experiences in fundamental categories directly related to the performance of such functions of secondary schools in a democracy as increasing the ability and the desire better to meet socio-civics, economic, health, leisure-time, vocational, and pre-professional problems and situations?
8. Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?
9. Shall secondary education seek merely the adjustment of students to prevailing social ideas or shall it seek the reconstruction of society?
10. Grating that education is a “gradual, continuous, unitary process” shall secondary education be presented merely as a phase of such a process or shall it be organized as a distinct but closely articulating part of the entire educational program, with peculiarly emphasized functions of its own?

The nature of development of secondary education in India can be better understood by comparing and contrasting our program of secondary education with the program of some other countries of the world with which India has had close political, ethical and cultural ties. This may be done by understanding a good number of studies in comparative education which is a research of great social significance

For several years in the near future, it will not be possible for all states to make secondary education universal. Nor will it be possible on economic grounds for a large majority of children to continue their education beyond the primary stage. In this connection, the Education Commission (1966 pp165-166) has recommended that the overall enrolment in secondary education should be broadly governed by the need for trained man power and research; therefore it is needed to forecast these needs and study their educational implications.

As we all know ‘secondary education’ is the most crucial stage of development. The normal age group of children in secondary classes is 14-16 years for high school (9th, 10th) and 16-18 years for higher secondary classes (11th, 12th). So, in these stages a special focus should be laid on capable teachers, capacity-building of teachers and Infrastructure. These are just few factors aiming to bring about changes. Therefore Indian Government has launched “RMSA” which stands for Rashtriya Madhyamik Shiksha Abhiyan. It is implemented by Central

Government in partnership with State Governments which only aims at *bringing a good, quality education, accessible and affordable to all the desiring students*. Firstly we need to define quality education but how to define quality in education.

1.2.0. DEFINE QUALITY IN EDUCATION

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them to create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

What does quality mean in the context of education?

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today, however;

Quality education includes the following points;

1. Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
2. Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
3. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
4. Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
5. Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. Continuous assessment and improvement can focus

on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

Table 1.1 Quality Indicators

Quality learners	Quality learning environments	Quality content	Quality process	Quality outcomes
Good health and nutrition	Quality of school facilities	Student-centered, non-discriminatory, standard-based curriculum structures	Professional learning for teachers	Achievement in literacy and numeracy
Early childhood psychosocial development experience	Interaction between school infrastructure and other quality dimensions	Uniqueness of local and national content	Teacher competence and social efficiency	Using formative assessment to improve achievement outcomes
Regular attendance for learning	Class-size	Literacy	Ongoing professional development	Outcomes sought by parents
Family support for learning	Peaceful, safe environments, especially for girls	Numeracy	Continuing support for student-centered learning	Outcomes related to community participation, learner confidence and lifelong learning
	Teachers' behavior that	Life skills	Active, standards-based	Experiential approaches to achieving

	affect safety		participation method	desired outcomes
	Effective school discipline policies	Peace education	Teacher feedback mechanisms	Health outcomes
	Inclusive environments	Challenge in reaching large numbers of children with quality content	Teacher beliefs that all students can learn	Life skills and outcomes
	Non- violence		Teachers' working conditions	
	Provision of health service		Administrative support and leadership	
			Student access to languages used at school	
			Using technology to decrease rather than increase disparities	
			Diversity of processes and facilities	

Each of these are discussed below :

1.2.1. Quality learners

The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

- **Good health and nutrition:** Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999). Adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner.
- **Early childhood psychosocial development experiences.** Positive early experiences and interactions are also vital to preparing a quality learner. A child who misses positive stimulation or is subject to chronic stress in the pre-school years may have difficulty with psychosocial development later in life (McCain & Mustard, 1999). A high level of quality in early childhood development programmes can be achieved when health and nutrition components are combined with structured psychosocial development in the pre-school years.
- **Regular Attendance for Learning:** When they reach to the school age, research demonstrates that to achieve academically, children must attend school consistently
- **Family support for learning.** Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years.

1.2.2. Quality learning environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

Physical Elements:-

- **Quality of School Facilities:** Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.
Interaction between school infrastructure and other quality dimensions. The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task.
- **Class size:** Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students.

Psychosocial elements

- **Peaceful, Safe Environments, Especially for Girls.** Within schools and classrooms, a welcoming and non-discriminatory climate is critical in creating a quality learning environment. In many countries, attitudes discouraging girl's participation in education have been significant barriers to providing quality education to all students.
- **Teachers' Behaviors that Affect Safety.** Relative to both boys and girls, parents, educators and researchers express important concerns about teachers who create an unsafe or safe environment for students. These teacher behaviors affect the quality of the learning environment since learning cannot take place when the basic needs of survival and self-protection are threatened.
- **Effective school discipline policies.** Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable.

- **Inclusive Environments.** Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities.
- **Non-Violence:** War and other forms of interpersonal and group conflict clearly have an impact on children's mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects.

Service delivery

- **Health Services:** The school service environment can also contribute to learning in important ways. Provision of health services and education can contribute to learning first by reducing absenteeism and inattention.
- **Guidance and Counseling Services:** The provision of extra-curricular activities and the provision of school snacks are other examples of service provision that contribute to quality school environments. High quality physical, psychosocial and service environments in schools set the stage for learning to occur. This learning begins with quality content.

1.2.3. Quality Content

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). 11

Student-centered, non-discriminatory, standards-based curriculum structures:

Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum.

In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition.

1. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn&Jailall, 2000).

2. Curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution in all content areas,.
 3. Curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced (see, for example, Kraft, 1995).
- **Uniqueness of local and national content:** The specific content of school curriculum, however, depends on local and national values. In the main subject areas of primary education, which include Language, Math, Science and Social Studies, little variation is found among different regions in the developing world. Nation states, however, “tend to have a high degree of consistency in curriculum emphasis over time, but differ sharply from each other, reflecting unique historical patterns”.
 - **Literacy:** Literacy, or the ability to read and write, is often considered one of the primary goals of formal education. Policies and practices in education for literacy vary significantly among countries. A recent UNICEF study on curriculum showed that in some cases, literacy skills are taught as a separate subject, in a language course, where the instruction tends to focus on teaching the language as an end in itself. Such an approach tends to be linear — first teaching aural skills, then speaking, reading and writing skills. Alternatively, literacy skills may be developed through other subjects such as social studies or science.
 - **Numeracy:** As quantitative data become increasingly prevalent in many societies, the concept of numeracy seems to be evolving. Also known as ‘quantitative literacy’, numeracy 12 encompasses a range of skills from basic arithmetic and logical reasoning to advanced mathematics and interpretative communication skills (Steen, 1999). Numeracy differs from mathematics; while mathematical skills support numeracy, the latter represents the ability to use a range of skills in a variety of contexts.
 - **Life skills:** The term ‘life skills’ can be broadly interpreted, and is often assumed to include such topics as health, hygiene, etiquette, and vocational skills. In UNICEF, however, life skills are defined as “psycho-social and interpersonal skills used in every day interaction, not specific to getting a job or earning an income”. The definition also explains that “a wide range of examples exist under

the UNICEF working definition of Life Skills, such as assertion and refusal skills, goal setting, decision making and coping skills” (UNICEF, 2000). Life skills curriculum focuses on attitudes, values and behavioral change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study.

- **Peace education.** Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it does arise, whether on the intrapersonal, interpersonal, intergroup, national or international level. Peace education addresses cognitive, affective and behavioral learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programmes, youth groups and clubs, and training for community leaders parents, librarians and the media (Fountain, 1999).

1.2.4. Challenges in reaching large numbers of children with quality content

Educators who seek to maintain and expand programmes that successfully address important curricular content such as life skills and peace education may face challenges. Teachers often find curricular integration and inter disciplinarily difficult, especially when the teacher does not have a role in curriculum design;

1. Subjects that do not appear on important examinations are not always taken seriously;
2. Social attitudes towards the subject may not be favorable, and cultural patterns are difficult to change;
3. Ideas conceived in other regions of the world may not be adequately adapted to the local context;
4. Political and economic instability can lead to discontinuity in policies and programmes, as well as teacher and administrator turnover.

These obstacles pose serious but not insurmountable challenges to educational programming. The value of quality content, however, makes finding solutions to such challenges critical. To be most effective, quality content must be situated in a context of quality processes.

1.2.5. Quality processes

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however,

more attention has been paid to educational processes — how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

Teachers

- **Professional learning for teachers:** The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy.
- **Teacher competence and school efficiency:** Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether.
- **Ongoing professional development:** Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field of Continuing support for student-centered learning Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centered and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian.
- **Active, standards-based participation methods:** Education that supports and empowers both teachers and students through democratic processes increasingly defines quality in the 21st century.
- **Teacher feedback mechanisms:** Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This

process should include both performance assessment and assessment of factual knowledge.

- **Teacher beliefs that all students can learn:** The way time is used is related to school priorities and expectations. Quality education puts students at the centre of the process; student achievement must be the school's first priority. Since schools exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students
- **Teachers' working conditions:** Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters.
- **Supervision, Administrative support and leadership:** The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially for recurrent budgets is a necessity. Teachers need governments who are supportive of education systems. Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision-making processes.
- **Student access to languages used at school:** The language schools use for instruction can have an impact on learning and academic achievement in general.
- **Using technologies to decrease rather than increase disparities:** The vast diversity of school facilities in the developing world concerns many who believe that technology and students' development of technology-related skills will be crucial factors in the 21st century knowledge-based global economy.
- **Diversity of processes and facilities:** The presence and heterogeneous uses of technology in schools are one manifestation of how school organizations can become more diversified to meet the needs, interests, experiences and realities of individuals and groups, i.e., how schools can become more student-centered. As schools respond

to the needs of diverse and excluded groups, facilities and practices will need to be diversified to respond to specific needs of different areas and users.

1.2.6. Quality outcomes

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do as well as the attitudes and expectations they have for themselves and their societies.

- **Achievement in literacy and numeracy:** Academic achievement in general and achievement in literacy and numeracy in particular represent key educational outcomes. Teaching students to read, write and calculate is often considered the primary purpose of formal education, but students' regular attendance and attention in school does not guarantee this outcome.
- **Using formative assessment to improve achievement outcomes:** Assessment of academic achievement outcomes has most often been used in a summative rather than formative way. Testing information tends to be used primarily as a screening device to decide who can continue to the next grade or level rather than as a tool to help improve educational quality for individuals and systems.
- **Outcomes sought by parents:** Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families: future employment possibilities that result from education seem to be a primary factor in the demand for primary education (Bergmann, 1996).
- **Outcomes related to community participation, learner confidence and life-long Learning:** Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include education for citizenship (participating in and contributing to the community, learner confidence and self-esteem) and skills for behavioral development and change.
- **Experiential approaches to achieving desired outcomes:** The content and processes that lead to the more affective outcomes of community participation and responsibility often happen in the classroom, but some programmes have discovered experiential community-based approaches that lead to these results.

- **Health outcomes:** Educational quality also implies positive outcomes for participants' health. Students should receive services to improve their health, such as treatment for illness and infection and school feeding programmes to improve nutrition, as well as curricular content that increases their knowledge and affects their behaviour related to health and hygiene. General literacy and socialization provided by schools have been shown in particular to affect women's maternal behaviour and reproductive health (LeVine, 2000).
- **Life skills and outcomes:** Psychosocial and interpersonal skills can be applied to many contexts — HIV/AIDS prevention, drug abuse prevention, nutrition and hygiene behaviour and many non-health contexts as well. However, these skills are better assessed within a particular context. While it might be possible, albeit difficult, to generically assess the use of life skills such as decision-making or assertion skills without considering a specific context, the value of so doing is limited. **(Reference Defining Quality in Education)**

“Quality education depends on structured planning, clear long and short term education, vision and commitment of teachers”. Manoj Jhalani (Commissioner of Rajya Shiksha Kendra Bhopal. so what is the role of teacher to enhance the quality in education:

1.2.7. The role of teacher to enhance the quality in education

Basically it does depend on the teacher's competency. If teacher is competent and committed towards his profession the results will be qualitative.

The NCERT reported the teacher of INDIA:

1. Be living the education should be directed to the all round development of human personality and the creative and productive abilities of all citizens for the intellectual, social, political, economic, scientific, moral and spiritual advancement of the country.
2. Recognizing the fundamental right of every child to be provided with the fullest possible and equal educational opportunities based on social justice without discrimination on the grounds of religion, political opinion or economic conditions.
3. Reaffirming our resolve to strengthen, through education, national consciousness and identity sense of patriotism, a pride in our rich culture heritage and a determination to defend the unity and integrity of INDIA.

4. Reiterating our firm belief in the fundamental principles of democracy, socialism and secularism enshrined in our constitution and rededicating ourselves to strengthen them through education.
5. Pledging to foster through education international understanding the world peace.
6. Requiring that the government should make sufficient financial allocation for providing the necessary infrastructure equipment, adequate and qualified staff and all facilities and amenities conducive to imparting education, in an atmosphere of freedom and creativity.
7. Determined to organize teaching as a profession requiring expert in knowledge, specialized skills and a sense of individual and collective responsibility for the welfare of students in our charge.
8. Committed to self- direction and self-discipline have resolved to adopt his code of professional ethics and enforce it on ourselves voluntarily to practice our profession according to the highest ethical standards.
9. Trusting that the society recognize the role of the teaching community as nation builder and a catalyst of social change through human resource development and accords a status commensurate with its role and contribution.

According UNESCO (may2011): summary of views expressed by stakeholders interviewed in India (Quality Educators - Education International)

A good teacher:

- Can deal properly with diversity in the student population and is sensitive to children's different needs;
- Is understandable;
- Knows the background of his/her students;
- Encourages creativity in his/her pupils;
- Is flexible;
- Develops him/herself continuously;
- Encourages his/her students to become good human beings;
- Stimulates an all-round development of the child;
- Should create an interactive learning and teaching environment;
- Promotes effective learning on the part of his/her students, both in the cognitive and in the non-cognitive domains;

- Has sound knowledge of the subject matter;
- Has communication skills;
- Has managerial skills;
- Is pedagogically competent;
- Is patient;
- Uses participatory teaching and learning methods;
- Loves and cares for children;
- Has language command.

An international competence profile should:

- Be developed in a participatory way;
- Consist of flexible guidelines, and leave room for diverse
- Not develop indicators, as indicators need to be context-dependent. Interpretations;
- Stress the importance of inclusive education;
- Not develop indicators, as indicators need

So the teachers' quality depends on perception of persons, organizations, state and nation. The perspective of teachers should be global and analytical. Global means behavior according to National Policy and analytical means to analyze what is good and appropriate for the Nation? So teacher should be competent

1.3.0. RATIONALE

“Education for all” declares that everyone has a right to achieve education. Its aim is to give everyone a chance to learn and benefit from basic education – not as an accident of circumstance, or as a privilege, but as a RIGHT”.

India is a multicultural, multi-religious and multilingual nation. Even in this technological age, the values and the traditions are still to be kept and to be practiced. It exists mainly in the form of texts, literature, stories, and folk stories. The contribution of moral, spiritual, intellectual, and social values in the development of quality of education is unimaginable. But the evils prevailing in society are questioning education today. The quality of education is being questioned.

The government is constantly making efforts to improve the education sector, in a similar effort, launched the Rashtriya Madhyamik Shiksha Abhiyan in 2009, to provide quality education to students from class 9th to 12th.

The quality of education is known by the behavior of the students. The emphasis should be on the development in the moral, spiritual, intellectual, and social aspects of the student. Through this, the students' aspirations can be identified, and can know how much education has contributed in developing the said aspects. The quality of education, teacher efficiency, and the quality of the curriculum are also play a greater role for this kind of development in the student.

It is in this context that the Rashtriya Madhyamik Shiksha Abhiyan is making efforts for the development of secondary level students and how helpful this effort is, it will be known only by the behavior, thoughts and skill of the teacher.

The Rashtriya Madhyamik Shiksha Abhiyan started in 2009, today it has been almost 6 years, so the level of education and values of the students must have changed. How can we find this change? Students can be considered innocent, the effect it shows on them is the means of education, society, parents, friends and recreation. Will be able to do it.

If the student can differentiate between right and wrong and change according to the time, but positively it will be creative, and this is what he wants from the future generation. If the student is positive, towards life, towards society, to the nation, and to the world, education is doing its work, or it can be said that education is of perfect quality and teachers are doing their work. Even today we are witnessing adultery in the society, the change in the mindset of people is taking place at a moderate pace. There may be a slight difference in the thinking of intellectuals and other individuals. What is the reason for the difference? Revolutionary change is coming in education, but what kind of change has become a new education policy, it is going to be implemented. It will be known only by his success that revolutionary changes have taken place. Whatever change is seen in education is done by academics. The new education policy is a difficult test. Those who will contribute to the formulation of policy are incomparable, as it is like an ordeal. Policy is formulated for the upliftment of nation and people. The policy leads the nation to rise or fall.

The quality of education system defines not only the quality of citizens but its development as well. It is the only tool which makes man efficient, skilled and civilized. Better the

education system stronger would be the nation. But we still lag behind from achieving the set goal of 100% literacy. It still remains a distant dream. Our government has been trying in many ways, means, methods, and schemes to achieve the goal. Some of them are as follows -

The 86th amendment to the Constitution of India provides free and compulsory education to the 6-14 year age group. Various schemes were also being launched by Government of India for making education compulsory.

In the New Policy of Education, 1986 'Operation Black Board' was launched. Even primary education was made free and compulsory up to the age of 14 years. This was included under the guiding principles of Indian Constitution. A research on OBB scheme was conducted by Jain (2007) which showed the positive responses in the form of reduction in 'drop-outs' & 100% 'enrolment'.

In the 21st century 'Midday Meal' scheme was also launched keeping in view the attendance of student and new enrolment. Parida (2007),Nielsen (2007), Rani (2007), Yadav (2013) and Chouhan (2015) conducted researches and ultimately reached at the same conclusion that attendance rose in enrolment, and drop-outs were reduced. Uniyal (2007) conducted a study on primary education (DPEP) which brought a remarkable change and improvement by providing academic and physical support. All these programmes have proved to be successful to a large extent. A study conducted by Babu (2013) on Rajiv Gandhi Mission showed that teachers, functionaries and parents thought that the mission had a greater impact on the quality of primary education.

The flagship programme Sarva Shiksha Abhiyanrun by Govt. of India for elementary education, equally focused on girls education, children with special needs and computer education at the primary level enrolment increased and dropouts reduced. Singh (2012) evaluated that aids and appliances were even provided to children with special needs. Rajkumar (2012) founded that alternative schooling proved to be a better substitute of formal schooling.

The entire research showed that the mission had a greater impact on the quality of primary education. But the entire scheme was only based on the primary education. What about secondary education? Keeping in view the success of all these schemes the Govt. launched, a scheme named Rashtriya Madhyamik Shiksh Abhiyan for higher secondary education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in 2009 to achieve universal

secondary education in a mission mode. The vision of this programme was to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years (Secondary Education Planning & Appraisal Manual, NUEPA, 2012).

Few research reports on RMSA. Deb & Das (2014), Gosh (2015), conducted studies on RMSA in West Bengal, indicated satisfactory results. The Indian Government conducted Joint Review Mission after every six months. Members of JRM found the issues which interrupted the mission, and presented recommendation for the States. It specifically mentions the need for attention on female student enrolment. On analysis, the main reasons highlighted were the lack of structured planning. The proposals were found weak and unconvincing. Having co-educational schools with all facilities is progressive thinking, but they depend on convincing the parents of its benefits. This would lead them to learn study and work together bonding more effectively to transition to the post school world.

The government is constantly making efforts to improve the quality level of education and increase enrolment, under the Right to Education Rules 2009, there is a provision for compulsory and free education for all. Therefore, special efforts are being made to increase enrolment in schools. This effort was first made at the primary level, which we also received as a success of Sarva Shiksha Abhiyan. According to the annual report of 2006-2007, there was a decrease of up to 5% among the children who are out of school, that is, the increase in enrolment. This success appeared not only at the primary level, but also at the secondary level. Secondary education increased by 2.83% in 1990. In view of the success of this campaign, the Rashtriya Madhyamik Shiksha Abhiyan at the secondary level was launched in 2009 with the vision to "make good quality complete education available, accessible and affordable at the secondary level for young students of 15-16 category.

There are some educational indicators in the education sector, educational indicator means an individual or overall data that is related to basic construction in education, and is useful in the context of policy. These are mainly of the following types;

1. Demographic indicators (school-age population)
2. Indicators of school admission
3. Indicators of participation
4. Equality indicators
5. Structure indicators
6. Finance indicators
7. Indicators of efficiency.

Enrolment is one part of demographic educational indicator. Enrolment an educational indicator stating that the educational policy was set. To what extent has she been proved right? School enrolment growth shows that the right attitude towards education is developing in the community, and they are positive towards education, and they are understanding the importance of education. Hence enrolment has increased. If there is a shortfall in enrolment, it means that the educational policies that are there are either not effective, or they are not implemented properly. Enrolment is not seen only at the primary level, it goes to a higher level, the higher the enrolment, the more advanced a nation will be.

There was also an idea in starting the Rashtriya Madhyamik ShikshaAbhiyan that the increase in enrolment which was seen in the previous years was similar to the pyramid, that is, there was an increase in enrolment at the primary level, but as - Levels are becoming higher, enrolment declining. Hence, there was a need to increase enrolment at the secondary level and to maintain stability. It is clear from the following table:

Table 1.2 School Enrolment table of India

Sr no	Year	Primary stage I-V	Higher primary stage VI-VIII	Middle stage IX-XII
1.	51-1950	192	31	15
2.	61-1960	350	67	34
3.	71-1970	570	133	76
4.	81-1980	738	207	110
5.	91-1990	974	340	191
6.	01-2000	1138	428	276
7.	06-2005	1321	522	384
8.	07-2006	1337	544	398
9.	08-2007	1335	572	445

It is clear from the above table that enrolment has increased at the primary level, enrolment at the upper primary level and secondary level is decreasing, the number of school students has increased. So, how to reduce the percentage of school dropouts.

TABLE 1.3: Gross Enrolment Ratio

Indicators	Year	Boys	Girl	Total
Gross Enrolment Ratio (IX-X)	2004	57.39	45.28	51.65
Gross Enrolment Ratio (XI-XII)	2004	30.82	24.46	27.82
Gross Enrolment Ratio (IX-X)	2005	57.6	46.2	52.2
Gross Enrolment Ratio (XI-XII)	2005	31.4	25.2	28.5

One can conclude the following:-

If the gross enrolment ratio of 2005-06 was 52.2%, the creation of the Rashtriya Madhyamik Shiksha Abhiyan also contained an objective that within five years of its implementation as compared to 52.26% in 2005-2006. The focus is on achieving a gross ratio of 75% for Class IX –X by providing a secondary school at a suitable distance from any colony.

According to the survey of Education for all (2014), enrolment status at the secondary level during the years (2004-2014) is shown in the following table:

Table 1.4 : Gross Enrolment Ratio

Year	GER in secondary education Classes(IX –X) Age 14-15 year %)			GER in higher secondary education classes (XI-XII) Age 16-17 years %)		
	Boys	Girls	Total	Boys	Girls	Total
05-2004	57.4	45.3	51.7	30.8	24.5	27.8
06-2005	57.6	46.2	52.2	31.4	25.2	28.5
07-2006	58.6	47.4	53.5	31.5	26.1	28.9

08-2007	62.6	53.2	58.5	36.3	30.4	33.5
09-2008	64.2	55.0	59.5	37.0	31.2	34.3
10-2009	66.7	58.5	62.7	38.3	33.3	35.9
11-2010	69.0	60.8	65.0	42.2	36.1	39.3
13-2012	67.4	65.4	66.4	39.6	38.2	39.0
14-2013	76.8	76.4	76.6	52.8	51.6	52.2

The objective of the Rashtriya Madhyamik Shiksha Abhiyan, under which the gross enrolment of 2005-2006 was reviewed to increase from 52.26% to 75%, if we look at the enrolment for 2013-2014, this figure has reached 76.6%.

It is also clear from the above table that between 2004 and 2014, enrolment has increased as expected. The Rashtriya Madhyamik Shiksha Abhiyan started in 2009, gross enrolment increased from 51.7% to 59.5% from 2004 to 2009, but it increased immensely during 2009-2014, enrolment has increased from 59.6% to 76.6%. Earlier this increase was up to 7.8%, which increased to 17.1%.

Therefore, by analyzing the above data, we can say that the effect of RMSA is visible, it is also serving the purpose, but it is at the national level as a whole, but is it showing the same effect on each state? Or RMSA is doing well in some state, and at some places it is not giving the right output. The impact of Jharkhand Rashtriya Madhyamik Shiksha Abhiyan was seen in March 2017: - According to this report the enrolment status is as follows;

TABLE 1.6 : Class 9th Enrolment Status

Year	IX	Gen	Sc	St	OBC	Minorities	CWSN
12-2011	245.45	29.24	28.51	69.18	110.70	23.28	-
13-2012	253.55	32.10	27.23	63.65	162.94	29.15	-

14-2013	244.81	23.24	32.08	67.65	115.75	25.15	-
15-2014	220.78	18.13	27.20	70.12	103.96	21.81	1.00
16-2015	223.72	19.34	27.67	63.30	107.70	22.75	1.00

TABLE 1.7 : Class 10th Enrolment Status

Year	X	Gen	Sc	St	OBC	Minorities	CWSN
12-2011	232.62	32.10	24.82	62.07	106.93	23.93	2.00
13-2012	230.17	25.98	25.17	61.95	107.06	26.71	-
14-2013	228.40	22.81	25.87	61.37	110.40	25.60	1.00
15-2014	220.56	22.45	26.29	63.81	108.35	22.37	-
16-2015	198.54	16.61	17.00	59.98	95.70	20.16	1.00

From 2011-2012 to 2014-15, there has been a decline in enrolment in both classes 9th and 10th, this decrease was also visible in the Scheduled Tribes, and Scheduled Castes and Minorities.

The average enrolment which was 245.45 in classes 9th in 2011-12 has come down to 223.72 in 2015-16, similarly the enrolment in class 10th which was 232.62 in 2011-2012 has come down to 198.54 in 2015-16.

Therefore, there is a need to find out the effects of RMSA on the states, it is necessary that if there is progress, what is the reason for this? And if there is a downgrade, what can it do? By finding these loopholes, RMSA can be made more effective than this. It is in this perspective to study the current status of enrolment in secondary education in the state of Madhya Pradesh, and to study the impact of RMSA.

Second indicator is literacy Madhya Pradesh is the second largest state in India. Madhya Pradesh has made a lot of progress in the field of school education (according to the MP site). The literacy rate was 64.11% in the year 2001, (65% of the whole of India), which has

increased to 70.63% (74.04% in the whole of India) in the year 2011. The target of admissions of all children between the ages of 6 and 14 years has almost been met. In the year 2011, the Gross Enrolment Ratio for Primary Level (Class 1-5) is 98.88% and Gross Enrolment Ratio for Upper Primary Level (Class 6-8) is 99.27%. The dropout rate has also come down, by 8.2% at primary level and by 7.4% at upper primary level.

TABLE 1.8 : Literacy Rate

Category	Literacy rate(2001)	Literacy rate(2011)
Male	76.8	80.5
Female	50.2	60

Secondary education in the state is divided into two levels, High School (Class 9 and 10) and Higher Secondary (Class 11 and 12) Secondary Education. According to fresh statistics, UDISE 2013-14 has 13,987 secondary schools in the state, 44%. The largest share of schools is privately owned, followed by 40.1% by the government, with 12.6% held by the Tribal and Social Welfare Department. While the number of private schools is more than the number of government schools, the highest student enrolment in class 9th and 10th is in government schools (50.1%). In contrast, in private schools, the proportion of students is only 32%, there is a difference of 19% marks in government schools and private schools.

Since adolescence is the most difficult stage of life. From this stage, the future of the student is decided, and the future of the nation is decided. Therefore, it is necessary to have quality education at this level. For this Rashtriya Madhyamik Shiksha Abhiyan is in the process. Adolescence is mentioned here because the standard of determining the literacy rate at the international level / definition of literacy was defined as “the proportion of adult population of 15 years of age and literate

Education is visible everywhere at present, but its light is nowhere the progress of any nation is evaluated by its education and education system. The format of education has changed after the Dakar (2000) agreement. Some indicators have been prescribed for the evaluation of education. Literacy is also an indicator in the education indicator by UNESCO (2009). These indicators also symbolize the progress and development of the nation.

Quality education based on international conventions and agreements which include the Dakar Framework "Work on Education for All", the Millennium Development Goal (MDG), and the Literacy Initiative for Empowerment (LIFE) and the United Nations Literacy Decade (UNLD), etc. Necessary parts have become the sixth goal of the Dakar Pact, the quality of education according to which - to improve all aspects of the quality of education and ensure excellence to all, so that everyone gets recognized and measurable learning outcomes, In particular literacy, numeracy and essential life skills.

According to UNESCO (2005): Literacy as the ability to 'identify, understand, interpret, construct, communicate and use the printed and written material associated with different contexts' Considered, but today, literacy is seen as a continuum of skills that enable individuals to achieve their goals in work and life and participate fully in society.

The Rashtriya Madhyamik Shiksha Abhiyan was launched in 2009, if it is to see its impact on the literacy, then it can see two ways. Quantitatively, as a second quality. If we want to see quantitatively the effect on literacy, then we can see the results of 10th and 12th board of the last few years, the results of 10th and 12th can therefore be considered valid, it is the same for everyone at full state level Education, it can tell the percentage, that the students have become so literate, that they themselves can make the right decision of the future, because their decision will prove the quality of literacy, this is the time (15 years) where International literacy standards have been set, and which are true in all aspects (intellectual, psychological) etc.

In Madhya Pradesh too, the Rashtriya Madhyamik Shiksha Abhiyan has been inaugurated for almost 8 years, it also evaluates with expected changes in government schools, and only evaluates the work of private schools. Now to see what has changed in the literacy situation.

Table 1.9 : Achievement Table

s . no.	Year	Class 10 th	Class 12 th

		Appeared	Passed	Pass Percenta ge	Pass+ supp	Appeared	Passed	Pass Percentage	Pass+ supp
1	2005	627672	260593	41.52	-	219368	160159	73.01	-
2	2006	580611	243014	41.85	-	271949	193282	71.07	-
3	2007	612642	255100	41.64	-	274819	193125	70.27	-
4	2008	554149	319360	57.63	-	322523	259802	80.55	-
5	2009	658765	232380	35.27	55.9	315822	210004	*66.49	79.3
6	2010	736508	354537	48.13	60.4	420372	286593	68.17	78.2
7	2011	729101	398645	54.67	75.4	409834	266452	65.01	79.4
8	2012	771306	408297	52.93	67.1	483345	319899	66.18	76.9
9	2013	893367	456895	51.14	63.4	529473	343867	64.94	75.7
10	2014	854471	405746	47.48	60.5	515854	338784	65.67	75.7
11	2015	830742	417276	50.22	61.62	577683	380068	65.79	75.7
12	2016	8.3lakh	App 4.0 lakh	49.79					

If we explain the above data, between 2005 and 2009 the result of 10 V ranged from 41.52% to 35.27%. In the meantime, it reached 57.63% in 2008, which was a good sign. But from 2009 to 2016, the figures ranged from 35.27% to 49.79%, a disappointing result. It is not only about the 10th board, if we talk about the 12th board, then the percentage has fallen. The figure which was up to 80.55% in 2008 has been reduced to 65.79% in 2015, that is, the percentage has fallen,

RMSA focused on quality enhancement and quality depends on teacher's competency and student's achievement. Many researches on government scheme based on teacher's

proficiency and competency were done such as RMSA, SSA provided teacher training to betterment and quality improvement of education. Few studies have been quoted below:

Patil (2013) conducted a study entitled “Intervention of SarvaShikshaAbhiyan in Changing Academic Performance of Primary School Students”. The main objective of study was to examine the changes in academic performance of students through SarvaShikshaAbhiyan. Researcher used descriptive longitudinal study where a survey was undertaken to collect the essential data of academic performance of students along with number of schools, basic facilities available in schools, number of residential schools, number of non-residential schools, number of teachers and teacher-student ratio. Primary school students of Bijapur district were considered as the sample. Conclusion of the study revealed that the factors like number of teachers and teacher-student ratio were responsible for achievement of students during 2008-2009. The three factors such as number of teachers, number of residential schools and teacher-student ratio influenced on achievement in the year 2009-10 and 2010-2011.

Banarjee (2006) conducted a study on “Understanding Inclusive Practice and Community Initiatives to make Education Accessible to all”. Objectives of the study were: To study the various teacher training programs on inclusive education and access the teachers own understanding of the practice of inclusion.. Main findings of the study were NGOs working in the field of IEDC have progressive perspective of inclusive education in their view that children with special needs need not be treated as a separate section of human beings. Resource teachers for inclusive education and regular teachers were of the view that educating challenged children with normal school children would provide opportunities to such children to develop an awareness of such children to develop an awareness of their abilities rather than their disability.

RMSA so far launched were mainly of all India character. RMSA focused on universalization of education and improving quality education. Universalization define as three factors enrolment, retention, and achievement, and quality indicators literacy, infrastructure, teacher competency, students outcomes etc. So What is the status of all the criteria in Indore district? This question remains to be answered. The present research focused on the two faze first one what are the changes in education (with respect to universalization of education and improving quality education) during after implementation of RMSA and second one what is the effect of RMSA programme in quality enhancement in Indore District. Following queries needs to be addressed in the context of Indore District:

1. After the completion of long year of this scheme, are the desired goals achieved?
2. Do the enrolment show any rise after the implementation of RMSA?
3. Do the literacy rate increased after the implementation of RMSA ?
4. Do the dropout rate decreased after implementation of RMSA?
5. Does the infrastructure of schools show any improvement? (building and furniture wise)
6. Does girl's education show any marked difference?
7. Is the open school system established?
8. What is the reaction of teachers to RMSA?
9. What is the reaction of functionaries of RMSA?

The present study endeavors to find the appropriate answer to the above raised question. On this basis researcher objectives divide two parts first four objective based on universalization of edcaution in indore district and rest objectives based on improving quality of education in indore district.

1.4.0. STATEMENT OF THE PROBLEM

The title of the problem was entitled;

A STUDY OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) FOR UNIVERSALIZATION AND IMPROVEMENT OF QUALITY OF EDUCATION AT SECONDARY STAGE IN INDORE DISTRICT.

1.5.0. OPERATIONAL DEFINITION

1.5.1. Rashtriya Madhymik Shiksha Abhiyan

Rashtriya Madhymik Shiksha Abhiyan, was a flagships programme of government of India, launched in March 2009, With the aim of making secondary education of good quality and easily accessible and affordable to all.

1.5.2. Universalization of Secondary Education

Universalization of secondary education define as to fulfill three major criteria, namely, universal enrolment, universal retention achieving zero dropout rate, and universal performance .

1.5.3. Quality of Education

A quality education is defined by five elements: the learner's outside experiences (science exhibition, NSS scout guide), learning environment (infrastructure, teachers behavior) , content of education (curriculum), learning processes (teaching method), and education outcomes (achievement).

1.5.4. Secondary Stage

Secondary stage, the stage of education, traditionally found in formal education, beginning about at the age 11 to 13 and ending usually at the age 15 to 18.

1.6.0. OBJECTIVES OF THE RESEARCH

The objectives were divided into two parts first four objectives were based on universalization of education in Indore district and rest objectives were based on to see the effect of RMSA programme to improving quality of education in Indore district after implication of RMSA, with respect to perception and opinion of stakeholders.

Objectives of the present study were as follows:

1. To examine enrolment rate at secondary level after implementation of RMSA in Indore district during the period 2010-2021.
2. To study literacy rate after implementation of RMSA. .
3. To analyze the dropouts rate and attendance rate after implementation of RMSA in Indore district during the period 2010-2021.
4. To examine the changes in academic performance of students after implementation of RMSA in Indore district during the period 2010-2021.
5. To study the existing educational programmes under RMSA with reference to girl's education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out of school children, opens schooling system.
6. To study the effect of RMSA in terms of teacher competency based on students & teachers perception
7. To study the effect of RMSA in terms of physical and instructional facilities of school based on students, teachers and administrator opinion .
8. To study the views of students and teachers regarding the existing educational programmes under RMSA with reference to girls education, education of children

belonging to SC/ ST/ OBC educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.

9. To study the views of district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system
10. To study the contribution of RMSA in developing secondary education in Indore district based on teachers and principals opinion and interview of administrator
11. To study the problem faced by district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.
12. To study the contribution of RMSA in developing secondary education in Indore district based on teachers and principals opinion and interview of administrator
13. To obtain suggestions from the district functionaries and the teachers regarding the education of children with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.
14. To suggest ways and means for improving quality education at high school and higher secondary level.

1.7.0. DELIMITATION

1. RMSA is flagship program of central government. The current study is delimited to teacher competence which based on students and teachers perception.
2. The current study is also delimited to physical infrastructure with respect to quality of education.
3. Study was delimited to Indore district only.
4. Study was delimited on universalization of girls education in Indore district.
5. The current study is delimited government schools of Indore district.

CHAPTER II

RMSA AT GLANCE

2.0.0. INTRODUCTION

In this chapter investigator, introduce RMSA aim, objectives provision, work area and small description of schemes which included in RMSA.

With the aim of making secondary education of good quality accessible and affordable, Indian Government launched a scheme by the name 'RMSA' in March 2009. The objective was to enhance and improve quality of education. It envisaged making available secondary schools within reasonable distance, to imparting quality education under the prescribed norm. RMSA was also to help remove barriers like gender, socioeconomic and physically disability.

Important physical facilities provided by RMSA are (i) Additional classroom, (ii) Art and craft room, (iii) disabled friendly, (iv) drinking water provided, (v) electricity/ telephone /internet connectivity, (vi) laboratories, and (vii) libraries.

Improvement of quality through (i) Appointment of additional teachers to reduce Pupil Teacher Ratio (ii) curriculum reforms (iii) In-service training of teachers; (iv) Information Communication Technology enabled education, and (v) teaching learning reforms.

Equity aspects addressed through, (i) special focus in micro planning, (ii) preference to Ashram school in up-gradation, (iii) preference to areas with concentration of SC/ST/Minority for opening of schools, (iv) special enrollment drive for the weaker section (v) More female in school and (vi) separate toilet blocks for girls.

In 2014 few central schemes merge on it, Subsuming of other centrally sponsored schemes of secondary education – Information and Communication Technology (ICT) in School, Girls' Hostel, Vocational Education, and Inclusive Education for Disabled at Secondary stage under RMSA.

2.1.0. GOALS, OBJECTIVES AND PROVISIONS OF RMSA

RMSA demonstrates the government's aim for a secondary education system that can support India's growth and development. For this scheme main goals, objectives and provisions were decided. It follows :

2.1.1. Goals

- All children in school,
- Bridging gender and social group,
- All children retained in education
- Education of satisfactory quality

2.1.2. The major objectives of the RMSA

- To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- To improve access to secondary schooling to all young people's according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality
- Achievement of the above objectives would also, inter-alia; signify substantial progress in the direction of the Common School System.

2.1.3. Provisions in RMSA: Coverage of special focus groups

These are just few of the many significant provisions

- **Girl's Education**

1. Education of girls is the primary focus in Rashtriya Madhayamik shiksha Abhiyan. Efforts will be made to mainstream gender concerns under RMSA frame work. The State government should undertake community mobilization at the habitation /village/urban slum level especially among SC/ST and educationally Backward

Minorities. The participation of women in the affairs of the school will be ensured through constitution of school management committee.

2. Take distribution of uniforms, scholarships, educational provisions like textbook and stationary, will all take into account under focus. Every activity under the programme will be judged in terms of its gender component
3. Absence of lady teachers in the secondary and higher secondary school is one of the major reasons for dropout among girls. Their absence also affects the access & participation of girls to the schools. In view of the fact that the girls at this stage are in the adolescent age, posting and attendance of Lady Teachers in the school are must. It has been experienced that due to long commuting hours to the schools situated in blocks or village. The lady teacher's absenteeism is very high. This leaves the schools practically without any lady teacher. Hence, there is need for residence scheme for women teachers working in Rural Areas.
4. RMSA envisage construction of residential quarters for teachers in remote/ hilly areas/ in areas with difficult terrain. Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. Preference will be given to female teachers.

- **Education of children belonging to sc/st/obc/educationally backward minorities**

The RMSA provides flexibility to local units to develop a context specific intervention. Some interventions could be as follows:

1. Preference will be given to ashram schools while upgrading upper primary school.
2. Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.
3. Special teaching support as per need.
4. Ensuring sense of ownership of school management Committees by SC/ST communities.
5. Training programmes for motivation for schooling.
6. Using community teachers.
7. Monitoring regularly.
8. Providing context specific intervention in the form of a hostel, an incentive or special facility as required
9. Provision of one additional language teacher (tribal languages) at least Trained Graduate Teacher level (per school).

10. There is a need to Strengthen teachers training component of Ashram schools looked after by Ministry of Tribal Affairs (MTA). Whenever a training programme is organized, it should be obligatory to include teachers working in these schools.

11. Provisions for hostel facilities.

12. Provision for scholarship.

- **Education for children with special needs**

Realizing that inclusion of children and young with disabilities is not only a human right, it is also good education and promotes the development of social skills, the scheme of integrated education for disabled children (IEDC) has been replaced with a revised scheme of inclusive education for the disabled at secondary stage (IEDSS).the proposed new scheme would enable all students with disabilities completing eight years of elementary schooling and an opportunity to complete four years of secondary schooling (class ix-xii),in an inclusive and enabling environment. The iedss will also support the training programmes for general school teachers to meet the needs of children with disabilities .the revised scheme will form part of rmsa as and when comes it into force. It is proposed to make all schools disabled friendly.

- **Out of school children**

The RAshtriya Madhyamik Shiksha Abhiyan recognizes the need for special efforts to bring the out-of school children, especially girls and children from disadvantaged sections, to school. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, sc/st , obc and minorities through participatory processes in the effective management of schools.

To bring the out of school children back to the mainstream of formal education the state governments will design bridge courses and alternative education so as to prepare them join the regular schools .an allocation of rs.50 crore have been made for assistance to state governments under the overarching scheme in addition to opening of distance learning opportunities for those who cannot join secondary schools .the assistance will be provided on the basis of assessment of out of school children and provision made in district plan.

- **Open schooling system**

Despite massive expansion of educational facilities schooling, a large number of the adolescent and the youth in the concerned age groups will not be able to take advantages of formal schooling during stipulated school hours that often coincide with the productive labor required in rural areas for agriculture and in urban areas for a variety of income generating activities particularly for lower middle class and poor families. It is necessary to design, create and establish alternative educational provision for such prospective learners. As a result of experimentation and initiatives in open schooling system has emerged as an effective and potential alternative school education system.

2.2.0. RMSA: A SCHEME FOR UNIVERSALISATION AND IMPROVEMENT OF QUALITY AT THE SECONDARY STAGE

According to framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan :Universalization of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover up to class X.

Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

2.2.1. Access

For providing universal access to quality secondary education, it is imperative that specially designed broad norms are developed at the national level and provision may be made for each State/Union territory. This should be keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/ Union territory but also, wherever necessary, of the locality.

Development of the infrastructure facilities and Learning Resources will be carried out in following ways,

- Expansion/ Strategy of existing Secondary Schools & Higher Secondary Schools shift in existing schools.
- Up gradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools.
- Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements.
- Opening of new Secondary Schools/ Higher Secondary Schools in un-served areas base on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly.
- Rain harvesting systems will be installed in existing school buildings also.
- Existing school buildings will also be made disabled friendly.
- New schools will also be set up on PPP mode.

2.2.2. Quality

- Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster.
- Appointment of additional teachers and in-service training of teachers.
- Bridge course for enhancing learning ability for students passing out of class VIII.
- Reviewing curriculum to meet the NCF, 2005 norms.
- Residential accommodation for teachers in rural and difficult hilly areas.
- Preference will be given to accommodation for female teachers.

2.2.3. Equity

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/ needy students at secondary level.
- Inclusive education will be the hallmark of all the activities. Efforts will be Made to provide all necessary facilities for the differently a bled children in all the schools.
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation / enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children.

2.2.4. Institutional reforms and strengthening of resource institutions

- Reforms in school governance-Improve schools' performance by decentralizing their management and accountability.
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization /e-governance and delegation / de-centralization;
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and Streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at, various levels, e.g.,
 1. NCERT (including RIEs) NIEPA and NIOS, at the national level;
 2. SCERTs, State Open Schools, SIEMATs, etc., at the State level; and
 3. University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the centrally-sponsored scheme of teacher education.

2.3.0. RMSA WORKS

1. Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication;
2. Implement common curricula and syllabi of nationally acceptable standards for Science, Maths and English in all schools in the country;
3. Develop life skills including skills of critical and constructive thinking, use of ICT,
4. Any school covered for strengthening of infrastructure should be completed in all respects be it inclusiveness (ramps, railing, CWSN friendly toilets) or IT laboratory or offering of vocational courses or science laboratory or library etc.
5. While ensuring minimum infrastructure and access to secondary schools, the interventions aimed at improving quality of education in schools, education of Girls, education of socially disadvantaged group, community participation etc, cannot be addressed by one or even few strategies implemented as standalone strategies. Hence quality and equity issues need to be addressed in packaged or project mode.

6. Under project mode planning, the planner has to first identify the area to be addressed and the reasons therein. Strategies looking to address this area/ gap should address all the aspects linked to the selected area. Hence expected outcome has to be defined.
7. The expected outcome could be improvement in some indicators like enhancement of pass percentage, more involvement of girls in classroom process, increased number of ST/ SC students opting for science subjects, improvement in % of students passing, increase in average marks of students etc. and outputs are tangible outputs like school building, training module, workshops, trained teachers, etc. The planners then need to define multifaceted interventions; outputs expected in the process and prepare time schedule and calendar.
8. Under equity the State and districts need to identify the disadvantaged group within the State and district respectively. The planner has to also look beyond the standard categories as girls, SC/ ST and SFDs. The disadvantaged group may not be girls in all States as is generally assumed as is the case in Sikkim. However the disadvantaged group could be with respect to social category, gender, geographical location, economic conditions etc. All the different perspective should be used to identify the disadvantaged group and the strategies again has to be in project mode as package of interventions as described above.
9. Monitoring and evaluation will be a critical factor for successful implementation of any strategy is still more important to be carried out in a time bound manner at all three levels (School, Dist. & State). Regular monitoring and evaluation should be an in-built characteristics of any strategy planned/ proposed. This will further help in strengthening the implementation process as it enables option of corrective action if required at point of time during implementation.
10. Health Women and Child Development, Social Justice, Tribal Development, Minority Development, Rural Development, Urban Development, Drinking Water and Sanitation, etc as well as with Programme Co-coordinators of Sarva Shiksha Abhiyan SSA and Teacher Education (TE) , is extremely critical for RMSA plans. c. One of the most important data point in any planning is “past experience”. The State Education Department in the past has done multiple studies and researches and the cumulative experience of the faculty, far exceeds any MIS data points. The RMSA State Implementation Society, should leverage upon its rich qualitative databank and create sub-groups to deliberate on different aspects of functional planning. For example, sub-groups on pre-service trainings, curriculum revision, in-service training,

monitoring, and research soon could be formed to deliberate on each others' experiences before putting together the institutional level plan.

11. The 12th Plan document emphasizes the need for convergence of other secondary schools related schemes under the RMSA (as umbrella programme) and to subsume the four other centrally Sponsored Schemes viz. ICT in Schools, Girls Hostel, IEDSS and Vocational Education under RMSA. Benefits to aided schools as of now are being limited to the current interventions under other schemes and to the exclusion of the core (infrastructure and salary) components of the existing RMSA provisions.
12. Vocational Education and Skill Development : The aim of introducing vocational education at secondary level and higher Secondary level is to enhance the employability of youth through demand driven competency based, modular vocational courses and at the same time reduce the dropout rate at the Secondary level. The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education approved by the Government in September, 2011 has been recently revised on 12 February 2014 with a view to align it with the National Skill Qualification Framework (available on www.skilldevelopment.gov.in) The revised scheme while introducing vocational education at the secondary level, seeks to integrate vocational education with general education and provide horizontal and vertical mobility to the students. It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content.
13. Other interventions Sports, libraries. Readiness to Spirit of Teamwork and Leadership: Sports and Games: Sports activities are essential for physical, skill, aesthetics, creativity and psycho-social development. There is a need to cultivate recreational interests and promote the spirit of teamwork, sportsmanship and respect for others; leadership and obedience to rules.

2.3.1. State responsibility

Main responsibilities of state, Planning and implementation need to take care:

1. State should ensure the availability of sports instructors and equipment in every school; Emphasis on the inclusion of sports and games from the local area; and inclusive approach so that students of all communities, girls and CWSN students could participate equally;
2. State should ensure participation of SMDC members to monitor the performance of sports activities; district education officers and district RMSA coordinators will

inspect consistently; Inclusion of international and national best practices in sports activities; and the state will be prepared holistic need based plan on sports in a package mode. Readiness to Knowledge Centre: Quality based information (books and periodicals) and convenient access to library in view of inclusive education could promote reading habits.

3. States/UTs may initiate the following strategies to meet out the preceding needs of students. Library should be DIGITAL and capable to provide online resources; Library may approach National Informatics Centre for free training and free library software Like “GRANTHALAYA”; and School library must develop in its own network for resource sharing with the help of digital library technologies like DRUPAL, MENDLEY, ZOTERO DSPACE,EPRINTS GSDL(greenstone digital library software), CHATBOT ,WORDPRESS.J .
4. The States/UTs to creatively develop initiatives which have a strong impact on the outcomes of quality learning. RMSA encourages ‘out-of-the-box’ thinking, the States/UTs are encouraged to pilot such initiatives through State/UTs funds or through NGOs or through CSR activities. RMSA does not restrict any novel idea to be tried out which could be scaled-up later. K.
5. Quality Assurance: The States/UTs needs to ensure that the ‘State Curriculum Framework (SCF)’ has either been revised or formulated based on NCF-2005 and new syllabi and textbooks are accordingly prepared. The specific focus on curriculum study should be in the perspective of quality improvement at secondary education under RMSA.
6. NCERT consistently analyses the State/UTs curriculum, syllabus and textbooks; and support the States/UTs curriculum developers during curriculum analysis. State Council of Educational Research and Training (SCERT), Secondary School Education Board (SSEB) and Education Department in many State/UTs have been working independently but not integrated manner.
7. State/UTs needs to confirm about the synergetic involvement of SCERT, SSEB and Education Department of the State/UTs government in: curriculum development/revision, preparation of syllabi, textbooks and teaching-learning materials; assessment; and setting of question papers, quality improvement in teaching-learning process, etc.

2.3.2. Monitoring, evaluation and research

Monitoring for quality can be understood in terms of monitoring of processes such as number of vacancies filled, number of teachers trained, quality infrastructure such as libraries, computers, and sports made functional and so on. Monitoring of outcomes can be understood in terms of reduction of absenteeism, reduction in dropout rates, increase in pass-out rates, and rise in the level of achievement among students. Some of the monitoring parameters on processes could be –

1. Number of training sessions given, number of teacher who attended, pre and post test conducted etc.
2. Identification and selection of master trainers, trainer to teacher ratio, schedule of training etc.
3. Development of training and teaching modules, distribution schedule, etc. Similarly, monitoring parameters on outcomes could be related to students such as learning levels, dropout rates, absenteeism etc. and also teachers such as teacher absenteeism, engagement with students, creating student friendly environment and so on.

2.3.3. Governance

Financial Management and Procurement Regulations for the financial management of RMSA including the procurement of goods and services may be found in the Financial Management and Procurement Manual available on the RMSA.

Some key points to ensure timely flow of funds are mentioned below:

1. On receipt of Central share, the funds from treasury should be released immediately to the SIS preferably along with the commensurate State/UTs' share. However in the event of any delay expected in release of State/UTs' share, the Central share should be released to SIS immediately;
2. To avoid delay in release of Central share from treasury to SIS, it has to be ensured that sufficient budget provision is made in the State/UTs budget for the Central share along with the State/UTs share provision;
3. The fund received from GoI in State/UTs treasury should be released as full amount to the SIS and avoid releasing it in parts;
4. State/UTs should inform the MHRD about the release of State/UTs share immediately on receipt of State/UTs share in SIS account or at least as part of online QPR.

2.3.4. School Management Development Committees (SMDCs)

The integrated scheme of RMSA assigns due importance to decentralization of district plan right from the school level with the active involvement of community members, teachers, local bodies as well as the involvement of non-governmental organizations. Involvement of Panchayati Raj Institutions (PRIs) and Municipal Bodies, teachers, parents and other stakeholders in the management of secondary education, can be ensured through representation in bodies like School Management and Development Committees (SMDCs) and Parent Teacher Associations (PTAs). The RMSA framework provides that every Secondary/ Senior Secondary school will constitute SMDC at school level. As per framework of RMSA, SMDC should include representatives of local authority, academicians, subject experts and parents/ guardians of students admitted in respective schools,

2.3.5. The environmental management

Need for Environment Management The RMSA as it currently stands, particularly in terms of what is specified for financing, is to a large extent designed for expanding access to secondary school education. The program gives priority to creation and strengthening of physical infrastructure. The new schools are mainly in underserved areas, based on school mapping exercises and data from the Secondary Education Management Information System (SEMIS). SEMIS tracks disadvantaged children for every school in the country and submission of SEMIS data is a requirement for accessing RMSA resources. While the RMSA framework seeks to bridge the current gap in infrastructure requirements, there is not much emphasis on the need and ways to create and maintain a sustainable/environment friendly school campus.

Addressing Environmental Concerns The Environmental Management Framework focuses on sustainable development principles that can be embedded into whole-school management practices and provide practical guidance to help schools operate in a more sustainable way. In this context, the broad goals of a safe and environmental friendly school building would be to:

- a) Create a safe/hazard free school environment
- b) Conserve energy and natural resources
- c) Improve indoor air quality and maintain good learning/teaching environment

- d) Avoid exposure to toxic materials (by managing appropriately the places where children learn and play)
- e) Employ day-lighting strategies
- f) Improve classroom acoustics
- g) Employ sustainable purchasing and green cleaning practices
- h) Decrease the burden on municipal water and wastewater treatment
- i) Encourage waste management efforts
- j) Conserve fresh drinking water and helps manage storm-water runoff
- k) Encourage recycling
- L) Promote habitat protection environment.

The key environmental issues are associated with the programme / project have been categorized into the following categories:

- i. Issues linked to poor/improper site selection and planning (location/site planning/ accessibility)
- ii. Issues linked to poor/improper campus lay-out and building design ,
- iii. Construction related issues (including work site safety issues)
- iv. Health related issues (linked to sanitation, potable water availability and hygiene)
- v. Disaster/Fire Safety Emergency Response Arrangements
- vi. Resource management (energy, water etc.)
- vii. Facilities for physically challenged
- viii. Safety Issues : Fire and electrical safety and emergency response arrangements, including use fire resistant building materials and evacuation/assembly areas.
- ix. Issues related to special purpose designs : These include provision of facilities for the physically disadvantaged, provision of rainwater harvesting, possible use of solar power.
- x. Construction related impacts : These are issues that could be addressed effectively by good construction management, and include generation of dust and noise; generation and management of construction wastes; maintaining proper cut slopes and work site safety practices.
- xi. Issues related to Provision and Maintenance of Facilities : These arise due to the provision, or lack of provision of the required facilities - drinking

water facilities, prevention of infections, site cleanliness, health and hygiene, maintenance of site and off-site drainage, and preventing exposure to chemicals/pesticides.

2.3.6. Model schools

Model school was also the part of RMSA. But recently it's not in RMSA, Scheme for setting up of model schools. All scheme merge in "SAMAGRA SHIKSHA"

Concept

Basically a model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalayas and with stipulations on pupil -teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. Some of the key features of a model school will be:

- Education provided in a Model school should be holistic and integral touching upon physical, emotional and aesthetic development in addition to academics.
- Necessary infrastructure will be provided in such schools not only for satisfying teaching needs, but also for sports and co-curricular activities.
- There will be sufficient scope for sports, recreation and outdoor activities. Facilities like playground, gardens, auditorium etc. will be provided in Model schools.
- These schools will have adequate ICT infrastructure, Internet connectivity and full time computer teachers.
- The Teacher Pupil Ratio should not exceed 1:25 and the classrooms will be spacious enough to accommodate at least 30 students. However, classroom-students ratio will not exceed 1:40.
- These schools will be provided with Arts and Music Teachers besides subject specific teachers as per the usual norms. These schools will also create facility for activities emphasizing Indian heritage and art & craft.
- Special emphasis will be given on teaching of Science, Maths and English. If required, bridge-courses may be introduced for weak students.
- The school curricula include the material/items that inculcate leadership qualities, team spirit, participation abilities, development of soft skills and ability to deal with real life situations.
- Health Education and health check up will be introduced in these schools.

- A good library with books and magazines for students and teachers will be provided.
- Field trips and educational tours will be an integral part of the curriculum.
- Medium of instruction will be left to State Governments. However, special emphasis will be given on English teaching & spoken English.
- Model schools will have appropriate pace setting activities so that schools in the neighborhood can benefit.

Objectives

- To have at least one good quality Secondary School in every EBB.
- To have a pace setting role for these schools.
- To try out innovative curriculum and pedagogy.
- To try out innovative evaluation and school governance.
- To give access to quality Secondary Education to the talented students in rural areas

2.4.0. ACTIVITIES OF RMSA

- Construction of Additional Classrooms for quality improvement in the school infrastructure and school buildings are strengthened
- Laboratory construction of integrated Science Laboratory of Physics, Chemistry, Biology and Mathematics for quality learning.
- Laboratory Equipment providing laboratory equipment for the newly constructed laboratories. Providing grant for existing laboratories for the purchase of additional equipment.
- Supply of Furniture and Equipment furniture of Headmaster room, Office room, Computer room, Art/Craft, & Library.
- Separate Toilet blocks for boys and girls & drinking water facility for all secondary schools
- Annual grants for Schools : Rs. 50,000 annual grant is given to all schools for the purchase of teaching Learning Material, Games equipment, Music, Drawing, Art education material and maintenance.
- Minor Repair grants : Every secondary school having own building will be given Rs. 25,000 annually for Minor repairs of the School.

- Major Repair grants for Schools : Annual Grants for major repairs to the class rooms having own building will be given Rs.2.00 Lakhs maximum for having two sections and Rs.4.00 Lakhs maximum for having 4 sections.
- Laboratory maintenance grants :For the purchase of laboratory equipment maintenance Rs. 25,000 will be provided.
- Library, News Paper grants'or every secondary school library books worth Rs.1.00 Lakh would be provided. Rs. 10,000 for every school for the purchase of magazines, news papers and purchase of new books to the library will be provided annually.

2.5.0. PROGRESS MADE UNDER RMSA

- It is decided to inaugurate additional class rooms in 1000 Secondary School.
- In the year 2010-11 additional class rooms to 487 Secondary Schools were sanctioned preparative activities for construction are under progress
- In-service Teacher Training : Total of 49,836 teachers were trained for 5 days in a residential mode during the summer vacation of 2009-10 in the school subjects. In the year 2010-11 during summer vacation a total of 38,136 teachers were trained for 5 days in a residential mode

CHAPTER III

REVIEW OF RELATED LITERATURE

3.0.0. INTRODUCTION

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.” (W.R. Borg)

In the present chapter investigator has done review of Related literature based on government schemes and issues, and problems of secondary education which was helpful to develop theoretical and conceptual framework and gave the directions for making tools and to select the appropriate statistics for the present research. The number of research studies Related to present research have been collected and reviewed. These have been presented under headings like:

- Studies Related to Operation Black Board, Sarva Shiksha Abhiyan, and Midday Meal Scheme.
- Studies Related to Rashtriya Madhyamik Shiksha Abhiyan.
- Studies Related to issue and problem of secondary education.
 - ❖ Studies Related to Enrolments.
 - ❖ Studies Related to Teaching Competency.
 - ❖ Studies Related to Dropouts/Absenteeism/literacy rate/ Achievement
 - ❖ Studies Related to Girls Education.
 - ❖ Studies Related to the Deprived/special group .
 - ❖ Studies Related to Vocational Education.

3.1.0. STUDIES RELATED TO OPERATION BLACK BOARD, SARVA SHIKSHA ABHIYAN, AND MIDDAY MEAL SCHEME.

Alam (2019) Impact of Sarva Shiksha Abhiyan on the quality of school education a case study of Patna district in Bihar Emerging Technologies and Innovative Research (JETIR) www.jetir.org 464, Volume 6, Issue 5 www.jetir.org (ISSN-2349-5162) JETIR1905075. Data In this study field survey is conducted by the researcher to collect the Primary Data. Secondary data is also employed in this research. These sources are ASER Center, DISE

data, MHRD data, NUPEA. Population and Sample The study focuses on Bihar which is having 38 districts. This current study is concentrated on center which is Patna capital of Bihar. While Patna is having 23 blocks. The sample is drawn from west part of Patna. Simple random sampling is used to conduct the study. In this study researcher surveyed “TEN” government school, among that five, is taken from an urban area and five is taken from the rural area. In case of student total hundred sample is drawn which is based on simple random sampling. However, from one to eight class is taken into consideration and from each class one or two students are drawn randomly to evaluate their cognitive skills or fundamental skills. The finding was enrollment ratio and infrastructure has improved to some extent in Patna district of Bihar. On the other hand, the dark side of this finding is poor learning skills of students. Low level of learning skills is a long-term consequence of individual life. Because the low quality of elementary education reduces the chance for higher education and better economic opportunities for future.

Wani (2017) Sarva Shiksha Abhiyan (SSA) –an evaluative study of district shopian in kashmir. NSIGHT Journal of Applied Research in Education Vol. 22, No. 1, 2017ISSN 0975-0665 Objectives of the Study 1.To study the number of primary schools opened under SSA in district Shopian of Kashmir valley.2.To study pupil teacher ratio in these schools.3.To study the total enrollment in primary schools in the district.4.To assess the Mid-day meal scheme in the district. 5.To assess the total number of EGS centres and their enrollment.6.To study the training facilities available to primary school teachers under SSA.7.To study infrastructure facilities in terms of Classrooms, Principal room, Staff-room, Benches, Mating, Black boards, Chairs etc.8.To assess the role of VEC’s in these schools.9.To study the progression in enrollment in these schools, with effect from the implementation of the scheme. Sample : In district Shopian there are 04 educational zones consisting of 204 primary schools opened by SSA from inception to 2012. All schools were selected as sample for the study Tools The data for the present study was collected with the help of following self constructed tools:-1) Information Blank–The information blank was used to collect information about number of teachers and their training, total enrollment both sex wise and class wise, total number of alternative and innovative centers and their total enrollment.2) Check List -The check list was used by investigator to know detailed information about infrastructure and other facilities such as classrooms, desks, chairs, black-board, electricity, toilet facility, drinking water facility, play ground, library, principal room & mid-day meal facility. The results show that the educational zone Keegam has highest enrollment i.e., 2506 while as the educational zone

Vihul has lowest enrollment i.e., 1194, as the number of schools and population of the former educational zone is greater than the later educational zone

Chauhan (2015) conducted a study entitled “A study of Midday Meal program in the government primary schools of the Gwalior city of Madhya Pradesh.” Population of the study was 309 school of Madhya Pradesh. Researcher took 10% as sample size. For collecting data researcher used observation schedule and interview schedule. Researcher has got very positive result with increased enrolment of girls and reduction in absenteeism.

Yadav (2013) conducted a study entitled “Impact of Midday Meal program on nutritional status and school attendance of girls in Allahabad”. Research conducted on school going girl age between 5-16 year by using survey method. Result of the study, the school attendance of MDM girls’ beneficiaries is better than that of no beneficiaries.

Rani (2013) conducted a study entitled “An evaluative study of mid day meal scheme in Bathinda district of Punjab”. Main objective of study was to evaluate whether the scheme has been effective in checking the drop-out rate in the primary schools of Bathinda district of Punjab. Researcher used survey method. Interview schedules used by Researcher and findings of the study show reduction in absenteeism this scheme was effective in Punjab.

Babu (2013) conducted a study entitled “A study on the impact of Rajiv Vidya Mission Programme for quality education in primary school of Krishna District in Andhra Pradesh State”. Objectives of the study were: 1. To find out the level of impact of Rajiv Vidya Mission (SSA) program for quality education in primary schools of Krishna district. 2. To suggest ways and means for improving better quality education in primary school of Krishna district through Rajiv Vidya Mission (SSA). Researcher applied descriptive survey method. Population of the study : functionaries, parents and teachers from rural urban and tribal areas of Krishna District. Researcher selected 40 schools, 200 teachers, 70 functionaries and 160 parents as samples. Data collected by using opinionnaire. Result of study: Teachers, functionaries and parents and community members were under the perception that Rajiv Vidya Mission has a significant impact on the quality of Primary Education in Krishna District of Andhra Pradesh.

Patil (2013) conducted a study entitled “Intervention of Sarva Shiksha Abhiyan In changing academic performance of primary school students'. The main objective of study was to examine the changing in academic performance of students through Sarva Shiksha Abhiyan.

Researcher used descriptive longitudinal study where a survey was undertaken to collect the essential data of academic performance of students along with number of schools, basic facilities available in schools, number of residential schools, number of non-residential schools, number of teachers and teacher-student ratio. Primary school students of Bijapur district were considered as the sample. Using the random sampling of 10% of the total school's population of each taluka was to be taken. The academic achievement test was used for the study. Conclusion of the study : The factors like number of teachers and teacher-students' ratio are responsible for achievement of students during 2008-2009. The three factors such as number of teachers, number of residential schools and teacher-student ratio influence on achievement in the year 2009-10 and 2010-2011.

Singh (2012) conducted a study on "Evaluation of programs and activities under Sarva Shiksha Abhiyan with reference to education of children with special needs at elementary school level". The objectives of the study were : 1. To study the views of students and the teacher regarding the existing educational programs and activities under SSA with reference to education of children with special needs at elementary school level in Haryana. 2. To study the views of district functionaries i.e. district project coordinator, assistance project coordinator, block project coordinator regarding implementation of programs and activities under SSA with reference to education of children with special needs at elementary school level in Haryana. 3. To study the existing educational programs and activities under SSA with reference to education of children with special needs at elementary school level in Haryana. 4. To study the problems faced by the district functionaries and the teachers during the execution/ implementation of programs and activities under SSA with reference to education of children with special needs at elementary school level in Haryana. 5. To obtain suggestions from the district functionaries and the teachers regarding the education of children with special needs at elementary school level in Haryana. Researcher used a descriptive survey method for collecting data. Sample size taken by the researcher was 49 general teachers, 17 special teachers and 240 students (200 children without disabilities and 40 children with disabilities) of the district. Tools developed by the researcher like interview schedule, opinionnaire, and schedule. Findings were: 1. Personal care by the teacher for quality education of CWSN was average. 2. Quality of aids and appliances provided to children with special needs by SSA was good. 3. Environmental modification done in the school for the educational needs of children with special needs was average. 4. Training provided to parents of severely disabled children by SSA was poor. 5. Identification of children with special

needs under SSA to fulfill their educational needs, assessment at block level, facility of medical camp. Learning CSWN and non-disabled together was good. Further procedure of disability assessment of children with special needs under SSA and the process of certification was good.

Garg (2010) conducted a study on “An appraisal of Sarva Shiksha Abhiyanin development of basic education in District Meerut”. Objectives of the study were: 1. To study the objective of Sarva Shiksha Abhiyan .2.To study the contribution of Sarva Shiksha Abhiyan in developing primary education in district Meerut. 3. To study the contribution Sarva Shiksha Abhiyan in developed upper primary education in district Meerut. 4. To analyze the socio economic and gender causes and reasons for school drop-outs at the primary and upper primary level in district Meerut. 5. To study the effect of SSA in terms enrolment, literacy rate, level of basic education in district Meerut. 6. To analyze and study the problem occurred in achieving the goal of SSA in district Meerut. Researcher used normative survey methods. Population of the study : 31 parishadiya basic schools, 964 parishadiya primary schools, and 433 upper primary schools. By using stratified random sampling technique sample size of research 70 primary level schools & 14 upper primary schools. Techniques used by the researcher : 1. Observation Techniques 2. Interview schedule 3. Descriptive questionnaire 4. Focus group discussion 5. Study of records. Findings of the study: The overall enrolment at primary level has increased by 71% present and 55% at upper primary level. Growth enrolment ratio has increased at both levels. The overall retention rate has improved and the overall drop-out rate has reduced. Enrolments of girls, Muslim children and children from disadvantaged sections of society have been increased after the implementation of SSA in the district, but they are not satisfactory. There is qualitative enhancement in teaching methods and learning outcomes. SSA has contributed immensely in developing upper primary education in the district. Alternative strategies for children who have been left out of the schooling process have been implemented.

Neelayathakshi (2010) conducted a study entitled “A study on the performance of primary education in Tamil Nadu under Sarva Shiksha Abhiyan”. Objectives of the study were: 1. To study of the overall performance of the Sarva Shiksha Abhiyan program in Tamil Nadu. 2. To examine enrolment in elementary school under Sarva Shiksha Abhiyan program in Tamil Nadu standard wise and district wise during the period between the years 2003-2004 and 2007-2008. 3. To analyze the pupil-teacher ratio repetition rate, drop-outs’ rate, transition rate and attendance rate during the period between the years 2003-2004 and 2007-2008. 4. To

highlight the utilization of school maintenance grants and various other grants under Sarva Shiksha Abhiyan during the period between the years 2003-2004 and 2007-2008. 5. To suggest the rational policy measure for the success of the Sarva Shiksha Abhiyan campaign in Tamil Nadu. Research methodology : Secondary data collected by the researcher. Data were collected from various reports such as the district information system for the education ministry of human resource development etc. Results given by the researcher after analysis of the reports (secondary data) the Sarva Shiksha Abhiyan will be more effective and the enrolment of children will be increased at the elementary level in all the districts of Tamil Nadu without disparity. The drops-outs will be prevented and the retention ratio will be increased if the funds allocated by the Central and State Governments are properly utilized without misappropriation and for the purpose to which they have been sanctioned. The end result of primary education is “functional literacy” and “effective literacy”. Thus primary education results in an economically productive input. Primary education also results in changes in attitudes which are relevant from the economic point of view.

Taj (2008) conducted a study on “A study on impact of the incentives scheme of the Government on the role of enrolment and retention of students in Karnataka State”. Objectives of the study were: 1. To examine the effect of basic ground variables, namely, gender, type of family, size of family, birth ordinal position and locality of the primary school students attitudes towards the governmental incentive scheme i.e. midday meal, free textbook, free uniforms. 2. To investigate the effects of the intensive scheme on primary school student’s enrolment and retention. 3. To study the opinion of teachers of primary school towards the intensive scheme i.e. free midday meals, free textbooks and free uniforms. 4. To study the opinion of primary school students towards the intensive scheme i.e. free midday meals, free text books and free uniforms. 5. To compare the opinion of the teacher towards the incentive schemes free midday meal, free textbook, free uniform. 6. To study the opinion of parents towards the relative performance for the Midday Meal scheme of the government of Karnataka. Researcher used a survey method for the study. For selecting samples, researcher used a stratified sampling method. 400 primary school students were taken by researcher i.e. 200 boys and 200 girls & 200 teachers from Bangalore rural and Bangalore urban district. Researcher used questionnaire and incentive scheme battery rating scale. The data was analyzed using descriptive statistics through percentage, mean deviation, ‘t’ test and ‘f’ test and found the statistical difference between variables. Main findings of the study were: It was found that there was a significant difference in the attitude of students

towards the three schemes based on the type, size and locality of family. But sex, ordinal position and socio economic status had no effect on their attitude towards the three incentive schemes. None of the variables such as sex, age and locality as well as the size, type and socio-economic effect on the attitude of parents towards the three incentive schemes. Students and teachers' opinions were favorable towards the Midday Meal scheme as the first preference followed by the scheme on supply of textbooks and last being free uniforms. But the preference of parents was in terms of free distribution of uniform, textbooks supply and Midday Meal.

Nielsen (2007) conducted a study entitled “Midday Meal program for school children Akshaya Patra unlimited food for life”. It reported that enrolment of girls had improved more significantly than boys and school attendance rate had improved by 82% in Jaipur Midday meal program had reduced the dropout rates and improved the retention rates in all higher classes.

Parida (2007) conducted a study entitled “Midday Meal scheme and growth of primary education: A case study of a district in Orissa”. Findings of the study reveal that the positive impacts in the case of attendance and dropout rate, enrolment of children have increased.

Uniyal (2007) conducted a study on “Role of district primary education program in upliftment of primary education in Tehri Garhwal : a critical study”. Objectives of study were: 1. To assess the program of universalization of education for the age group 6-12 years in terms of enrolment in school in mentioned years. 2. To study the dropout and enrolment rate of children in terms of gender, socio economic status and caste reservation (SC,CT,OBC) in the referred years. 3. To evaluate the participation (co-operation) of the community in the activities of the district primary education program and universalization of education going in their respective areas (block, nyay panchayat). 4. To study the justification of opening a new primary school, alternative education Centre, vidhya kendra's etc. under DPEP in terms of enrolment of pupils. 5. To assess the teacher's attitude and their extent of satisfaction towards the DPEP and its management. Researcher took 1000 primary schools of district Tehri Garhwal as population. Then using sampling techniques researcher selected 100 schools (10% of population), 250 teachers and 25 members of district education for collecting the data. Researcher used an information schedule and opinionnaire. Conclusion of the study: DPEP brought remarkable change and improvement to upgrade the quality of primary and

improvement to upgrade the quality of primary education by providing academic and physical support and the program has succeeded to achieve its objectives to maximum level.

Banarjee (2006) conducted a study on “Understanding inclusive practice and community initiatives to make education accessible to all”. Objectives of the study were: 1. To understand the prevailing perspective on inclusive education in Karnataka among the Government and Non-Government organizations. 2. To study the extent to which the practice of inclusive education facilities assess retention and achievement among children with impairment. 3. To study the various types of local community initiatives that exist for the purpose of realizing education to all. 4. To study the various teacher training programs on inclusive education and assess the teachers own understanding of the practice of inclusion. Researcher used an empirical approach with a qualitative approach in collecting and analyzing data. Main findings of the study were NGOs working in the field of IEDC have progressive perspective of inclusive education in their view that children with special needs need not be treated as a separate section of human beings. Resource teachers for inclusive education and regular teachers were of the view that educating challenged children with normal school children would provide opportunities to such children to develop an awareness of such children to develop an awareness of their abilities rather than their disability.

3.2.0 STUDIES RELATED TO RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

RMSA - LOK SABHA SECRETARIAT (2020-2021) Seventeenth lok sabha thirty fourth report

The Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) were implemented from 2002 and 2009, respectively till 2017-18. Samagra Shiksha (SS), an integrated Centrally Sponsored Scheme for School Education extending from pre-school to Class XII, was launched from 1st April, 2018 by subsuming Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education.

Seventh Joint Review Mission on RMSA (2016)

The Seventh Joint Review Mission (JRM) of Rashtriya Madhyamik Shiksha Abhiyan scheduled was held from April 11, 2016. The Mission had done field review of program implementation, with a focus on the themes identified for the Mission. The States to be visited were: Delhi, Maharashtra, Telangana, Tripura and Uttar Pradesh. The JRM report

revealed that: Instructional practices were mainly teacher-centric. On average, teachers spent about 60% of classroom time on lectures or instruction and assigning students class work in Math classes. In language classes, about 60% of the time was spent on these activities including reading aloud from the blackboard or textbook. Evidence of the use of other learning aids was observed to a very small extent and was limited to a couple of districts; and the use of ICT was not found. Finally, teachers were able to correctly identify student errors only about a third of the time on questions, which ranged from grade 5-9 materials. The mission found that while textbooks have been revised in several States, the approach has not been comprehensive and holistic. The accent on time-bound completion of topics continues with week-wise or month-wise regime of what should be taught and when. The Mission noted that Telangana has recently done a comprehensive reform of curriculum, textbooks and examination system.

Sixth Joint Review Mission on RMSA (2015)

The Sixth Joint Review Mission (JRM) of Rashtriya Madhyamik Shiksha Abhiyan held from August 24, 2015 was desk review of the program implementation, with a focus on the themes identified for the Mission. The Mission was led by the Government of India (GoI). The JRM report revealed that : Overall there has been substantial growth in enrolment in secondary education in the country, which now stands at 38.3 million across all secondary schools. Total enrolment for Grades IX and X has increased from a 2009-10 baseline of 30.7 million students, to 38.3 million students in the academic year 2014-15. This represents a 24.8 percent increase over the baseline in a five-year period. There has also been impressive growth in enrolment in secondary education in all the States/UTs. Enrolment in secondary education recorded substantial increase in the States of Jharkhand (105 percent), Sikkim (102 percent), Dadra & Nagar Haveli (87 percent), Chhattisgarh (85 percent) and Bihar (81 percent). In some States/UTs this increase may be attributed to an increase in the coverage of the private-aided and private-unaided schools. Between 2010-11 and 2014-15, the number of students in government-managed schools declined by about 1.1 percent.

Gosh (2015) conducted a study on “Perspicacity on the RMSA among students of Kolkata district of West Bengal”. Objectives of the study were : 1.To study the general objectives of RMSA. 2. To evaluate the nature of interdependencies between as postulated in the above segments. 3. To study the level of deprivation of secondary students to get satisfactory quality education due to gender, social economic, disability and other barriers. 4. To assess the

improvement of quality of secondary education resulting in enhancement in intellectual social and culture learning 5. To observe the quality education received by the secondary students. 6. To study the level of achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the common school system. 7. To observe the quality of education received by the secondary students. The study was based on intensive individual surveys. Population of the study: 713 secondary schools of Kolkata district. The sample size of the study was 200 among students of class IX and X of the four parts of the district. Sampling was conducted with a random sampling method. Tool used to collect data by pre-structured questionnaires. Descriptive and inferential statistics like correlation, multiple regression analysis and step –down regression analysis were used to analyze data. Conclusion of the study: For the universalization of secondary educations RMSA which addresses the issues of quality, the equity are generally addressed through macro level instruction such as the rationalization of schooling inputs, improvements in teacher quality, curriculum and examination reforms, improved support service, and demand-side financing strategies such as scholarship scheme, incentives to social-economically disadvantaged groups like free uniforms, text books and transport allowances, which often do not have the desired results.

Fifth Joint Review Mission on RMSA (2015)

The Fifth JRM of RMSA held from 27th January to 9th February 2015, was a field based review, of five States (Assam, Gujarat, Haryana, Tamil Nadu and Uttarakhand). The JRM report revealed that : The enrolment in government schools has declined, whereas, that in private unaided and aided schools has increased. This is a cause of concern as the latter are largely located in urban and semi-urban areas.

Table 1 : Distribution of Enrolment across management of schools at Secondary Level

Enrolment (in Millions)				
Schools Area	2010-11	2011-12	2012-13	2013-14
Government	12.1	12.9	18.2	16.9
Aided	8.8	10.5	7.9	8.5
Unaided	10.5	9.6	8.2	11.6

Central Govt.	0.2	0.2	0.4	0.3
Total	31.6	33.2	34.6	37.3

Source: RFD presentation made to the JRM

Forth Joint Review Mission on RMSA (2014)

The Fourth JRM of RMSA of August 2014 was a desk-based review, though the Mission had the benefit of interaction with several States on the special focus topics. The JRM noted that:

1. Vocational education scheme is now part of the RMSA program. The mission has been informed that vocational education is being introduced in the State curricula. The practical consequence of this needs to be explored, as they relate to curriculum, facilities and teachers and the impact on the life trajectories of students enrolled in this course.
2. The use of ICT in education and for learning. The mission welcomed the introduction of the ICT School into the RMSA program. There was a strong consensus in the JRM that ICT has profound potential to offer new solution to the problem that the Abhiyan is facing and will face in the year ahead

Third Joint Review Mission on RMSA (2014)

The Third JRM of RMSA held from in 2014, was a field based review, covering five States (Bihar, Chhattisgarh, Karnataka, Madhya Pradesh and Nagaland) .JRM report revealed that: In Madhya Pradesh the State has introduced a comprehensive program called a bridge course to address the learning gaps of class VII pupils through foundation course. It is very systematic with all districts and schools engaged students. Schools are offering continuous remedial classes to bridge the learning gap persisting from primary, upper primary and also at the secondary level.

Deb and Das (2014) conducted a study entitled “An appraisal about RMSA from student of Uttar Dinajpur district of West Bengal.” Objectives of the study were: 1. To study the general objectives of RMSA. 2. To study the level of appraisal on RMSA. 3. To assess the nature and extent of causal factors like age, regular schooling, cause of absenteeism, private tuition, reason behind private tuition, shortfalls of present education system, drawbacks of present secondary education, remedial measures of secondary education, lack of social awareness, additional boost up given by RMSA, upliftment due to SSA, success of SSA familiar with Midday Meal, role of Midday meal, provision of Midday Meal at secondary level and way of

successful implementation of MDM. 4. To evaluate the nature of interdependence between and among the causal variables and consequent variables as postulated in the above segments. 5. To screen out the causal variables substantial effect on the level of appraisal out of these 16 casual variables for formulating a strategy of intervening RMSA for the betterment of secondary education. Researcher used survey methods for collecting data. Population of the study, 187 secondary schools of Uttardinajpur Sample of study comprised 200 students. Conclusion of the study—all variables like age, regular schooling, cause of absenteeism , private tuition, reason behind private tuition shortfalls of present education system, drawback of present secondary education, remedial measures of secondary education, lack of social awareness, additional boost up given by RMSA, upliftment due to SSA, success of SSA familiar with Midday Meal, Role of Midday meal ,provision of midday meal at secondary level and way of successful implementation of MDM were found to be significantly correlated with the level of appraisal on RMSA, age, regular schooling, reason behind private tuition etc. positively correlated and cause of absenteeism, lack of social awareness, private tuition etc. negatively correlated.

Second Joint Review Mission on RMSA (2013)

The Second JRM of RMSA held from 29 July – 6 August, 2013, was a desk review. The Mission acknowledged the work done by teams in MHRD, TSG, NCERT, NUEPA and States for their valuable contribution. The JRM report revealed that: 1. The mission noted that only civil work is only being approved under RMSA. 2. The mission recommended that States should be encouraged to provide a single identification number for teachers, the Aadhar scheme is one option.3. The mission noted that States need support in understanding how to use the GIS data moving beyond a simple distance measure from habitation. 4. The mission observed that in areas such as computers labs, some standardization is needed. Moreover, the norms should be driven by pedagogical needs.

First Joint Review Mission on RMSA (2013)

The First Joint Review Mission (JRM) of RMSA, January 2013, was a field based review of five States (Andhra Pradesh, Mizoram, Orissa, Punjab and Rajasthan). The JRM report revealed that: 1. There is an urgent need for States to develop more effective strategies for the improvement of learning outcome. 2. The additional classroom, the computer room, library and head teachers room have the same dimensions though these rooms have vastly different

functions and space requirements e.g. designated computer labs have insufficient electrical point provision. Computer rooms were without the necessary number of power points to plug-in the computers. 3. The allocations to States do not seem to reflect the objective needs of States. 4. States are denied their legitimate share.

3.3.0. STUDIES RELATED TO ISSUE AND PROBLEM OF SECONDARY EDUCATION

In this section investigator discussed the Studies Related to the issue and problem of secondary education.

3.3.1. Studies Related to Enrolments

Rao (1997) "Develop strategies of enrolment and attendance in Rangareddy district of Andhra Pradesh". the present study is an attempt to develop strategies of enrolment and attendance with a sample of eight schools in Rangareddy district of Andhra Pradesh. The research team decided to select eight out of sixty schools in seven mandals of Ranga Reddy district of Andhra Pradesh, which were experiencing high dropouts' rate for the purpose of the study. Findings: - 1. Poverty, child labor, houses hold work were some of the prominent reasons for dropouts. 2. Teachers were able to involve community in the activities of the school development. 3. teachers interaction with pupils, parents and elders had a positive impact on enrolment in schools. 4. Regular PTA meetings had a positive effect on improvement of enrolment and attendance in schools.

Sharma (1976) conducted a study on " Increase in enrolment in primary schools: efforts and results, SIE, Rajasthan, 1976". The study aimed at finding out 1. The utility of enrolment drives in primary and upper primary schools of Rajasthan and upgraded unit teaching system 2. The effect of various incentives given as parts of these drives, and 3. The effect of appointment of lady teachers in rural co- educational schools to boost enrolment of girls. The study was confined to Udaipur and Kota divisions. Statistics for six sessions (1970-71 to 1975-76) were taken into consideration. The sample was decided on the basis of proportionate numbers of primary and upper primary schools for boys and girls in rural and urban areas. In all, 155 schools were selected for the study. The normative survey method was employed. School information Performa was the tool for data collection. Descriptive statistics for data analysis and critical ratio for drawing conclusions were used. It was found

1. So far as physical conditions were concerned, 44 percent of primary conditions were concerned, 44 percent of primary schools had adequate facilities up to 1975- 76, 27 percent lacked even basic facilities like a black board. In upper primary schools, there was a shortage of everything except carpets. 2. The effects of the enrolment drive were positive it was not as expected in the case of girls.3. Incentives proved to be useful in boosting enrolment and out of them the most effective in descending order were free meals, textbooks and stationery, fee exemption, free uniforms and scholarship. 4. The percentage of wastage in classes the percentage of wastage in classes I to III showed a declining trend from 1970-71. 5. Due to the introduction of the ungraded unit system, the percentage of stagnation went down but the decrease was not significant. 6. There was no considerable effect of appointment of lady teachers in co- educational rural schools on the enrolment of girls.

3.3.2 . Studies Related to Teacher competency

Khan (2016) conducted a study on “Teaching competency of secondary teacher in relation to their educational qualification, stream and type of school” and the findings were -: government teacher were more competent than private teachers and educational qualification does not affect the teaching competency of secondary school teachers & science stream teacher have more competent than art stream secondary teachers.

Kumar (2016) conducted a study on “Attitude of secondary school teachers towards their profession with respect to teaching competency” and the study revealed high teaching competency had a positive attitude towards teaching profession than the lower teaching competency. So these results show that secondary teachers are especially competent in classroom behavior. So what about their all over competence. So we check the attitude towards quality enhancement of education with respect to their teaching competency. We know government teachers are efficient, experienced and competent.

Sarmah (2015) conducted a study on "Teaching competency among the TET qualified teachers, a study in sonitpur district of Assam". The finding of competency level among TET qualified teachers in this regard community and gender is not considered as an important variable suggestion given by researcher was very interesting. 1. Individual differences are always there and same with the teaching competency but the gap between urban and rural as well as male versus female can be minimized through proper training programme. 2. Attitude

play an important role in developing competency so effort must be taken to build proper teaching attitude among teachers which will accelerate in enhance teaching competency. 3.They should be encouraged and ensured to participate in short term courses offered by the concern departments for developing confidence as well as for effective communication and deliberation of class. So in-service training plays an important role to enhance teaching competency. At this point questions arise how to check teaching competency after in-service training. Only GTCS is not sufficient to check teacher's competency, we need to check teaching attitude, professional development and student performance (achievement test or some general test) also.

Gupta and Chouahan (2014) conducted a study on “Teaching competency among Teachers in Secondary School Level in Ghaziabad District” and they found competence of female teachers is higher than the male teachers; competence of experienced teachers is higher than inexperienced teachers and no significance difference of teaching competency of rural and urban teachers.

Mudasir (2014) conducted a study on “A comparative study of teaching competency of secondary school teachers in district Srinagar” and the result was the male secondary schools teachers showed better teaching competency as compared to female secondary school teachers.

Talwar (2014) conducted a study on “Teaching competency of Secondary School Teachers In Relation To Emotional Intelligence” the major findings was 1. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers. 2. There is insignificant difference in the teaching competency and emotional intelligence of government and private secondary school teachers with respect to their gender. 3. There is a significant relationship between teaching competency and emotional intelligence of secondary school teachers.

3.3.3. Studies Related to Dropouts/ literacy rate/ Attendance rate/Achievement

Ahluwalia (1997) conducted a study on "The factors responsible for dropout phenomenon in the total literacy campaign being implemented in Hoshiarpur and Faridkot District of

Punjab and Chandigarh union territory". The sample of the present study consisted of 205 learners (dropout) from the two district viz. Hoshairpur and Faridkoat and union territory of Chandigarh. Findings:- 1. As regards occupational distribution of dropout, a large majority of them belong to the agricultural labor force. 2. It was found that age had nothing to do with the adult withdrawal as majority of dropout came from the age group of 15-25 years. 3. It was found that most of the dropouts were unskilled and casual workers. 4. As regards rank wise distribution, dropouts were due to household work family circumstances, financial problems, reluctance to go classes and due to various personality traits.

Rao (1997) conducted a study on " Develop strategies of enrolment and attendance in Rangareddy district of Andhra Pradesh". Findings :- Regular PTA meetings had a positive effect on improvement of enrolment and attendance in schools.

Singh (1988) conducted a study on "The extent and causes of dropouts among girls students in the rural schools of Chandigarh. Independent study (national institute of educational planning and administration)". Problem: - The study aims at exploring the factors responsible for higher dropout of rural girls of Chandigarh. Objectives: 1.To study the extent of dropouts among girls students of rural schools. 2. To find out causes of dropout among girl students of rural schools, and 3.To make suggestions for reducing the phenomenon of dropout. Methodology:- six rural schools were selected for the study. Eighteen primary classes and 22 middle classes dropped out girls students of selected schools were prepared for the girls, parents and heads of institutions percentage were calculated. Major findings: - 1. Female literacy in rural areas was less than in urban areas. Rural female literacy was much below the rural male literacy 2. The dropout rate of rural girls in class 1st at primary stages was higher as compared to that of other classes. The rate goes on decreasing with the advancement of class. 3. The girls were generally weak in English, mathematics and science 4. Parents were not to send their daughters to schools because of domestic reasons . 5. The study showed that people from Jat and Saini communities engaged their daughters on the fields for looking after the cattle, etc. 6. The Muslims married off their daughters at an early age. 7. Scheduled castes were generally poor and were socially.

Kumar (1983) conducted study on "Enrolment and Dropouts among the Harijans of Bihar, Harijan study cell, ANS institute of social studies, Patna1983"- the main aim was to highlight the principal reasons for poor enrolment and heavy dropouts and to suggest remedial measures based on an empirical study. The study was undertaken in four rural blocks of

Bihar, which had sizable populations of scheduled castes, altogether 300 heads of households belonging to scheduled castes and 100 heads of households belonging to scheduled castes were interviewed and selection of the village in each block was made by the random sampling method. The purposive sampling method was used to select the unit for interview as well as the schools for the interview as well as the schools for the interview of teachers of primary and middle schools. A household scheduled and interviews scheduled were used. The study revealed – 1. Enrolment and dropout rates were higher among boys than girls. 2. Guardians/ parents of the highest age group (60 years and above) were more concerned about the child's education than those of the younger age groups. 3. A few castes e.g. dhobi, Dusabh, among the scheduled castes were keener on education than the rest and thus showed differential development. 4. The enrolment rate was higher among the non-scheduled castes, whereas the dropout rate was higher among the scheduled castes. 5. Income greatly affected the rate of enrolment and dropouts. Thus, as income went up the level of enrolment increased and the rate of dropout decreased. 6. Child education very significantly correlated with the educational status of guardians / parents. 7. The rate of dropout was heavier at the primary stage than at the middle stage. 8. Those who were irregular in attending school were the potential dropouts. 9. Caste discrimination in schools had compounded the problem.

Sarken (1980) conducted study on "A pilot investigation on school dropout reasons, demography research unit 1st Calcutta 1980", the main aim of the study was to ascertain the reasons for dropout and prepare a list of reasons applicable to the rural population of the country. A detailed list of ninety- three questions subdivide under general reasons, economic reasons, domestic reason. School environment and dropouts opinion was built up and administered to forty six male and thirty five female dropouts in the age group 6-24 years in all the sample households of four selected villages. Based upon the response of the guardian and the dropouts the questions were broadly divided into four categories. Findings : - 1. School environment did not contribute to the dropout of secondary of either sex, domestic work accounted for at least 70 percent of the female dropout. Inadequate income for living accounted for two thirds of the female dropout and about 80 percent of the male dropout. 2. Guardians' lack of interest was the most dominant reason applicable to both the male and the female drop-out among the question under the views of dropouts.

3.3.4. Studies Related to girls education

Jho (1987) conducted study on "Girls education campus, Chhindwara –An evaluation study, Tribal research Institute Bhopal 1987". Findings the study revealed- The girls education campus Chhindwara, was established by the department of Harijan and tribal welfare, government of Madhya Pradesh in 1980, with the objective of imparting formal and non-formal education to tribal girls and women since then, five more such campus were established on each at Ambikapur, Kukshi, Chouki, Jagadpur and Pushrajgarh. The major objectives of these campuses were 1. To impart education and training to economically poor girls of tribal and Harijan families by providing them scholarships and hostel facilities, 2. To help the tribal and Harijan girls in their all-round development through training them in physical education, games cultural activities etc. So apart from developing self-confidence, they also got basic education to enable them to become teachers, nurses, gram Sevika etc. In order to achieve these objectives, it was proposed to have a two- tier education i.e. from sixth to eighth grade and from ninth to eleventh grade fully residential. Admission was to be on the basis of merit. Arrangements for technical and practical knowledge in fine arts, agriculture, gardening, animal husbandry etc. along with general education provided tuition was to be provided. Provision for physical productive work along with physical education was to be made.

The major aim of providing secondary education to tribal and Harijan girls in the campus could not be achieved and in 1986, merely three girls took admission in the sixth class in the campus. The funds allotted for different classes of the institute were utilized for primary education only and considering this excessively expensive furniture and teaching materials were purchased, but these assets proved sterile because even primary classes were discontinued after 1986. Thus the campus failed to achieve its major objectives. The residential hostel established in the campus was meant for tribal and Harijan girls only, whereas girls coming from other castes were also admitted to the campus. The tribal population of the different districts of the region was not properly represented in the campus and admission rules were relaxed to accommodate girls with second and third divisions. The campus had no building of its own even six years after its establishment. There was no proper arrangement for either water or electricity in the campus. Adequate furniture was not provided to the girls to enable them to keep their books and clothes properly. There was no arrangement for practical training in fine arts, gardening, animal husbandry, etc. in the campus. The campus seemed to fulfill some of the objectives per training to impart vocational education to girls as some of them had attained proficiency in tailoring while at

the campus..The educational and mental development of girls living in the hostel of the campus was found to be better than that of the day scholars in the campus. The campus seemed to give proper attention on physical education, sports, culture activities and hygiene.

3.3.5. Studies Related to Deprived/special group

Sharma (1984) conducted study on "Effect of incentive scheme scheduled castes, scheduled tribes and girls SIERT Rajasthan", the study aimed at findings out the effect of different incentive like free uniform, textbooks and boarding and loading facilities on enrolment of scheduled castes and scheduled tribes students and girls . The random sampling method was used. One Panchayat Samiti from each district of Rajashtahan was taken up for study 10% of the schools from those in these Panchayat samities in 1981-1982 was selected. The study revealed:- 1. As a results of the incentives the increase in enrolment between 1973-74 and 1982-83 among boys of the 6-14 age group at primary school level was from 60 to 95 percent call the groups, and from 49.2 to 92.7 percent among SC and ST. During the same period the increase among SC and ST. During the same period the increase among girls of all casts was from 13.9 to 34.8 percent and for those belonging to SC and ST, it was 4.6 to 23.1 percent 2. Durganagar, Banswara and sirohi districts showed a 100 percent enrolment of boys. Thus the intensive had a positive effect on enrolment.

3.3.6. Studies Related to Vocational Education

Robert (1988) conducted study on "A study of the socio-economic status and vocational choice of students" M.Phil.edu. Madurai. Kamaraj University". Problem: - the problem for the study was to answer questions like do the vocational choices of higher secondary students depend upon their socio- economic status? Are the vocational choices of the students Related to the vocational aspirations of their parents? Objectives: -1. To study the socioeconomic status of students in higher secondary schools and their vocational choices and 2. To study the relationship between the vocational choices of the students and the vocational aspirations of their parents. Methodology:- In the study,199 higher secondary students from various schools in Madurai and Anna district formed the sample sixty- three parents of the students were also interviewed to ascertain their vocational aspirations for their children. The socio-economic status scale (SESS), the vocational interest record (VIR) and the parental aspiration on children's' vocations questionnaire were used. The mean SD, 't' test and chi square test were used for statistical analysis. Major Findings :- 1.The vocational choice of the higher secondary students were independent of their socio- economic status and vocational

aspiration of their parents. 2. Both boys and girls had similar vocational choices as regards agriculture, arts, literature, and executive work, commerce, science and social work; however more girls preferred the vocational household work than boys.

Sacheti (1998) conducted study on "A quick appraisal of the implementation of the centrally sponsored schemes on Vocationalisation of secondary education". Rajasthan Independent study: National Council of Education research and training. Problems:- The study center's around the scheme of Vocationalisation of education launched by the state of Rajasthan during 1987-1988 and its implementations with a view to make a quick appraisal to its status and the problems being faced so as to suggest corrective measures for improvement. Objectives:- 1. To collect information on various aspects of implementation of the programme. 2. To identify the strong and the weak areas of implementation. 3. To find out the aspiration of students in terms of their academic and professional growth, and 4. To give suggestions for the improvement of the program. Methodology: The present study covered about 11% of the higher secondary schools offering vocational courses. The study team visited a variety of institutions – private, rural, semi urban, and urban with a view to cover the maximum number of courses. Data were collected through five questionnaire administered to. (a) State level functionaries. (b) District level functionaries (c) Heads of the institutions (d) Teachers and (e) Students. The responses to items in the questionnaire were analyzed and the majority of the data were presented in terms of percentages. Major findings: - 1. Vocational courses in the state have been introduced mainly in government higher secondary schools. 2. The posts of vice Principal have been filled by promoting general education staff as per seniority. 3. Out of 34 teachers, 31 were either post- graduates in the concerned vocational areas. 21 of them had B.Ed. or M.Ed. qualifications Only eight teachers had additional qualifications Related to vocational courses. The special training organized by the NCERT or the state education department was attended by 29% teachers. 4. A significant proportion (67.69%) of students reported that they did not have workshops, and laboratory and library facilities for the given courses in the school. 5. As regards the educational background of the students, it was found that 6.42% were first division, 41.79% second division and remaining were either third division or had passed in their qualifying high school public examination. 6. With regard to parental occupation. It was found that 36.69% parents were government servants 27.22% were engaged in agriculture- Related occupations and 20.14% were doing business of various kinds. 12.59% parents were working in the private sector. 7. Out of the 296 students, 7.43% belonged to the scheduled castes, 3.05% to scheduled tribes, 1.5 % to the

backward classes; the remaining 88.17% students belonged to the general category. 8. A significant proportion (60.68%) of students liked to join service whereas 17.65% students preferred to enter business on completion of their course .9. Regarding the training being received, 34.22% students said that they were getting good training however a slightly larger number of students (38.64%) felt that they were not receiving adequate practical training. 10. Hardly any progress was noticed regarding the conduct of the district vocational surveys instructional material development and teacher training, but posting of vice principals, DVE and other supporting staff had been completed. 11. Regarding employment of vocational products on completion of the courses, only isolated cases of gainful employment were reported by the teachers. The majority of the first batch of students joined first degree courses.(DVE1010).

CHAPTER IV

METHODOLOGY

4.0.0. INTRODUCTION

In the previous chapter Review of Related Literature has been discussed in detail. The present chapter is devoted to methodology and in this chapter Population, Sample, Description of Sample, Tools, Construction of tools, Procedure of Data collection and Data analysis have been discussed under different headings which are presented below:

4.1.0. POPULATION

The population of the study is all the government secondary schools of all the five blocks of Indore district. The details are as under:

Table 4.1: Government Secondary Schools in Indore District

District	Block Name	Number of Higher Secondary Schools	Number of High Schools	Total
INDORE	Indore Urban	30	12	42
	Indore Rural	13	13	29
	Depalpur	11	14	25
	Mhow	17	22	39
	Sanwer	09	14	23
	Total		80	75

Source; DEO (RMSA) District Office, Mhow Naka, Indore

Teachers, Principals and Students of above Government schools were part of population. Moreover, district project coordinators were also the part of the population.

4.2.0. SAMPLE

Population of the study consisted of 155 secondary schools and among these 155 secondary schools, 15 schools were part of the sample which were selected by using simple random sampling technique (Lottery Method). Out of these 15 schools the investigator was able to collect the data from 13 schools and the remaining two (2) schools did not return the questionnaire back. All the students studying in these 13 Government schools (High and Higher Secondary) were part of the sample. In all there were 1251 students studying in these

13 schools belonging to (9th, 10th, 11th and 12th). Online survey was used for collection of data from Teachers and Principal. The investigator created a link which was forwarded to RMSA official WhatsApp group for teachers, Principal and administrator. A total of 150 respondents responded, out of which 105 were Teachers, 27 were Principals and one (1) was Administrator. Moreover, it is pertinent to mention here that these responding respondents belonged to different secondary schools of Indore and no formal technique was used in selecting the said sample. The description of sample is shown in the table below:

Table 4.2: Overall Sample Description

Students	Teachers	Principals	Administrators
1251	105	27	01

Table 4.3: Sample Description of Students

Sr. no	Name of the Schools	No. of Students
1.	Govt. Nutan Higher Secondary School	93
2.	Govt. Higher Secondary School Musakhedi	77
3.	Govt. Kasturba Girls Higher Secondary School	175
4.	Govt. High School Jumbardi Hapsi	40
5.	Govt. Ahilyashram Higher Secondary School No 2	168
6.	Govt. High School Ralamandal Indore	63
7.	Govt. Atri Devi Higher Secondary School Sudama Nagar	135
8.	Govt. Higher Secondary School Khajarana Indore	95
9.	Govt. High School Pagnispaga Indore	89
10.	Govt. Sanyogitaganj Boys Higher Secondary School no.1	80
11.	Govt. Naveen Malav Kanya School	73
12.	Govt. Higher Secondary School, Pilpyahana	55
13	Govt. Higher Secondary School, Tejaji Nagar Indore	108
	Total	1251

Table 4.4 : Distribution of Sample of Principals

Sr. no	Name of the schools	Principals
1.	Govt. Higher Secondary GawaliPalasiyaMhow	1
2.	Govt. Malav Girls Higher Secondary SchoolMotitabela Indore	1
3.	Govt. High School Jahwar TekariIndore	1
4.	Govt High School Junarisala Indore	1
5.	Govt Girls Higher Secondary School Depalpur	1
6.	Govt. High School Badi Kalmer	1
7.	Govt. Boys Higher Secondary School Gautampura	1
8.	Govt. Higher Secondary School Ralamandal	1
9.	Govt. Higher Secondary School Hashantuniya Sanwer Indore MP	1
10.	Govt. High School Kalibillod	1
11.	Govt. Urdu Girls Higher Secondary School Hathipala	1
12.	Govt. Higher Secondary School Chandrawatiganj Indore	1
13.	Govt. High School Nehru Nagar	1
14.	Govt. Higher Secondary School Malharshram Indore	1
15.	Govt. High School Simrod	1
16.	Govt. High School Bichaoli Hapsi	1
17.	Govt. High School Sitapat Mhow Indore	1
18.	Govt. High School lasudiya Mori	1
19.	Govt. Higher Secondary School Nanda Nagar	1
20.	Govt. Navin High School Kalariya	1
21.	Govt. Higher Secondary School Dudhiya	1
22.	Govt. Higher Secondary School Kodariya	1
23.	Govt.High School Badi Kalmer	1
24.	Govt. Higher Secondary School Musakhedi	1
25.	Govt. High School Nehru Nagar Indore	1
26.	Govt. Higher Secondary School Kampel	1
27.	Govt. Nutan Higher Secondary School Indore	1
	Total	27

Table 4.5: Distribution of Sample of Teachers

Sr. no	Name of the Schools	Teachers
1	Govt. High School Sangam Nagar Indore	01
2	Govt. Urdu Higher Secondary School Nayapitha Indore	01
3	Govt. High School Psvyas Nagar Indore	01
4	Govt. Higher Secondary School SitapatMhowIndore	01
5	Govt. High School Jawaher Tekari	01
6	Govt. Higher Secondary School Chirawad	01
7	Govt. High School Badikalmer	06
8	Govt. High School Kalibilod	02
9	Govt. Higher Secondary School Badgonda	01
10	Govt. Higher Secondary School Dataoda	02
11	Govt. Higher Secondary School Nanda Nagar Indore	03
12	Govt. Higher Secondary School Kamadpura	01
13	Govt. High School Kanadiya	01
14	Govt. Higher Secondary School Dudhiya	02
15	Govt. Higher Secondary School GawaliPalasia	01
16	Govt. Higher Secondary School Simrol	02
17	Govt. Higher Secondary School Agra	01
18	Govt. Higher Secondary School Musakhedi	02
19	Govt. Higher Secondary School Nutan	01
20	Govt. Higher Secondary School	01
21	Govt. High School Sangam Nagar Indore	02
22	Govt. Higher Secondary School Ralamandal	01
23	Govt. High School Kalibilld	01
24	Govt. High School Simrod	01
25	Govt. High School Yashwant Nagar	01
26	Govt. High School Urdu Juna Risala Indore	01
27	Govt. High School Jhalaria	01
28	Govt. Higher Secondary School Kamdpur	01
29	Govt. High School Bachchaoda	02

30	Govt. High School Magarkhedi	01
31	Govt. High School Bawaliya	01
32	Govt. High School Karadiya (Depalpur)	02
33	Govt. High School Nipaniya	01
34	Eklavya Model Higher Secondary School Morod Indore	01
35	Govt. Middle School Bicholi Hapsi	02
36	Govt. High School Banedia	01
37	Govt. High School Baroli	01
38	Govt. Middle school Danya (Depalpur)	01
39	Govt. High School Jalodiyapar	01
40	Govt. Higher Secondary School Sirpur	09
41	Govt. Higher Atri Devi Secondary School	02
42	Govt. Higher Secondary School Sanyogitaganj	05
43	Govt. Higher Secondary School Pagnispaga	02
44	Govt. Higher Secondary School, Indore	16
	Total	105

4.3.0 TOOL DESCRIPTION

The selection of appropriate tools for present study depended upon various considerations, such as objectives of the study, the time schedule, availability of suitable tests, personal competence of the researcher to administer, scoring and interpretation of results and after all the nature of the proposed study. Taking these factors into consideration, the following tools were used for the purpose of data collection for the study:

Table 4.6: List of Tools

Sr. no	Questionnaire
1	Information Blank for collecting data (Attendance, enrolment etc)
2	Teaching Competency Scale
3	Students Perception Scale
4	Students Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan
5	Teachers & Principals Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

6	Teachers & Principals Opinion Scale for Rashatriya Madhamik Shiksha Abhiyan Indore district
7	Administrator Opinion Scale for Rashatriya Madhamik Shiksha Abhiyan
8	Open-Ended Interview Schedule (coordinator)

4.3.1. Information Blank for collecting data

Information blank was designed by the investigator to collect the data regarding schools list, upgraded schools list, enrolment data, result report sheet, literacy data, general information of students and teachers.

4.3.2. Teacher Competence Scale

Teacher competence scale was designed by the investigator to assess the level of competence of teachers after in-service teaching training programmes. The scale consisted 65 items. The items were related to various aspects of basic class room teaching environment and issues.

4.3.3. Students Perception Scale about Teacher's Competency

Student's perception scale about teacher's competency was designed by the investigator to assess the teacher's competency by students in classroom teaching and also to assess the level of competence of teachers after in-service teaching training programmes. The scale consisted of 30 items. The items were related to various aspects of basic class room teaching environment and issues.

4.3.4. Students Opinion Scale for Rashatriya Madhamik Shiksha Abhiyan

Student's Opinion Scale was designed by the investigator to assess the success of RMSA in the Indore. The scale consisted of 20 items. The items were related to various aspects of basic RMSA work in the government schools.

4.3.5. Teachers & Principals Opinion Scale for Rashatriya Madhamik Shiksha Abhiyan

Teachers & Principals Opinion Scale was designed by the investigator to assess the overall success of RMSA at national level and in Indore district. Investigator developed 2 scales, first scale was used to find the overall success of RMSA at national level and the second scale was used to find the success of RMSA in Indore District only. Each scales consisted

of 20 items. The items were related to various aspects of basic RMSA work in government schools.

4.3.6. Administrator Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Administrator Opinion Scale was designed by the investigator to assess the Role of RMSA in overall success in the Indore district. The scale consisted of 14 items. The items were related to various aspects of basic RMSA work on the progress in education sector with respect to quality enhancement.

4.3.7. Open-Ended Interview Schedule

Investigator used open-ended Interview Schedule for suggestions/issues and to know the progress of RMSA in Indore district.

4.4.0. CONSTRUCTION OF TOOLS

The tools for the present study which were Non-Standardized were developed by the researcher herself after meeting with experts several times. The initial draft of the tools were shown to different experts from time to time and were modified according to their suggestions received by the researcher. The summary about the final draft of the tools has been discussed under different headings below:

4.4.1. Information Blank for collecting data

For collecting data investigator prepared information blank. Information blank was based on following points:

Table 4.7: Information Blank

Sr. no	Officially Data	Duration
1	Enrolment	2009 to 2020
2	Examination result sheet	2009 to 2020
3	Literacy data	2009 to 2020
4	Attendance record	2009 to 2020
5	Government school	2009 to 2020
6	Upgraded schools	2009 to 2020
7	Teachers training duration	No of training provided in one year

8	Teachers general information	Present year (survey was done)
9	Students general information	Present year (survey was done)

4.4.2 Teaching Competency Scale

The initial draft of the rating scale (5 point), to see the effect of in-service teacher training provided by RMSA. Initially there were 154 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (5 point) for teachers was prepared which consisted of 65 statements/items. The statements were based on different aspects of the teaching competency (Class discipline, Teaching Learning content, Reinforcement in class, presentation, and technology) etc. All the 65 statements were positive in nature. The following table gives the description of Teaching Competency Scale:

Table 4.8 : Teaching Competency Scale

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Previous Knowledge of the Students	02	02	0
2	Presentation in the classroom	03	03	0
3	Presentation of the Topic in the Class	04	04	0
4	Use of A-V aids in the Classroom	06	06	0
5	Satisfying the students Curiosity in the classroom	04	04	0
6	Class Discipline	05	05	0
7	Classroom Evaluation Process	04	04	0
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	03	0
9	Status of subject knowledge in the class	04	04	0
10	Inclusion of useful examples related to daily life in lesson presentation	06	06	0
11	Homework and Class work	07	07	0
12	Reinforcement status in the classroom	05	05	0
13	Special efforts in class for Special Child	07	07	0

14	Class work Observation Process	03	03	0
15	Special Efforts to get students to solve the problems in the classroom	02	02	0
	Total	65	65	0

4.4.3. Students Perception Scale

The initial draft of the rating scale (5 point), to see the effect of in-service teacher training provided by RMSA consisted of 54 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (5 point) for students was prepared which consisted of 30 statements/items. The statements were based on different aspects of the teaching methodology and teacher's behavior. Out of the 30 statements, all were positive and 0 were negative. The following table shows the complete description of the scale:

Table 4.9 : Students Perception Scale

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Teaching Methodology	19	19	0
2	Teacher's Behavior	11	11	0
	Total	30	30	0

4.4.4. Students Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Student's Opinion Scale was designed by the investigator to assess the success of RMSA in the Indore. The initial draft of the scale (3 point) consisted of 26 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (3 point) for students was prepared which consisted of 20 statements/items. The statements were based on different aspects such as School Facilities, Students Achievements, and Students Attitude towards School. Out of the 20 statements, 19 were positive and 01 was negative. The following table shows the complete description of the scale:

Table 4.10: Summary of Final Draft of Student's Opinion Scale regarding RMSA work and success

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	School facilities	11	11	0
2	Students achievements	05	05	0
3	Students attitude towards the Schools	04	03	01
	Total	20	19	01

4.4.5. Teacher's and Principal Opinion for Rashtriya Madhamik Shiksha Abhiyan

Teacher's & Principals Opinion Scale was designed by the investigator to assess the overall success of RMSA at national level and in Indore district. Investigator developed 2 scales first. The first scale was used to know the overall progress of RMSA at national level. The final draft of the scale consisted of 20 Statements/items on (5 point) rating scale for teachers and principals. The second scale was used to know the progress of RMSA in Indore district only, the final draft of the scale consisted of 20 Statements/items which were on 5 point rating scale (5 point). The statements were based on different aspects of the School Up gradation and physical facilities, Curriculum development, Teachers competency /training etc. Out of the 40 statements 37 were positive and 03 were negative.

Table 4.11: Summary of Final Draft of Teacher's and Principal Opinion Scale regarding RMSA work and success (National Level)

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	School Up gradation and physical facilities	03	03	0
2	Curriculum development	02	02	0
3	Teachers competency /training	07	05	02
4	Evaluation of RMSA	02	02	0
5	Intensive and life skills programmes	02	02	0
6	Quality enhancement/success of RMSA	04	04	0
	Total	20	18	02

Table 4.12: Summary of Final Draft of Teachers and Principal Opinion Scale regarding RMSA work and success in Indore district

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Girls education	01	01	0
2	ICT	02	02	0
3	School Up gradation and physical facilities	01	01	0
4	Curriculum development	01	01	0
6	Open school/model school	04	04	0
7	Inclusive education	02	01	01
8	Quality enhancement/success of RMSA	08	08	0
	Total	20	19	01

4.4.6. Administrator Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Administrator Opinion Scale was designed by the investigator to assess the overall success of RMSA. 14 Statements/ items were selected in the final draft of the rating scale (5 point) for administrators. The statements were based on different aspects of the girl's education, ICT, school up gradation, etc. Out of the 14 statements, 14 were positive and non-negative.

Table 4.13: Summary of Final Draft of Administrator Opinion Scale regarding RMSA work and success

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Girls education	03	03	0
2	ICT	03	03	0
3	School Up gradation ,physical facilities enrolment	03	03	0
4	Curriculum development	01	01	0
5	Teachers Training/competency	02	02	0
7	Inclusive education	01	01	0
8	Language development	01	01	0

	Total	14	14	0
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4.4.7. Open-Ended Interview Schedule

Open-Ended Interview Schedule for Experts for the Evaluation of role of RMSA in enhancing quality education. The initial draft of the Interview Schedule questionnaire for experts for the evaluation of Role of RMSA in enhancing quality education. 15 open-ended questions were framed at initial stage. After consulting experts on different days and acting upon their expert advice and feedback, the initial draft of the questionnaire was then modified and redrafted. The final draft of the open-ended questionnaire consisted of 14 questions. These 14 questions were based on different aspects of the RMSA work on different sector(s) of education, open-ended Interview Schedule based on ICT, School Up gradation, Curriculum related, Teachers Training.

Table 4.14: Summary of Final Draft of Open ended Interview Schedule for Experts for the Evaluation of role of RMSA in enhancing quality education

Aspect no	Aspect name	No of questions
1	ICT	04
2	School Up gradation	03
3	Curriculum related	04
4	Teachers Training	03
	Total	14

4.5.0. PROCEDURE OF DATA COLLECTION

The data were conducted by three ways (i) Field survey (ii) Online survey and (iii) Interview

- I. Field survey: the investigator collected the data from District Education Office and government schools. The researcher met the principals of the selected schools with an introductory letter from his Guide and RMSA coordinator, and discussed his research problem with them. Taking the permission from the principals the investigator met the students of different schools in different blocks at different days and discussed his research problem and gave them clear instruction regarding the collection of data. The students assured full cooperation and were cooperative during the data collection. The

investigator assured them that their responses will be kept confidential and will be used for research purpose only.

- II. Investigator conducted online survey for collection of data from teachers. The investigator used an application named survey sparrow for collection of online data from teachers. Link was provided to RMSA coordinator and was shared in official RMSA Whats App group. Teachers and Principal used the link for completion of the survey.
- III. For suggestions/issues and to check the progress in Indore district, the Investigator used open ended Interview Schedule.

4.6.0. DATA ANALYSIS

The data were analyzed by using frequencies, Percentage and Mean . Moreover, Content Analysis was used for Open-ended questionnaire for the analysis of data.

CHAPTER V

ANALYSIS AND INTERPRETATION

5.0.0. INTRODUCTION

The present chapter is devoted to analysis and interpretation which has been done objective wise. In this Chapter, the investigator interpreted the data in a qualitative manner and discussed it with the help of RMSA guidelines and other documents. The objective wise analysis and interpretation are presented below:

5.1.0. ENROLMENT AT SECONDARY LEVEL AFTER IMPLEMENTATION OF RMSA IN INDORE DISTRICT DURING 2010-2021

The first objective of the study was, “To examine enrolment at secondary level after implementation of RMSA in Indore district during the period 2010-2021. For this purpose, the investigator used the data taken from JILA SHIKSHA KARYALAYA (DEO), Indore. The data were analyzed using quantitative analysis involving comparison of data. The enrolment data obtained from the office of the DEO is being presented in Table 5.1 below and followed with its interpretation.

Table 5. 1: Enrolment Data of Government Schools in Indore District

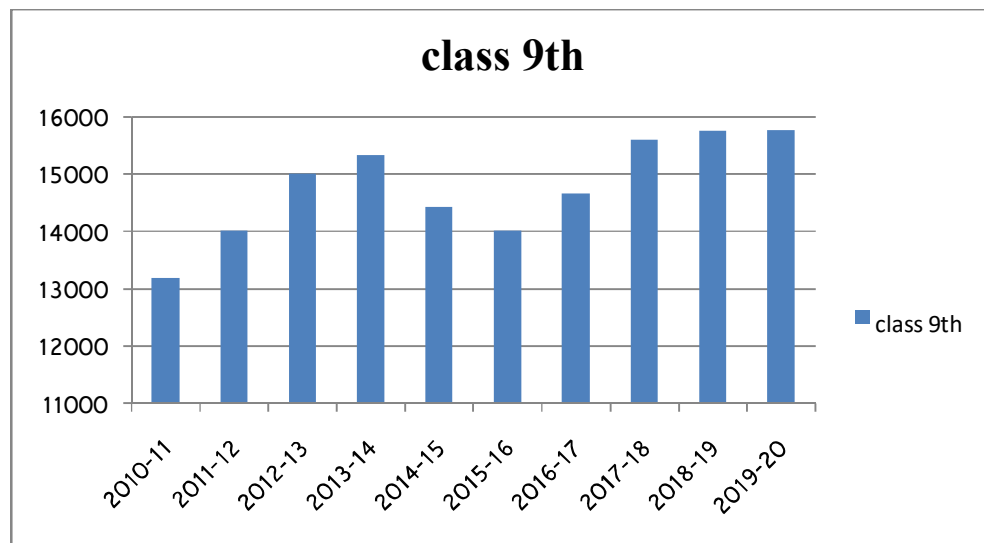
STUDENTS OF GOVERNMENT SCHOOLS IN INDORE DISTRICT												
YEAR	CLASS 9th			CLASS 10th			CLASS 11th			CLASS 12th		
	GOVT.		TOTAL	GOVT.		TOTAL	GOVT.		TOTAL	GOVT.		TOTAL
	BOYS	GIRLS		BOYS	GIRLS		BOYS	GIRLS		BOYS	GIRLS	
2010-11	6891	6307	13198	3221	3902	7123	3016	3019	6035	2508	2304	4812
2011-12	7205	6810	14015	3428	4021	7449	3244	3095	6339	2737	2539	5276
2012-13	7709	7300	15009	3776	4163	7939	3448	3215	6663	2928	2767	5695
2013-14	7619	7714	15333	3299	4455	7754	3717	3806	7523	2667	3060	5727
2014-15	6990	7449	14439	3318	4336	7654	3074	3638	6712	2760	3251	6011

2015-16	6833	7195	14028	3525	4989	8514	3047	3549	6596	2944	3451	6395
2016-17	6948	7723	14671	3523	4778	8301	3644	4437	8081	2897	3370	6267
2017-18	7452	8164	15616	3495	4892	8387	3576	4384	7960	3357	4176	7533
2018-19	7403	8359	15762	4400	5840	10240	4448	5186	9634	3152	4032	7184
2019-20	7561	8207	15768	4219	5854	10073	4220	5217	9437	3705	4560	8265
2020-21	5784	6948	12732	4405	5838	10243	3964	5262	9226	3805	5037	8842

Interpretation

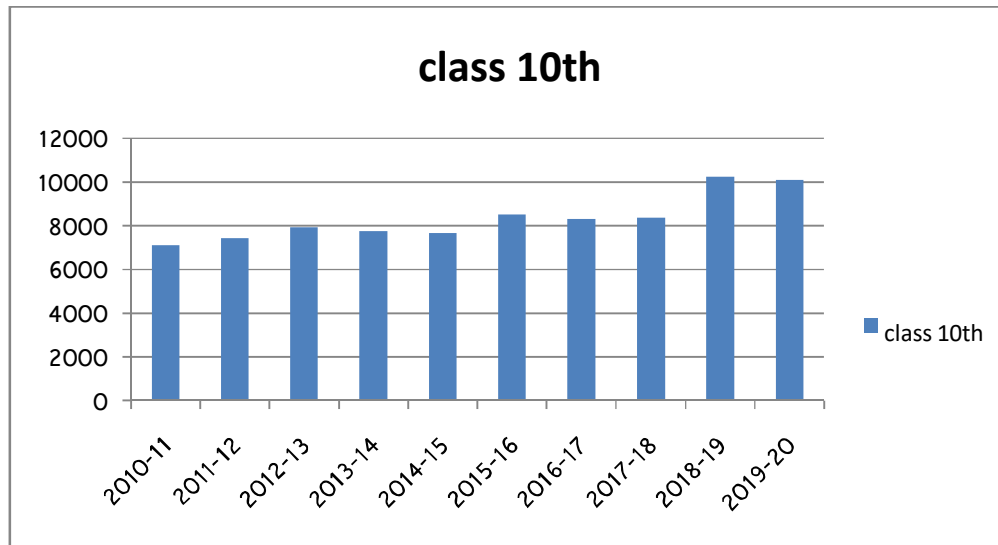
- Table 5.1 Column 2 shows total enrolment of students as well as the enrolment of boys and girls in class 9th. It is clear from above data that from "2010 to 2014" enrolment has increased but from "2014 to 2016" there is a decline in enrolment ratio, then again from "2016 to 2020" enrolment has increased and from 2020-2021(COVID-19) enrolment has decreased not considerably but showed a slight decline in enrolment ratio in government schools.

Figure 1 : Class 9th Enrolment



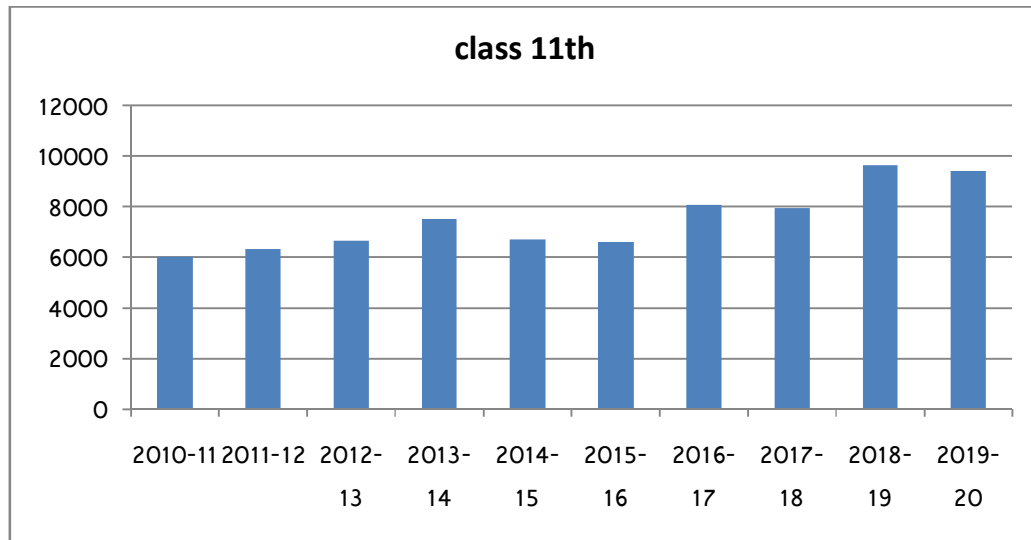
- Table 5.1 Column 3 shows Class 10th Students who were enrolled from (2010-2021). While investigating the data year wise from "2010 to 2013", the number of students increased in Class 10th. But while comparing the data of Class 9th and Class 10th students in the years "2010-2011" and "2011-2012", 5749 students were found less. The probable reason may be that the students failed in the examination or dropped out of school due to numerous reasons. So while making the comparison year wise there showed an increase in enrolment ratio but at the same time the dropout students showed different results altogether.

Figure 2 : Class 10th Enrolment



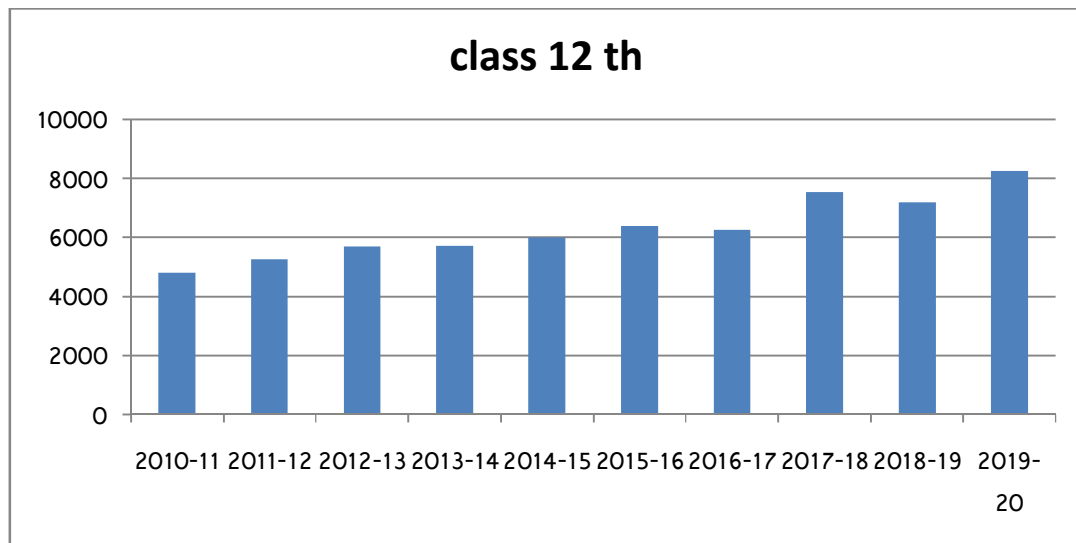
- Table 5.1 Column 4 shows Class 11th Students who were enrolled in "2010-2021". While investigating the data year wise from "2010 to 2015", the number of students has increased in Class 11th. But while comparing the data of Class 10th "2010-2011" Students and Class 11th "2011-2012" Students, 784 students were found less. The reason may be that students failed in the examination or left their studies due to one or other issues but we consider them drop out students. While making comparison of student's year wise there showed an increase in enrolment ratio, but at the same time drop-out can't be ignored altogether.

Figure 3 : class 11th Enrolment



- Table 5.1 Column 5 shows Class 12th Students who were enrolled in "2010-2021". While investigating the data year wise from (2010-2016), the number of Students increased in Class 12th. While comparing the data of Class 11th "2010-2011" Students and Class 12th "2011-2012", 1223 students were found less, While making comparison of student's year wise there showed an increase in enrolment ratio, but at the same time drop-out comes out and shows different results altogether.

Figure 4 : Class 12th Enrolment



5.1.1. Examine girls enrolment at secondary level after implementation of RMSA in Indore district during 2010-2021.

The enrolment data obtained from the office of the DEO is being presented in Table 5.2 below and followed with its interpretation.

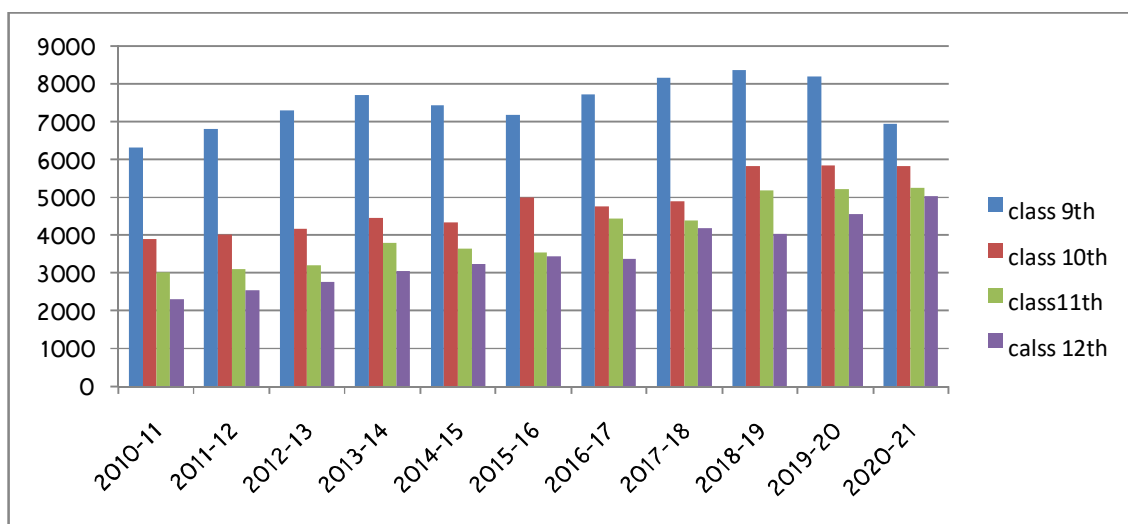
Table 5.2 : Enrolment Data of Girls in Government Schools in Indore District

Year	Class 9th	Class 10th	Class11th	Class 12th
2010-11	6307	3902	3019	2304
2011-12	6810	4021	3095	2539
2012-13	7300	4163	3215	2767
2013-14	7714	4455	3806	3060
2014-15	7449	4336	3638	3251
2015-16	7195	4989	3549	3451
2016-17	7723	4778	4437	3370
2017-18	8164	4892	4384	4176
2018-19	8359	5840	5186	4032
2019-20	8207	5854	5217	4560
2020-21	6948	5838	5262	5037

Interpretation

Table 5.2 shows the girls enrolment in 2010 to 2020 ,its clear that girls enrolment increased in particular periods of every class. Year 2010 girls enrolment were 6307 which raised in 2020, 8207(class 9th) . For class 10th in the year 2010 enrolment were 3902 which raised 5854 in 2020. For class 11th in the year 2010 enrolment were 3019 which raised 5217 in 2020. For class 12th in the year 2010 enrolment were 2304 which raised 4560 in 2020. Overall results in particular period girls enrolment increased.

Figure 5 : Enrolment of Girls



5.2.0. LITERACY RATE AFTER IMPLEMENTATION OF RMSA

The objective third of the study was, “To study literacy rate after implementation of RMSA”.

For this purpose, the investigator used the data taken from government sites.

Table 5.3 : Literacy Rate: India, Madhya Pradesh and Indore :2001-2021

Year	India			Madhya Pradesh			Indore		
	Person s	Mal e	Femal e	Person s	Mal e	Femal e	Person s	Mal e	Female
2001	64.8	75.3	53.7	63.7	76.1	50.3	75.15	84.6 0	64.81
2011	74.0	82.1	65.5	70.6	80.5	60.0	82.3	89.2	74.9
2017/2021 projected	77.17	NA	NA	73.7	NA	NA	85.87	89.9	81.4

http://www.srcindore.com/lit_database.php

In 2011, literacy rate of Madhya Pradesh was 70.6 per cent as compared to 63.7 per cent in the year 2001. During the last decade the rise in literacy rate of Madhya Pradesh is 6.9 percentage points. Female and male literacy rates in 2011 are 60.0 per cent and 80.5 percent respectively. In 2001, female literacy rate was 50.3 percent whereas male literacy rate was 76.1 per cent. The rise in female literacy is 9.7 percentage points whereas male literacy rate has increased by 4.5 percentage points. In Census 2001, Madhya Pradesh stood 24th in the country in literacy whereas in 2011 it slipped to 28th position, same as in female literacy rate. After the NSO survey Madhya Pradesh got the position 17 with a 73.7% literacy rate .

Table 5.4 : MP state rank in Literacy

State	Rank 2001	Rank 2011	Rank 2017
Madhya Pradesh	24	28	17

In 2011, literacy rate of Indore was 80.87 per cent as compared to 75.15 per cent in the year 2001. During the last decade the rise in literacy rate of Indore is 5.72 percentage points. Female and male literacy rates in 2011 are 74.09 per cent and 89.2 percent respectively. In 2001, the female literacy rate was 64.81 per cent whereas male literacy rate was 84.60 per cent. The rise in female literacy is 14.3 percentage points whereas male literacy rate has increased by 4.7 percentage points. In Census 2001, Indore stood 10 th in the state in literacy whereas in 2011 it was up to 2th position.

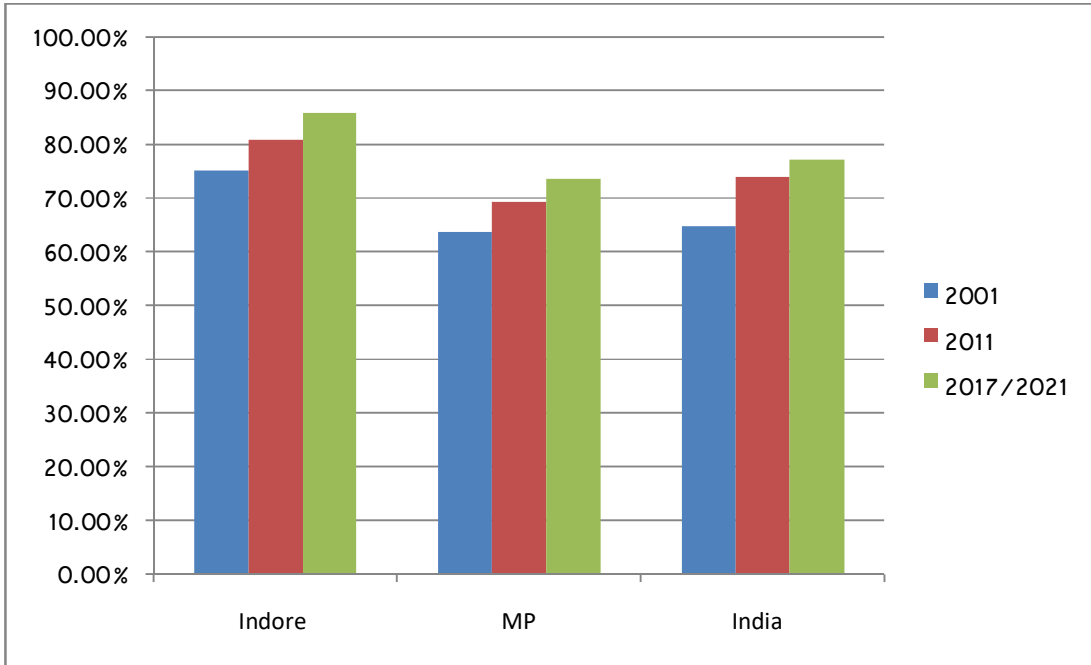
Table 5.5 : Indore district rank in Literacy

district	Rank 2001	Rank 2011	Rank 2021
Indore	10	2	----

Table 2 shows the census data of Indore. According to the census 2011, male literacy rate is 87.25% whereas the female literacy rate is 74.02%. The overall literacy rate of India in census 2011 was 74% and while making a comparison Indore stands above the national average with respect to literacy in census 2011. As per NSC (2017) survey India's literacy rate 77.17% and Madhya Pradesh literacy rate 73.7%, and Indore projected literacy rate (2021) also 85.87%. Again while making a comparison Indore stands above the national average with respect to literacy in NSC (2017) survey.

There is a steady increase in the literacy rate in Indore district. As per the census data, the literacy of Indore district has observed a continuous increasing trend from 75.15% to 80.87% from 2001 to 2011 census, and projected literacy rate (2021) also 85.87% , As per the census data, the female literacy of Indore district has observed a continuous increasing trend from 64% to 74% from 2001 to 2011 census, and projected literacy rate (2021) also 81% but still it has to reach the goal of 100%. Literacy is one of the quality indicators which shows the real condition .

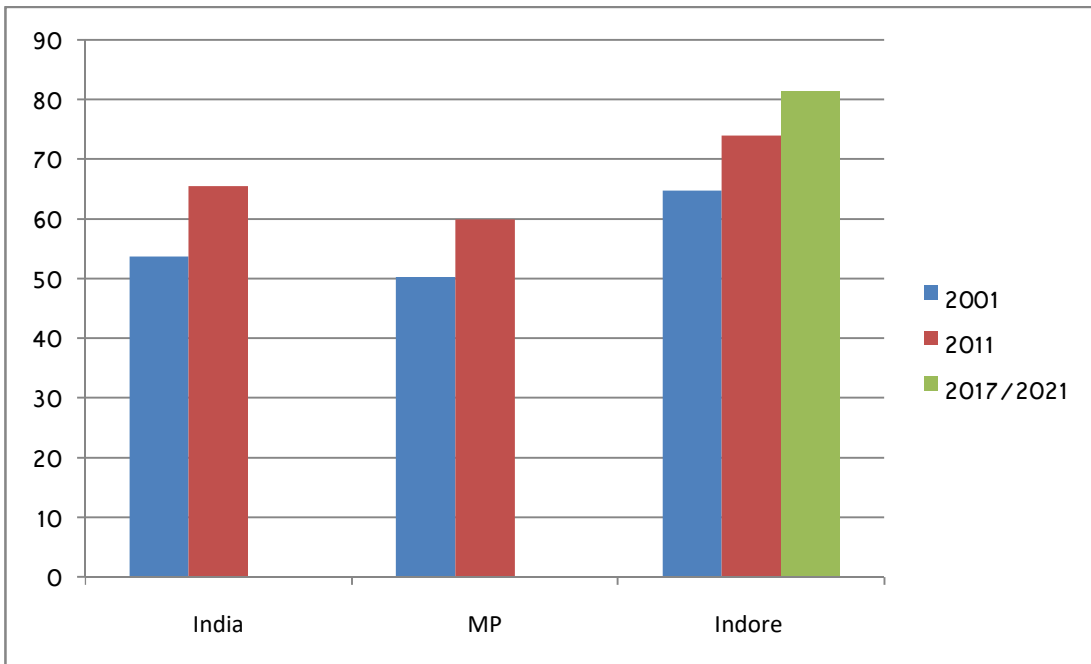
Figure 6 : Compare Literacy Rate



Source: Census of India & NSO

As per the census data, the female literacy of Indore district has observed a continuous increasing trend from 64% to 74% from 2001 to 2011 census, and projected female literacy rate (2021) also 81%, but still it has to reach the goal of 100%. Literacy is one of the quality indicators which shows the real condition .

Figure 7 : Compare girls Literacy Rate



Source: Census of India & NSO

5.3.0 DROPOUT RATE AND ATTENDANCE RATE AFTER THE IMPLEMENTATION OF RMSA DURING THE PERIOD 2010-21

The third objective of the study was 'To analyze the dropout rate and attendance rate after the implementation of RMSA during the period 2010-21 ". For this purpose, the investigator used the data taken from Jila Shiksha Karyalaya (DEO), Indore. The data were analyzed using quantitative analysis involving comparison of data.

5.3.1. Dropout rate and attendance rate after the implementation of RMSA during the period 2010-21

The investigator analyzed and interpreted the data which she took from (DEO) and is being presented in Table 5.6 below:

Table 5.6 : Year wise Difference between Dropout and Attendance Ratio

Year	Difference between the previous year class population (9th)- present year class population (10th)	Dropout Rate	Difference between the previous year class population (10th)- present year class population (11th)	Dropout Rate	Difference between the previous year class population (11th)- present year class population (12th)	Dropout Rate
2010-11	5749	43.55%	784	11%	759	12.57%
2011-12	6076	43.35%	786	10.55%	644	10.15%
2012-13	7255	48.33%	416	5.20%	963	14.04%
2013-14	7679	50.08%	1042	13.40%	1512	20.09%

2014-15	6785	46.99%	1058	13.82%	317	4.70%
2015-16	5727	40.83%	433	5.08%	329	4.98%
2016-17	6284	44.79%	341	4.10%	548	6.78%
2017-18	5376	36.64%	-1247	-14.80%	776	9.74%
2018-19	5689	36.09%	803	7.80%	1378	14.30%
2019-20	5525	35.05%	847	8.40%	595	6.30%

The Investigator used the dropout rate formula which is the difference between the previous year class populations, present year same population divided by previous year population.

Interpretation

- **Table (5.6)**, Column 2 shows the difference between the population of class 9th in the year (2010-2011) and population of class 10th in the year (2011-2012). Population of class 9th in the year (2010-2011) got promoted to class 10th (2011-2012). The difference in how many students did not go to the next class is 5749.
- Column 3 results show that there is a drop-out rate of 43.55% among students, the probable reason might be that they did not pass the examination of the previous class. Column 2 reflects the difference between the previous year class population and present year same population. Column 2 and column 3 show year wise (2011-2015) drop out result has increased and from Year (2015-2021) show fluctuations in drop rate, but the final difference shows that the number of drop-out rate decreased among students with each passing year.
- Column 4 shows the difference between the population of class 10th in the year (2010-2011) and the population of class 11th in the year (2011-2012). The population of

class 10th in the year (2010-2011) got promoted to class 11th in the year (2011-2012). The difference in how many students did not go to the next class is 784.

Column 4 results show that there is a drop-out rate of 11% among the students, the most probable reason might be that the students did not pass the examination of the previous class.

- Column 5 reflects the difference between the previous year class population and present year same population. Column 4 and column 5 show year wise (2011-2012) dropout results have increased a little bit. There can be numerous reasons behind the increase in drop-out rate. But during the year (2013-2014) drop-out rate decreased and in year (2014-2016) it again increased then again dropout rate fell down, in year (2018-2019) the drop-out rate fell down considerably and finally the difference shows that the number of drop-out students decreased drastically in coming years.
- Column 6 shows the difference between the population of class 11th in the year (2010-2011) and population of class 12th in the year (2011-2012). The population of class 11th in the year (2010-2011) got promoted to class 12th in the year (2011-2012). The difference in how many students did not go to the next class is 759.
- Column 7 results show that there is a drop-out rate of 12.57% among the students, the probable reason might be that the students did not pass the examination of the previous class. Column7 shows the difference between the previous year class population and the present year same population.
- Column 6 and column 7 show year wise (2011-2013) drop out result rate among the students decreased. In the Years (2013-2015) it increased a little bit and after the year 2015 it declined. Fluctuation was seen in drop-out data but the final difference shows that the Number of drop-outs decreased in coming years.

Table 5.7 : Year wise Dropout (for class 9th)

Year	9th	Drop out	Percentage
2010-11	13198	5749	43.55%

2011-12	14015	6076	43.35%
2012-13	15009	7255	48.33%
2013-14	15333	7679	50.08%
2014-15	14439	6785	46.99%
2015-16	14028	5727	40.83%
2016-17	14671	6284	44.79%
2017-18	15616	5376	36.64%
2018-19	15762	5689	36.09%
2019-20	15768	5525	35.05%
Mean			42.70%

The table 5.7 details the analysis of the dropout children of standard 9th for the years from 2010 to 2020. From the above analysis, it is interpreted that average dropout rate for 10 years is 42.70%. In duration 2010-2015 dropout rate is quite stable then decreases.

Figure 8: Overall Dropout Rate (class 9th)

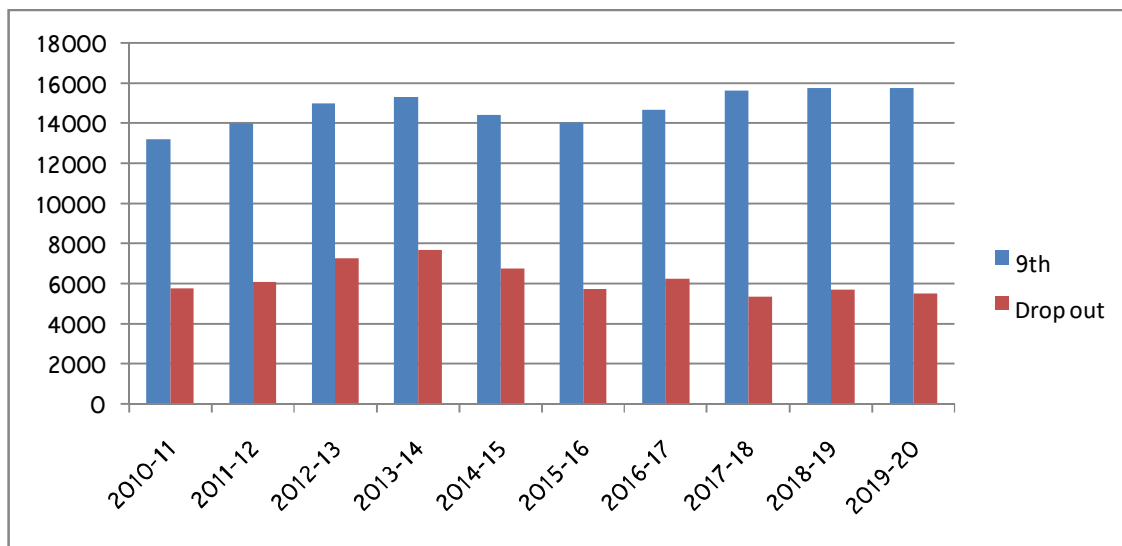


Table 5.8: Year wise Dropout (for class 10th)

Year	10th	Drop out	Percentage
2010-11	7123	784	11%
2011-12	7449	786	10.55%
2012-13	7939	416	5.20%
2013-14	7754	1042	13.40%
2014-15	7654	1058	13.82%
2015-16	8514	433	5.08%
2016-17	8301	341	4.10%
2017-18	8387	-1247	-14.80%
2018-19	10240	803	7.80%
2019-20	10073	847	8.40%
Mean			6.45%

The table 5.8 details the analysis of the dropout children of standard 10th for the years from 2010 to 2020. From the above analysis, it is interpreted that the average dropout rate for 10 years is 6.45%. In the duration 2010-2015 dropout rate shows ups and down then decreases.

Figure 5.9: Overall Dropout Rate (class 10th)

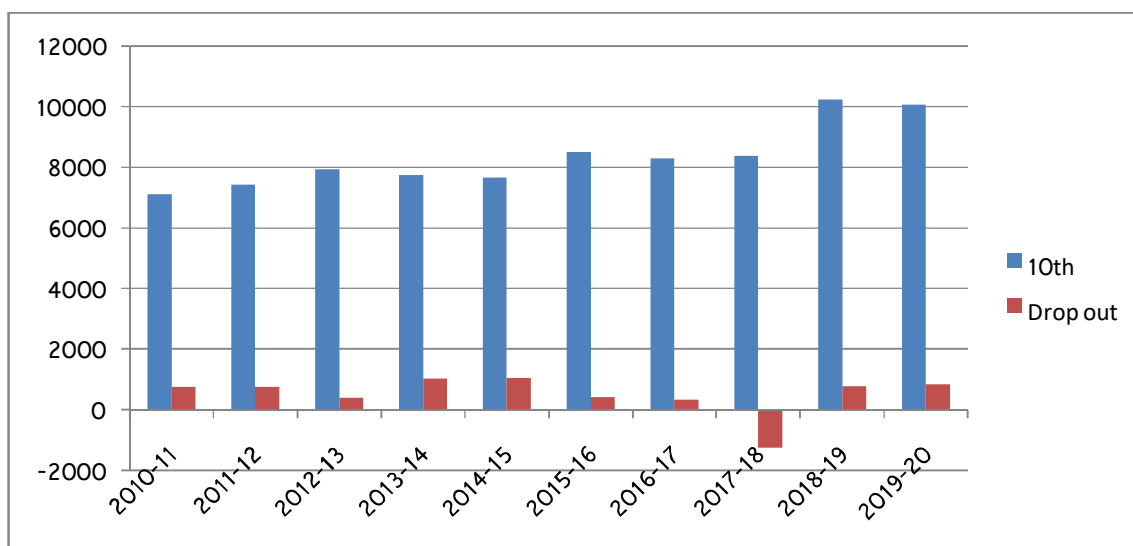
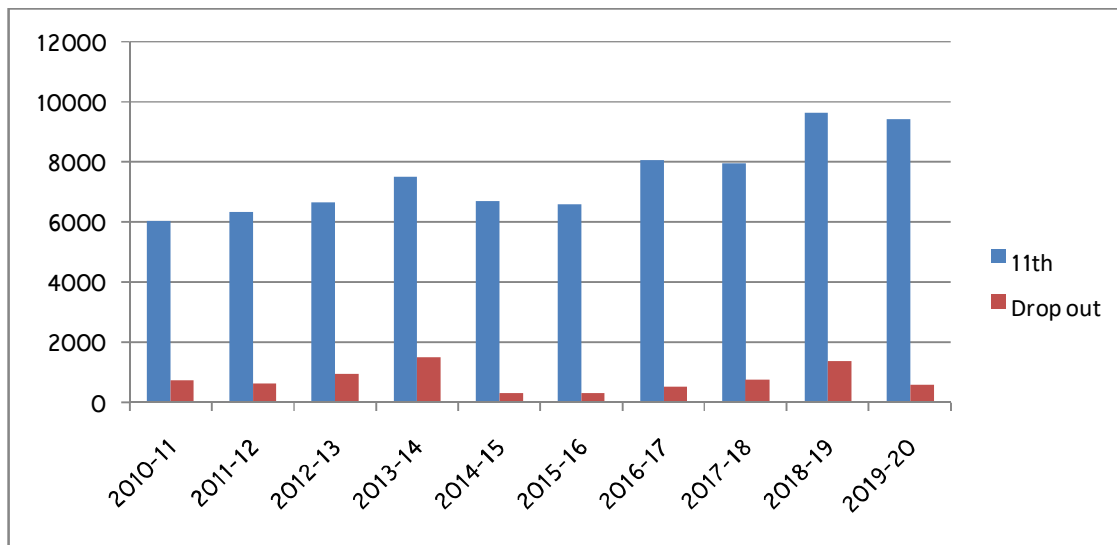


Table 5.9 : Year wise Dropout (for class 11th)

Year	11th	Drop out	Percentage
2010-11	6035	759	12.57%
2011-12	6339	644	10.15%
2012-13	6663	963	14.04%
2013-14	7523	1512	20.09%
2014-15	6712	317	4.70%
2015-16	6596	329	4.98%
2016-17	8081	548	6.78%
2017-18	7960	776	9.74%
2018-19	9634	1378	14.30%
2019-20	9437	595	6.30%
Mean			10.36%

The table 5.9 details the analysis of the dropout children of standard 11th for the years from 2010-2011 to 2020. From the above analysis, it is interpreted that the average dropout rate for 10 years is 10.36%. In the duration 2010-2015 dropout rate was quite stable then its decrease.

Figure 5.10: Overall Dropout Rate (class 11th)



5.3.2. The girls dropout rate after the implementation of RMSA during the period 2010-21

The data were analyzed using quantitative analysis involving comparison percentage of data and the mean.

Table 5. 10 : Year wise Dropout (for class 9th Girls)

Year	Class 9th	Class 10th	Drop out	Percentage
2010-11	6307	4021	2286	36%
2011-12	6810	4163	2647	39%
2012-13	7300	4455	2845	39%
2013-14	7714	4336	3378	44%
2014-15	7449	4989	2460	33%

2015-16	7195	4778	2417	34%
2016-17	7723	4892	2831	37%
2017-18	8164	5840	2324	28%
2018-19	8359	5854	2505	30%
2019-20	8207	5838	2369	29%
Mean				35%

The table 5.10 details the analysis of the dropout girls of standard 9th for the years from 2010 to 2020. From the above analysis, it is interpreted that the average dropout rate for 10 years is **35%**. In duration 2010 to 2020 dropout rate shows ups and down then decreases.

Figure 5.11: Girls Dropout Rate (class 9th)

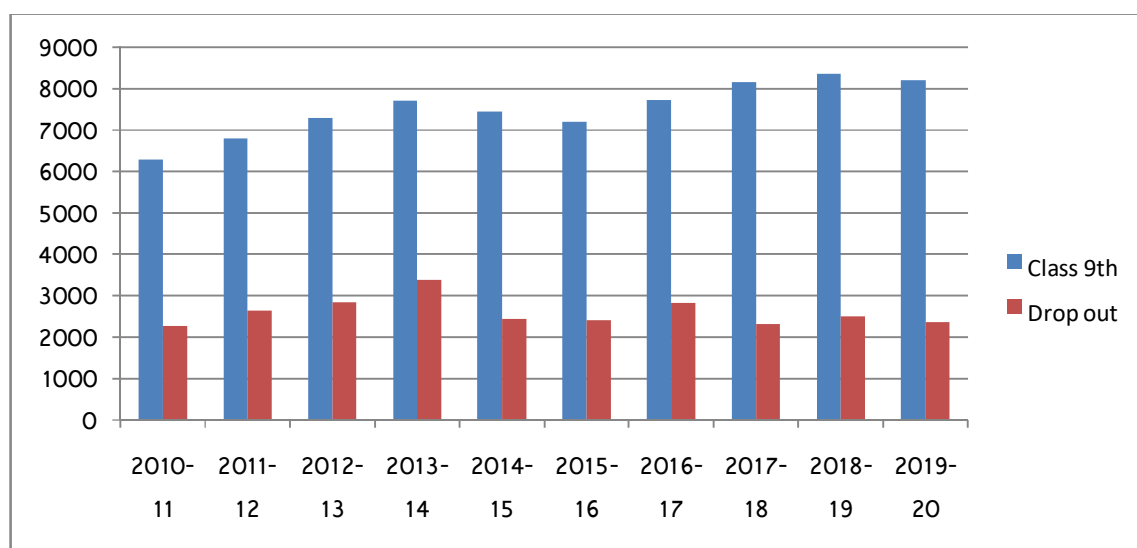


Table 5.11 : Year wise Dropout (for class 10th Girls)

Year	Class 10th	Calss 11 th	Dropout	Percentage
2010-11	3902	3095	807	21%
2011-12	4021	3215	806	20%
2012-13	4163	3806	357	9%

2013-14	4455	3638	817	18%
2014-15	4336	3549	787	18%
2015-16	4989	4437	552	11%
2016-17	4778	4384	394	8%
2017-18	4892	5186	-294	-6%
2018-19	5840	5217	623	11%
2019-20	5854	5262	592	10%
Mean				12%

The table 5.11 details the analysis of the dropout girls of standard 10th for the years from 2010 to 2020. From the above analysis, it is interpreted that the average dropout rate for 10 years is **12%**. In duration 2010 to 2020 dropout rate shows ups and down then decreases.

Figure 5.12 : Girls Dropout Rate (class 10th)

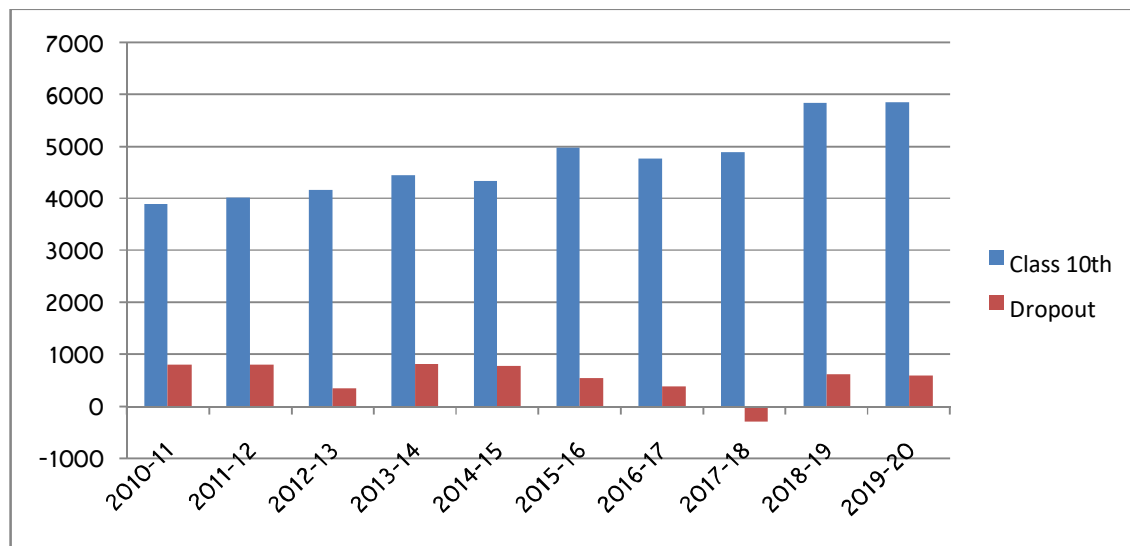


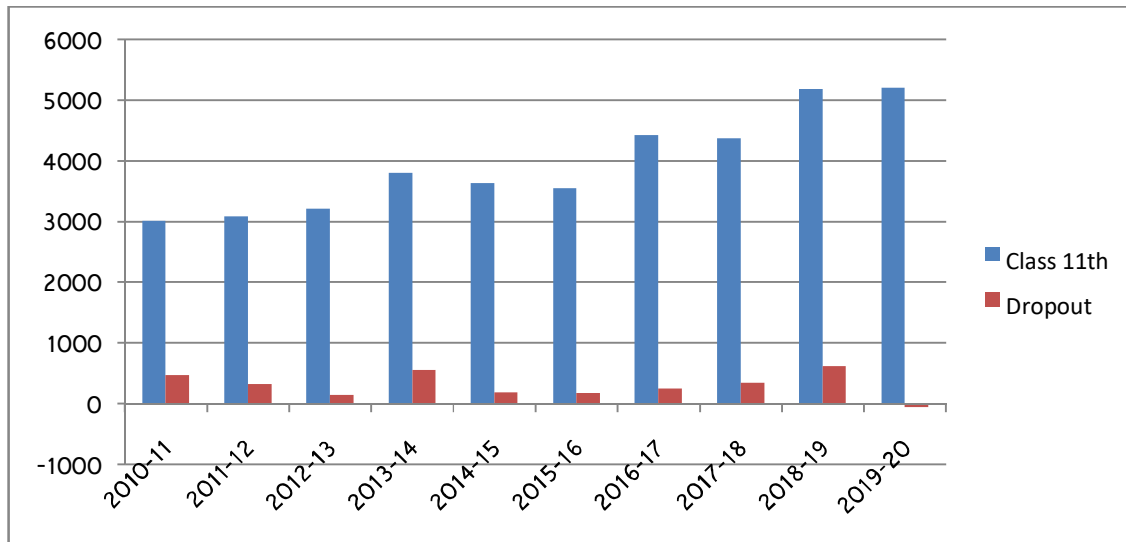
Table 5.12 : Year wise Dropout (for class 11th Girls)

Year	Class 11th	Class 12th	Dropout	Percentage
2010-11	3019	2539	480	16%

2011-12	3095	2767	328	11%
2012-13	3215	3060	155	5%
2013-14	3806	3251	555	15%
2014-15	3638	3451	187	5%
2015-16	3549	3370	179	5%
2016-17	4437	4176	261	6%
2017-18	4384	4032	352	8%
2018-19	5186	4560	626	12%
2019-20	5217	5262	-45	-1%
Mean				8%

The table 5.12 details the analysis of the dropout girls of standard 11th for the years from 2010 to 2020. From the above analysis, it is interpreted that the average dropout rate for 10 years is **8%**. In duration 2010 to 2020 girls dropout rate show ups and down then its decreases.

Figure 5.13: Girls Dropout Rate (class 11th)



5.3.3. Attendance rate after the implementation of RMSA during the period 2010-21

For this purpose, the investigator used the data taken from Jila Shiksha Karyalaya (DEO), Indore. The data were analyzed using qualitative analysis involving comparison of frequencies. The data obtained from the office of the DEO is being presented in Table 5.13 below and interpreted afterwards as well.

The investigator used the data which she got from the DEO, and calculated attendance rate by using formula Number of appeared students/ Number of enrolled students.

Table 5.13 : Shows the Number of Appeared Students in Class 10th Exam (Government Schools)

Year	Enrolled	Appeared	Percentage/ Attendance rate
2010-2011	Data was not found		
2011-2012	7449	5522	99.33%
2012-213	7939	6101	97.81%
2013-2014	7754	6044	95.92%
2014-2015	7654	6172	98.89%
2015-2016	8514	6552	99.18%
2016-2017	8301	6674	99.10%
2017-2018	8387	8262	99.51%
2018-2019	10240	8262	80.68%
2019-2020	10073	9675	96.04%
2020-2021	Data was not found		
Mean			96.27%

Interpretation

- ❖ Table 5.13 shows the number of students who were enrolled between the years (2011-2021), and appeared in Class 10th exams. 75% attendance was made mandatory for students appearing in examinations. Moreover from the above Table it is clear that column 2 and 3 show the number of students enrolled and number of students appeared and column 4 shows the percentage of students who appeared in the examination. By analyzing the data of Tables it is quite clear that 96.27% of students appeared in board examinations marking attendance as its prerequisite.

Figure 5. 14 : Attendance Rate (class 10th)

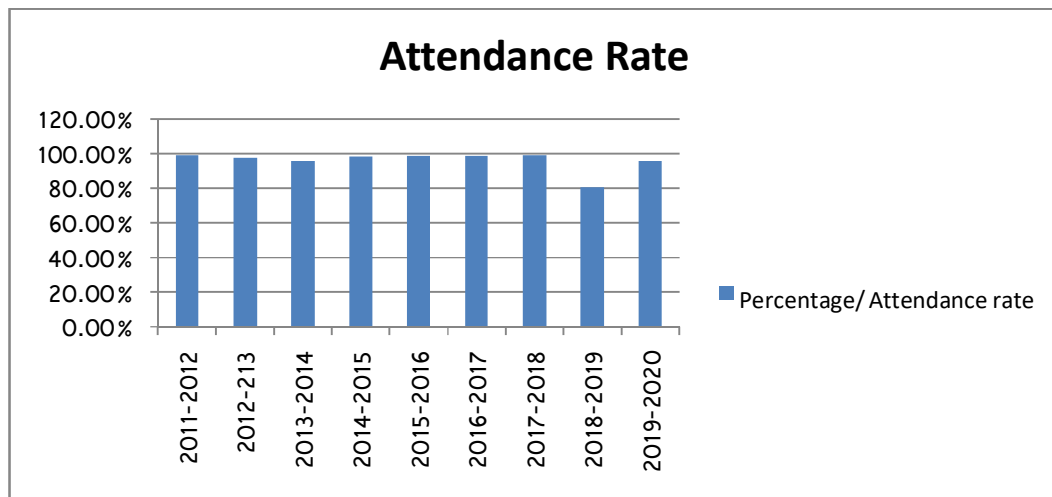


Table 5.14 : Shows the Number of Appeared Students in Class 12th Exam (Government schools)

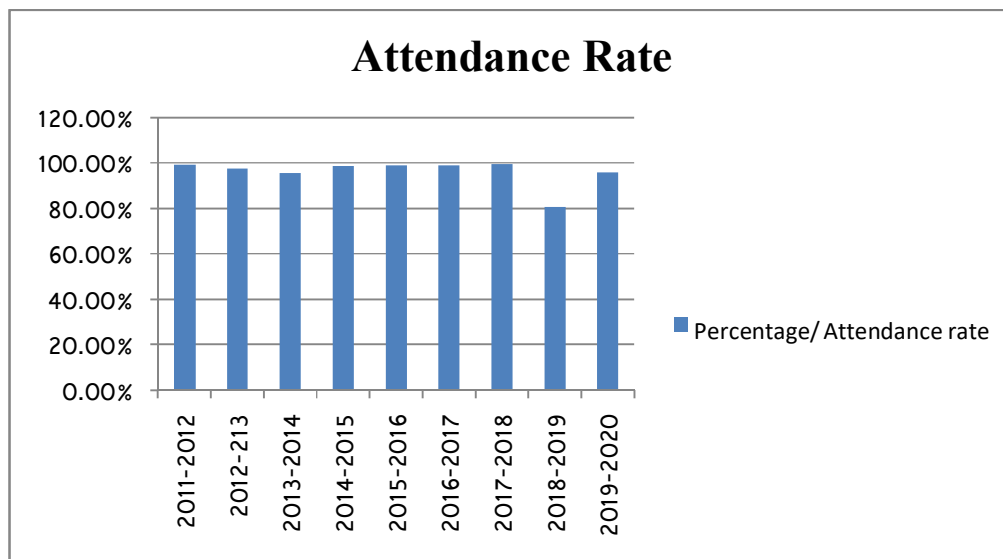
Year	Enrolled	Appeared	Percentage/ attendance rate
2010-2011	Data was not found		
2011-2012	5276	5545	99.40%
2012-2013	5695	5262	99.61%
2013-2014	5727	5286	99.43%
2014-2015	6011	5519	99.42%
2015-2016	6395	5829	99.16%

2016-2017	6267	6037	99.30%
2017-2018	7533	6789	99.50%
2018-2019	7184	6535	79.25%
2019-2020	8265	8290	93.75%
2020-2021	Data was not found		
Mean			96.54%

Interpretation

- ❖ Table 5. 14 show the number of students who were enrolled between the years (2011-2018), and appeared in Class 12 th exams. 75% attendance was made mandatory for students appearing in examinations. Moreover from the above Table it is clear that column 2 and 3 show the number of students enrolled and number of students appeared and column 4 shows the percentage of students who appeared in the examination. By analyzing the data of Tables it is quite clear that mean of the data 99.40 % of students appeared in board examination marking attendance as its prerequisite

Figure 5. 15 : Attendance Rate (class12th)



Interpretation

- ❖ Table number 5.15, depict the exam results of Class 10th which is a board exam. Class 10th examination forms the base for senior secondary schooling as well, Thus, Students as well as Teachers work hard during this period. RMSA focuses not only on the qualitative development of the students but pays due attention towards their academic achievement as well.
- ❖ Table 5.15 shows the exam results of government schools of Class 10th from 2011-20 (Lowest range 67%), mean of the 7 years exam results 79.94 %. which is quite a good percentage looking at standards of pattern board exams.

Figure 5.16 : Exam Result (10th class)

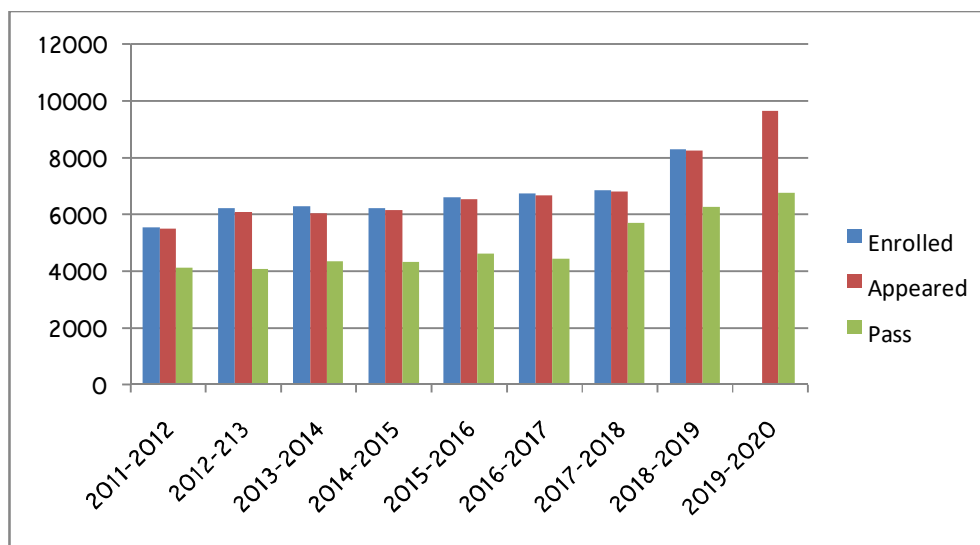


Table 5.16 : Exams Results of Government Schools of Class 12th

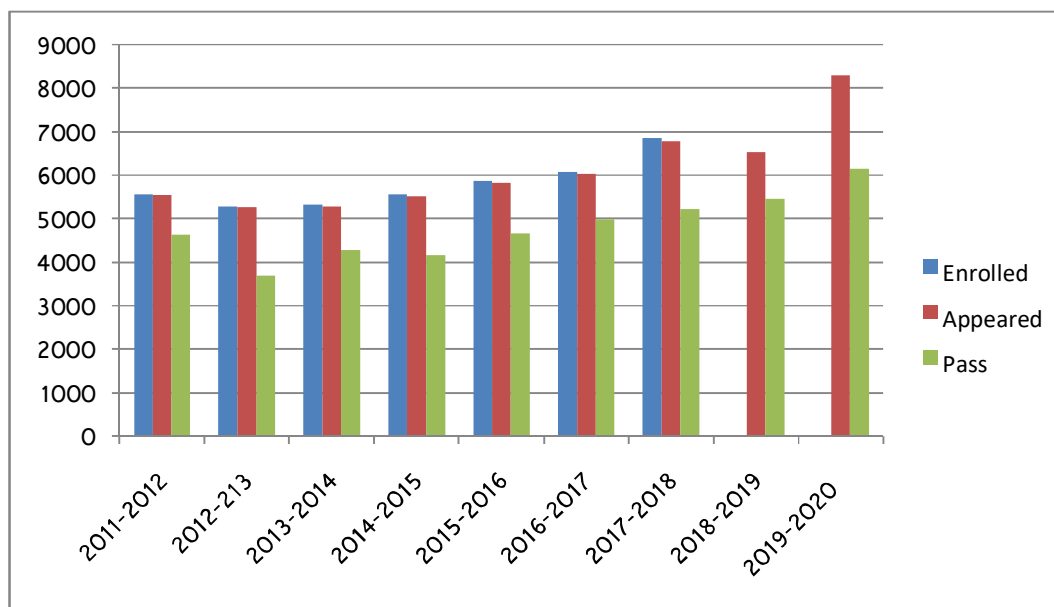
Year	Enrolled	Appeared	Pass	Fail	Supplementary	Pass percentage
2011-2012	5578	5545	4634	302	570	83.6%
2012-2013	5280	5262	3689	653	912	70.11%

2013-2014	5316	5286	4279	424	583	80.95%
2014-2015	5551	5519	4155	758	606	75%
2015-2016	5878	5829	4667	485	677	80%
2016-2017	6079	6037	4991	450	595	83%
2017-2018	6852	6789	5231	776	782	77.5%
2018-2019	NA	6535	5460	1075		82.09%
2019-2020	NA	8290	6151	2139		75.25%
Mean						78.61%

Interpretation

- ❖ Table 5.16 shows the exam results of government schools of Class 12th from 2011-20 (Lowest range 70.11 %), mean of the 7 years exam results 78.61%. which is quite a good percentage looking at standards of pattern board exams.

Figure 5.17 : Exam Result (12th class)



5.5.0. EXISTING EDUCATIONAL PROGRAM UNDER RMSA WITH REFERENCE TO GIRL EDUCATION, EDUCATION OF CHILDREN BELONGING TO SC/ ST/ OBC, EDUCATIONALLY BACKWARD MINORITIES, EDUCATION OF CHILDREN WITH SPECIAL NEEDS, OUT OF SCHOOL CHILDREN, OPEN SCHOOLING SYSTEM

Fifth objective of the investigator was "To study the existing educational programme under RMSA with reference to girl education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out of school children, open schooling system ." For this purpose study the programme and done the programme analysis .

5.5.1 Existing educational program under RMSA with reference to girl education

After analysis the programme content its founded totally welfare for girls education and If proper channeling will be done girls enrolment will be increased and dropout definitely decreased. Few programme described following :

1. The participation of women in the affairs of the school will be ensured through the constitution of the school management committee.
2. Distribution of uniforms, scholarships, educational provisions like textbook and stationary etc.

3. Absence of lady teachers in the secondary and higher secondary school is one of the major reasons for dropout among girls. Their absence also affects the access & participation of girls to the schools. In view of the fact that the girls at this stage are in the adolescent age, posting and attendance of Lady Teachers in the school are necessary part of RMSA.
4. It has been experienced due to long commuting hours to the schools situated in blocks or villages. The lady teacher's absenteeism is very high. This leaves the schools practically without any lady teacher. Hence, there is a need for a residence scheme for women teachers working in Rural Areas. So RMSA focused on Girls hostels for every girls and the main thing no reservations policy. Its open for everyone.
5. RMSA envisages construction of residential quarters for teachers in remote/ hilly areas/ in areas with difficult training. Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area. Preference will be given to female teachers.

5.5.2. Existing educational program under RMSA with reference to education of children with special needs

After analysis the programme content its founded totally welfare for children with special needs and If proper channeling will be done children with special needs will comes in main stream.

For "children with disability" create an enabling environment not only through ramps but accessible classrooms, hostels, laboratories, playgrounds and toilets are more important. States/UTs prepared a plan for CWSN students in a package mode under integrated RMSA to articulate the learning goals that are being targeted and the strategies (methods, materials, models and measurement) that will be used to reach those goals.

5.5.3. Existing educational program under RMSA with reference to education of SC/ ST/ OBC/ Educationally Backward Minorities

After analysis the programme content its founded totally welfare for SC/ ST/ OBC/ Educationally Backward Minorities and If proper channeling will be done , enrolment will be increased and dropout rate will be decreased and improve literacy rate.

RMSA recognizes the need for extending following interventions and resource Support to the children belonging to SC/ ST/ OBC/ Educationally Backward Minorities including differently

able children at secondary and higher secondary stage. Providing textbooks, Workbooks, and Stationeries etc. Providing Uniforms, Footwear etc. Provision of Bicycle/wheelchair, Boarding and lodging for each child, Stipend for day scholars.

5.5.4 Existing educational program under RMSA with reference to education of out-of school children

After analysis the programme content its founded totally welfare for out-of school children and If proper channeling will be done out of school children back to the mainstream of formal education, enrolment will be increased and dropout rate will be decreased and improve literacy rate.

The Rashtriya Madhyamik Shiksha Abhiyan recognizes the need for special efforts to bring the out-of-school children, especially girls and children from disadvantaged sections, to school. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, SC, ST, OBC and Minorities through participatory processes in the effective management of schools. To bring the out of school children back to the mainstream of formal education the State Governments will design Bridge Courses and Alternative Education so as to prepare them to join the regular schools. An allocation of Rs.50 Crore has been made for assistance to State Governments under the overarching scheme in addition to opening of distance learning opportunities for those who cannot join secondary schools. The assistance will be provided on the basis of assessment of out of school children and provision made in District Planning.

5.5.5. Existing educational program under RMSA with reference to Open Schooling System

After analysis the programme content its founded totally welfare for Open Schooling System and If proper channeling will be done the Open Schooling System work on Universalization of Secondary Education then enrolment will be increased and dropout rate will be decreased and improve literacy rate.

The Central Government is committed to make the Open Schooling system more meaningful to reach the unreached. It is necessary that the remaining State Governments take effective steps to set up the Open Schooling System to cater to the need of Universalization of Secondary Education. These scheme is part of RMSA.

5.5.6. Existing educational program under RMSA with reference girl education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out of school children, open schooling system (Additional)

- **Vocational Education and Skill Development**

After analysis the programme content e its founded totally welfare for adolescent group and If proper channeling will be done in future will get skilled citizen.

The aim of introducing vocational education at secondary level and higher Secondary level is to enhance the employability of youth through demand driven competency based, modular vocational courses and at the same time reduce the dropout rate at the Secondary level. So It envisages close partnership with the industry in the design, development, delivery, assessment and certification of skills content ,which is part of RMSA.

- **ICT focused interventions**

After analysis the programme content its founded totally welfare for students and If proper channeling will be done the dream of digital India may be completed.

Under the ICT in Schools Component of the RMSA, it is expected that all States/UTs would carry out large scale digitization of existing learning resources, translation and development of new learning resources through the NROER Core Teams in States/UTs. It is also envisioned that all schools should eventually become smart, connected schools, through a common resource internet based platform and fully utilize ICT for enhancing efficiency and improving quality of education

- **Teacher Training Programs for school leadership**

After analysis the programme content its founded totally welfare for teachers and If proper channeling will be done the competent teachers will get who is essential part to build the nation

School Leadership training to headmasters and principals are understanding the strength and weakness of the school and develop quality plans to monitor curriculum, lesson plans, conduct competency based assessments, track and analyze learner's performance, attendance and retention rates.

RMSA is committed to provide 24capacity development and leadership training to principals/ headmasters under RMSA schools through the Leadership Development Program by NUEPA.

- **Adolescent Education Programmes (AEP)**

After content analysis the programme its founded totally welfare for adolescents group and If proper channeling will done , they will understand importance of HELTH & LIFE SKILLS.

There is a scheme on Adolescence Education, presently funded by NACO and implemented by MHRD. It started as an HIV/AIDS Awareness Scheme for school children. It is suggested that health related education of Adolescents, including awareness about AIDS, should be treated in the larger context of life skill education and holistic development which covers health, physical education and sports.

5.6.0. EFFECT OF RMSA IN TERMS OF TEACHER COMPETENCY BASED ON STUDENTS & TEACHERS PERCEPTION

The sixth objective of the study was, “To study the effect of RMSA in terms of teacher competency based on students & teachers perception”. For this purpose the investigator collected the data by administering a self-developed Classroom Teaching Competency Scale for teachers and Students Perception Scale about teachers from students.

5.6.1. Effect of RMSA in terms of teacher competency based on teachers perception

The investigator collected the data by administering the self-developed Classroom Teaching Competency Scale to 122 teachers teaching secondary classes in schools of Indore. The developed scale can be found appended to this thesis as **Appendix-I**.

The scale consisted of 65 statements related to various aspects of teaching learning. The responding teachers were asked to check their responses on the five-point categories. The analysis of the responses obtained was done using percentages. The Dimension and statement wise analysis is being presented below:

5.6.1.1. Statements related to Previous Knowledge of the Students (statements 1-2)

1. The First statement was that "Teachers are using the previous knowledge of the students to teach them the new concepts using new methods and techniques in the classroom".

Responses collected on this particular statement show that 36% of Teachers Strongly Agreed (SA) with the statement while as 64% of Teachers Agreed (A) with the statement. Thus, it can be concluded that all the Teachers are using the previous knowledge of the students to teach them the new concepts using new methods and techniques in the classroom.

2. The Second statement was that "Teachers are using the previous knowledge as a tool to present the new knowledge to the students".

The data collected regarding this statement shows that 42% of Teachers Strongly Agreed (SA), 42% Teachers Agreed (A), 8% did not respond and 8% of Teachers neither agreed with it nor disagreed with the statement. Thus, it can be concluded from the data gathered that 84% of Teachers were of the view that Teachers are using the previous knowledge as a tool to present the new knowledge to the students.

5.6.1.2. Statements related to Status of the presentation in the classroom (statements 3-5)

3. The Third statement was that "Reasonable use of prior knowledge in the preface of the text is done more efficiently".

The data collected regarding the third statement shows that 50% of Teachers Strongly Agreed (SA), 42% of Teachers Agreed (A), and 8% of Teachers did not respond to the statement. Thus, it can be concluded that the majority of the Teachers (92%) were of the view that they efficiently used prior knowledge.

4. The Fourth statement was that "More efforts are being made to bring creativity in the preface of the lesson, such as the use of Q & A, story, poem, short drama etc. to develop curiosity among the students".

Responses collected on this particular statement from Teachers shows that 45% of Teachers Strongly Agreed (SA) with it and 55% of Teachers Agreed (A) with it. Thus it can be concluded from the data gathered that all the Teachers are making efforts to bring the creativity in the preface of the lesson by using Q & A, Story, Poem, etc.

5. The Fifth statement was that "Students actively participate during the preface of the lesson".

Responses Collected from the Teachers shows that 45% of Teachers Strongly Agreed (SA), 37% of Teachers Agreed (A), while 14% of the Teachers were undecided (UN) about it and 4 % of Teachers did not respond to the statement. Thus, it can be concluded from the data gathered that the majority (82%) of the teachers agreed with the statement that Students actively participate during the preface of the lesson.

5.6.1.3. Statements related to Presentation of the Topic in the Class (statements 6 - 9)

6. The Sixth statement was that "Topic-related daily life examples are being used proficiently in teaching".

Data collected regarding the Sixth statement shows that 55% of Teachers Strongly Agreed (SA), 41% of Teachers Agreed (A) with the statement and 4% of Teachers were undecided (UN) about it. Thus, it can be concluded that the majority of the Teachers (96%) were of the view that they use topic related daily life examples in their teaching.

7. The Seventh statement was that "There has been an increase in the use of audio visual material related to the topic".

Responses collected from the Teachers shows that 14% of Teachers Strongly Agreed (SA), 64% of Teachers Agreed (A) with the statement and 18% of the Teachers were undecided (UN) about the statement whereas 4% of the Teachers did not respond to the statement. Thus, it can be concluded from the data gathered that the maximum number of Teachers (78%) agreed with the statement that there has been an increase in the use of Audio Visual Materials related to the topic during teaching.

8. The Eighth statement was that "Teachers are making their best possible efforts to take the students to the depth of any topic".

The data gathered from the Teachers about the Eight statement shows that 25% of Teachers Strongly Agreed (SA) with it, whereas 75% of Teachers Agreed (A) with the statement. Thus, it can be concluded from the data gathered that all the Teachers were of the view that they are explaining every concept to the students in detail.

9. The Ninth statement was that "Teachers are making every effort to explain the matter in simple, clear and understandable language to the students".

The data gathered from the Teachers shows that 41% of Teachers Strongly Agreed (SA) with it, 59% of the Teachers Agreed (A) with the statement. Thus, it can be concluded that all the teachers were of the view that they are making every effort to explain the matter in simple, clear and understandable language to the students.

5.6.1.4. Statements related to Use of A-V aids in the Classroom (10 - 15)

10. The tenth statement was that "Teachers are efficiently Using Audio and Visual material with confidence in the classroom".

The data gathered from the Teachers shows that 23% of Teachers Strongly Agreed (SA), 55% of Teachers Agreed (A) with the statement, 9% of the Teachers were undecided (UN) about it and 14% of Teachers disagreed (D) with the statement. Thus, it can be concluded from the data gathered that 78% of teachers were using the AV aids efficiently in the classroom.

11. The Eleventh statement was that "Teachers are facing less difficulty in using new technology in the class".

The data gathered from the Teachers shows that 13.6% of Teachers Strongly Agreed (SA), 64 % of Teachers Agreed (A), 13.6% of Teachers were undecided (UN) and 9% of the Teachers disagreed (D) with the statement. Thus, it can be concluded from the data gathered that the majority (78%) of the Teachers face less difficulty in using new technology in the class.

12. The Twelfth statement was that "Teachers are using modern technology like computers/ internet/ smart class/ EDUSAT efficiently in the classroom".

The data gathered from the Teachers shows that 27% of Teachers Agreed (A) with the statement, 50% of the Teachers were undecided (UN) about it, 18% of Teachers disagreed (D) with the statement and 5% of the Teachers did not respond to the statement. From the data gathered it is quite clear that Teachers are unable to decide about the statement. They are neither in favor of it nor against it.

13. The thirteenth statement was that "Teachers are able to integrate audio material such as radio or language lab usage, etc. with the class efficiently".

The data gathered from the Teachers shows that 18% of Teachers Strongly Agreed (SA), 32% of Teachers Agreed (A) with the statement, where as 27% of Teachers were unable to decide about the statement, 9% of Teachers Strongly disagreed (SD) with the statement whereas 14% of Teachers did not respond. From the data collected it can be concluded that fifty percent of the Teachers (50%) are able to integrate audio material efficiently in their class.

14. The Fourteenth statement was that "Using audio-visual materials, students are able to construct concepts or explain the concept of an object".

The data gathered from the Teachers shows that 18% of Teachers Strongly Agreed (SA), 36% of Teachers Agreed (A) with the statement, 27% of Teachers were unable to decide (UN) about the statement, 9% of Teachers disagreed (D) and 9% of Teachers did not respond. From the data collected it can be concluded that most of the Teachers (54%) agreed with the statement that by using Audio-Visual materials students are able to construct concepts of an object.

15. The Fifteenth statement was that "While using new technology in the class, the whole class becomes active".

The responses collected from the Teachers shows that 41% of Teachers Strongly Agreed (SA), 36% of Teachers Agreed (A), 9% of Teachers are undecided (UN), 4.5% of Teachers Disagreed (D) and 4.5% of Teachers Strongly disagreed (SD) with the statement while as 4.5% Teachers did not give any responses. From the data collected it is quite evident that the majority of the Teachers (77%) are of the opinion that while using new technology in the class, the class becomes active.

5.6.1..5. Statements related to satisfying the students Curiosity in the classroom (16 - 19)

16. The Sixteenth statement was that "Teachers answer the questions of the students not related to the topic to satisfy their curiosity".

The data gathered from the Teachers shows that 16.6% of Teachers Strongly Agreed (SA), 75% of Teachers Agreed (A) and 8.4% Disagreed (D) with the statement. It can be concluded from the data gathered that the majority of the Teachers (92%) were of

the view that students are able to answer to the topics which are not related to the class/topic.

17. The Seventeenth statement was that "Teachers are satisfying the curiosity of the students by giving them appropriate answers to their questions in the classroom".

The data gathered from the Teachers shows that 50% of Teachers Strongly Agreed (SA) and 50% of Teachers Agreed (A) with the statement. Thus, it can be concluded from the data gathered that all the Teachers agreed with the statement that they are able to satisfy student's curiosity by answering their queries.

18. The Eighteenth statement was that "By using modern technology Teachers are able to satisfy the curiosity of the students".

The data gathered from the Teachers shows that 33.3% of Teachers Strongly Agreed (SA), 58.33% of Teachers Agreed (A), 8.4% of Teachers were unable to decide about the statement. It is quite evident from the data collected that the majority of the Teachers (92%) were of the view that by using modern technology they satisfy the curiosity of the students.

19. The Nineteenth statement was that "In order to satisfy the curiosity of the students, examples related to daily life are used more and more in the classroom".

The responses collected from the Teachers shows that 50% of Teachers Strongly Agreed (SA) and 50% of Teachers Agreed (A) with the statement. It is quite clear from the data gathered that all the Teachers (100%) did agree with the statement that daily life examples are used in the classroom to satisfy the curiosity of students.

5.6.1.6. Statements related to Class Discipline (20 - 24)

20. The Twentieth statement was that "Classes are more disciplined than before, Discipline is being transformed into self-discipline"

The responses collected from the Teachers shows that 45% of Teachers Strongly Agreed (SA), 45% of Teachers Agreed (A) with the statement where as 5% of Teachers Strongly Disagreed (SD) and 5% of Teachers did not respond. It can be concluded from the above data that the majority of the Teachers (90%) Agreed with the statement that discipline is transformed into self-discipline.

21. The Twenty first statement was that "The percentage of homework has increased".

The responses collected from the Teachers shows that 27% of Teachers Strongly Agreed (SA), 59% of Teachers Agreed (A) with the statement whereas 5% of Teachers Disagreed (D), 5% of Teachers did not respond to the statement and 5% of Teachers were Undecided (UN) about the statement. It is evident from the data gathered that the majority of the Teachers (86%) are in favor of the statement that the percentage of homework has increased.

22. The Twenty second statement was that "Work has increased as per rules and students have become aware of the rules".

The responses collected from the Teachers shows that 45% of Teachers Strongly Agreed (SA), 45% of Teachers Agreed (A) with the statement whereas 5% of Teachers Strongly disagreed (SD) and 5% of teachers did not respond. It is quite evident from the data gathered that the maximum number of Teachers (90%) did agree with the statement that work has increased as per rules.

23. The Twenty third statement was that "Ethical accountability has increased among students".

The responses collected from the Teachers shows that 9% of Teachers Strongly Agreed (SA), 77% of Teachers Agreed (A) with the statement whereas 4.5% of Teachers were Undecided (UN) about it, 4.5% of Teachers Disagreed (D) and 4.5% of Teachers did not respond. It is quite evident from the data gathered that the majority of the Teachers (86%) agreed with the statement that Ethical Accountability among students has increased.

24. The Twenty fourth statement was that "Democratic spirit is developing more and more among the students".

The responses collected from the Teachers show that 18% of Teachers Strongly Agreed (SA), 72% of Teachers Agreed (A) with the statement whereas 5% of Teachers Strongly Disagreed (SD) and 5% of Teachers did not respond. It can be concluded from the data gathered that maximum Teachers (90%) agreed with the statement that Democratic spirit is developing among the students more and more.

5.6.1.7. Statements related to Classroom Evaluation Process (25 - 28)

25. The Twenty fifth statement was that "Different objective types of questionnaire were included for the class evaluation process".

The responses collected from the Teachers show that 50% of Teachers Strongly Agreed (SA), 45% of Teachers Agreed (A) with the statement whereas 5% of Teachers did not respond. It is quite clear from the above data that the majority (95%) of the Teachers agreed with the statement that different objective types of questions are included for the class evaluation process.

26. The Twenty sixth statement was that "The Classroom evaluations are taking place with full transparency as before".

The responses collected from the Teachers show that 41% of Teachers Strongly Agreed (SA), 50% of Teachers Agreed (A) with the statement whereas 4.5% of Teachers Disagreed (D) and 4.5% of Teachers did not respond. From the data gathered it can be concluded that the majority of the Teachers (91%) did agree with the statement that fair evaluations are taking place in classes.

27. The Twenty seventh statement was that "Teachers conduct surprise tests of the students for evaluation purposes".

The responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA), 68% of Teachers Agreed (A) with the statement and 5% of Teachers did not respond to the statement. From the data gathered it can be easily concluded that most of the Teachers (95%) did agree with the statement that Teachers conduct surprise tests of the students for evaluation purposes.

28. The Twenty eight statement was that "Difficulty levels in the class assessment process are according to the level of the class".

The data gathered from the Teachers show that 23% of Teachers Strongly Agreed (SA), 59% of Teachers Agreed (A) with the statement whereas 5% of Teachers remain undecided (UD) about the statement, 9% of Teachers Disagreed (D) with the statement, and 5% of Teachers did not respond to the statement. From the data gathered it can be concluded that the majority of the Teachers (82%) did agree with

the statement that difficulty levels in the class assessment process are according to the mental level of the students.

5.6.1.8. Statements related to Developing Consciousness towards the attentiveness of Teachers and Students (29 - 31)

29. The Twenty ninth statement was that "After the training, there has been an increase in the use of such methods in the classroom, such as (jerk method), which is observing the students' attention".

The data gathered from the Teachers show that 33.3% of Teachers Strongly Agreed (SA), 58.33% of Teachers Agreed (A) with the statement and 8.4% of Teachers did not respond to the statement. It is quite clear from the above data that the majority of the Teachers (92%) did agree with the statement that after training, there has been an increase in the use of Jerk Method in the classroom.

30. The Thirtieth statement was that "After getting training, Teachers have become more regular in class work, due to which students are getting noticed".

The responses collected from the Teachers show that 58.33% of Teachers Strongly Agreed (SA) with the statement and 41.66% of Teachers Agreed (A) with the statement. It is quite clear from the above data that all the Teachers are in favor of the statement.

31. The Thirty first statement was that "After training teachers have used more examples related to the topics which increase the student's observation".

The responses collected from the Teachers show that 25% of Teachers Strongly Agreed (SA) and 75% of Teachers Agreed (A) with the statement. It is quite clear from the data gathered that all the Teachers did agree with the statement.

5.6.1.9. Statements related to Status of subject knowledge in the class (32 - 35)

32. The Thirty second statement was that "While teaching, knowledge of a subject or matter is not limited to textual knowledge (Books only). Instead, teachers are trying to relate daily examples more closely to the present".

The responses collected from the Teachers show that 58.33% of Teachers Strongly Agreed (SA) and 41.66% of Teachers Agreed (A) with the statement. It is quite clear from the data gathered that all the Teachers did agree with the statement.

33. The Thirty third statement was that "For the knowledge related to the topic, the question and answer method is used more and more".

The responses collected from the Teachers show that 66.66% of Teachers Strongly Agreed (SA) with the statement and 33.33% of Teachers Agreed (A) with the statement. Thus, it can be concluded that all the teachers are in favor of the statement.

34. The Thirty fourth statement was that "Teachers do not rely on questions based at the end of the lesson, they construct the questions themselves as well".

The responses collected from the Teachers show that 41.66% of Teachers Strongly Agreed (SA) and 58.33% of Teachers Agreed (A) with the statement. Thus, it can be concluded from the data gathered that all the Teachers did agree with the statement.

35. The Thirty fifth statement was that "To impart the knowledge of the subject, Teachers use different methods of teaching such as Problem Solving Method, Discovery Method, Drama Method, Role Play Method and other methods etc."

The responses collected from the Teachers show that 33.33% of Teachers Strongly Agreed (SA) with the statement whereas 58.33% of Teachers Agreed (A) with it and 8.4% of Teachers did not respond. It is quite evident from the data gathered that the Majority of Teachers (92%) did agree with the statement.

5.6.1.10. Statements related to Inclusion of useful examples related to daily life in lesson presentation (36 - 41)

36. The Thirty sixth statement was that "Examples related to daily life have become more inclusive in the curriculum/ topics taught".

The responses collected from Teachers show that 40% of Teachers Strongly Agreed (SA) with the statement whereas 55% of Teachers Agreed (A) with it as well and 5% of Teachers did not respond. It is quite clear from the data gathered that most of the Teachers (95%) did agree with the statement.

37. The Thirty seventh statement was that "Examples related to daily life in the curriculum have considerably increased which have a direct relevance to future requirements".

The responses collected from the Teachers show that 32% of Teachers Strongly Agreed (SA) with the statement where as 59% of Teachers Agreed (A) with it as well while as 4.5% of Teachers Disagreed (D) with the statement and 4.5% of Teachers did not respond. It is quite clear from the data gathered that the maximum number of Teachers (91%) did agree with the statement.

38. The Thirty eighth statement was that "There has been an increase in the number of examples related to daily life, which can also lead to their moral, spiritual, social development".

The responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 68% of Teachers Agreed (A) with it and 5% of Teachers did not respond. It is quite evident from the data gathered that the majority of the Teachers (95%) did agree with the statement.

39. The Thirty ninth statement was that "There has been an increase in the number of examples related to daily life, which can make us aware of the difficulties of future life".

The responses collected from the Teachers show that 31.6% of Teachers Strongly Agreed (SA) with it whereas as 63.6% of Teachers Agreed (A) with the statement and 4.5% of Teachers did not respond. It is quite clear from the data gathered that most of the Teachers (95%) did agree with the statement that there has been an increase in the number of examples related to daily life which make us aware about the difficulties of future life.

40. The Fortieth statement was that "There has been an increase in the number of examples related to daily life, which are also related to human values".

The responses collected from the Teachers show that 40% of Teachers Strongly Agreed (SA) with the statement where as 55% of Teachers Agreed (A) with it and 5% of Teachers did not respond. It is quite clear from the data gathered that the majority of the Teachers (95%) did agree with the statement.

41. The Forty First statement that "Students are giving equal importance to all subjects irrespective of their difficulty level".

The responses collected from the Teachers show that 55% of Teachers Strongly Agreed (SA) with it whereas 36% of Teachers Agreed (A) with the statement and 9% of Teachers did not respond. It is quite evident from the data gathered that the majority of the Teachers (91%) did agree with the statement.

5.6.1.11. Statements related to Statements related to Homework and Class work (42 to 48)

42. The Forty Second statement was that "Teachers provide essay type questions to the students as their homework, which are based on Analysis, Differentiation and Illustrated Presentation".

The responses collected from the Teachers show that 33.3% of Teachers Strongly Agreed (SA) with it whereas 58.33% of Teachers Agreed (A) with the statement and 8.4% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (92%) of Teachers did agree with the statement.

43. The Forty third statement was that "Teachers design such questions as homework to the students which compel them to work harder and harder".

The responses collected from the Teachers show that 41.66% of Teachers Strongly Agreed (SA) with it whereas 50% of Teachers Agreed (A) with the statement and 8.4% of Teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the Teachers (92%) did agree with the statement.

44. The Forty fourth statement was that "The homework given to the students by teachers is as such that they find its relevance with daily life".

The responses collected from the Teachers show that 41.66% of Teachers Strongly Agreed (SA) with the statement whereas 50% of Teachers Agreed (A) with it and 8.4% of Teachers did not respond. It is quite evident from the data gathered that most of the Teachers (92%) did agree with the statement.

45. The Forty fifth statement was that "Such questions are given to students as homework which motivate them to write the answers with logic".

The responses collected from the Teachers show that 33.3% of Teachers Strongly Agreed (SA) with the statement whereas 58.33% of Teachers Agreed (A) with it as well and 8.4% of Teachers did not respond. It is quite evident from the data gathered that the majority of the Teachers (92%) did agree with the statement.

46. The Forty Sixth statement was that "Versatile objective type questions are used by teachers in class work".

The responses collected from the Teachers show that 36% of Teachers Strongly Agreed (SA) with it whereas 50% of Teachers Agreed (A) with the statement, 9% did not respond and 5% of the Teachers were undecided about the statement. It is quite clear from the data gathered that majority of the Teachers (86%) did agree with the statement

47. The Forty Seventh statement was that "Due care of difficulty level in class work is taken care of".

The responses collected from the Teachers show that 36% of Teachers Strongly Agreed (SA) with it whereas 59% of Teachers Agreed (A) with the statement and 5% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (95%) did agree with the statement.

48. The Forty Eighth statement was that "Teachers provide regular class work to the students".

The responses collected from the Teachers show that 36% of Teachers Strongly Agreed (SA) with the statement whereas 59% of Teachers Agree (A) with it and 5% of Teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the Teachers (95%) did agree with the statement.

5.6.1.12. Statements related to Reinforcement status in the classroom (49 - 53)

49. The Forty Ninth statement was that "While giving reinforcement in the classroom individual differences are taken due care of".

From the responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 59% of Teachers Agreed (A) with the statement, 9% of Teachers did not respond and 5% of Teachers were undecided about it. It is quite obvious from the above data that the majority of the Teachers (86%) did agree with the statement that while giving reinforcement in the classroom individual differences are taken due care of.

50. The Fiftieth statement was that "Reinforcement creates an atmosphere of vibrancy in the classroom and students become active".

The responses collected from the teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 64% of Teachers Agreed (A) with it and 9% Teachers did not respond to the statement. It is quite evident from the data gathered that most of the Teachers (91%) did agree with the statement that reinforcement creates an atmosphere of vibrancy in the classroom and students become active.

51. The Fifty First statement was that "Reinforcement prompts the whole class to work".

The responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 64% of Teachers Agreed (A) with the statement and 9% of Teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the Teachers (91%) did agree with the statement.

52. The Fifty Second statement was that "Reinforcement is developing confidence in students".

The responses collected from the Teachers show that 36% of Teachers Strongly Agreed (SA) with the statement whereas 55% of Teachers Agreed (A) with the statement and 9% of Teachers did not respond to the statement. It is quite evident from the data gathered that the majority of the Teachers (91%) did agree with the statement that reinforcement develops confidence among the students.

53. The Fifty Third statement was that "Reinforcement helps the students to face future challenges".

The responses collected from the Teachers show that 20% of Teachers Strongly Agreed (SA) with the statements whereas 64% of Teachers Agreed (A) with it and 5%

of Teachers were undecided (UN) about the statement and 14% of Teachers did not respond to the statement. It is quite clear from the above data that most of the Teachers (84%) did agree with the statement that reinforcement helps the students to face the future challenges.

5.6.1.13. Statements related to Special efforts in class for Special Child (54 - 60)

54. The Fifty fourth statement was that "Educationally gifted students are motivated to think".

From the responses collected from the Teachers show that 32% of Teachers Strongly Agreed (SA) with the statement whereas 50% of Teachers Agreed (A) with it, 5% of Teachers disagreed (D) with the statement and 9% of Teachers did not respond, moreover the opinion of 5% of Teachers remained undecided about the statement. It is clear from the above data that the majority of the Teachers (82%) agree with the statement that educationally gifted students are motivated to think.

55. The Fifty fifth statement was that "There was an increase in classroom procedures for academically gifted students to develop their leadership skills".

From the responses collected from the Teachers show that 32% of Teachers Strongly Agreed (SA) with the statement whereas 50% of Teachers Agreed (A) with the statement, 5% of Teachers disagreed (D) with it, 9% of Teachers did not respond answers and the opinion of the 5% of Teachers was undecided (UN) about the statement. It is quite evident from the data gathered that the majority of the Teachers (82%) did agree with the statement that there has been an increase in classroom procedures for academically advanced students to develop their leadership skills.

56. The Fifty Sixth statement was that "Teachers design such activities which develop self-confidence among educationally backward students in the classroom".

From the responses collected from the Teachers show that 41% of Teachers Strongly Agreed (SA) with the statement, 45% of Teachers Agreed (A) with it whereas 5% of Teachers disagreed (D) with it and 9% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (86%) did agree with the statement that teachers design such activities which develop self-confidence among educationally backward students in the classroom.

57. The Fifty Seventh statement of investigator was that "Teachers try to give simple and useful homework to educationally backward students".

From the responses collected from the Teachers show that 23% of Teachers Strongly Agreed (SA) with the statement where as 64% of Teachers Agreed (A) with it, 5% of Teachers disagreed (D) and 5% of Teachers did not respond to the statement moreover the opinion of 5% of Teachers remained undecided (UN) about the statement. It is quite evident from the data gathered that the maximum number of Teachers (87%) agree with the statement that teachers try to give simple and useful homework to educationally backward students.

58. The Fifty Eight statement was that "Teachers should use such examples in the classroom which are easily understood by mentally low level students which they can use in their education as well".

From the responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 59% of Teachers Agreed (A) with it, 5% of Teachers remained undecided (UN) about the statement and 9% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (86%) agree with the statement.

59. The Fifty Ninth statement was that "Efforts in the classroom have increased to increase the achievement of the students in their capacity".

The responses collected from the Teachers show that 23% of Teachers Strongly Agreed (SA) with the statement whereas 68% of Teachers Agreed (A) with it and 9% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (91%) did agree with the statement that efforts in the classroom have increased to increase the achievement of the students in their capacity.

60. The Sixtieth statement was that "Special efforts are being made for educating average students also, so that they can be brought at par with other students as well (Above average)".

The responses collected from the Teachers show that 27% of Teachers Strongly Agreed (SA) with the statement whereas 59% of Teachers Agreed (A) with the statement, 5% of Teachers remained undecided (UN) about the statement and 9% of

Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (86%) did agree with the statement.

5.6.1.14. Statements related to Class work Observation Process (61- 63)

61. The Sixty First statement was that "Teachers are able to use the methods of observing class work with ease and dexterity".

The responses collected from the Teachers show that 25% of Teachers Strongly Agreed (SA) with the statement whereas 58.33% of Teachers Agreed (A) with it and 8.4% of Teachers did not respond to the statement. It is quite clear from the data gathered that the majority of the Teachers (83%) did agree with the statement.

62. The Sixty Second statement was that "Teachers are able to observe the work of every student of the class easily".

The responses collected from the Teachers show that 33.33% of Teachers Strongly Agreed (SA) with the statement whereas 58.33% of Teachers Agreed (A) with the statements and 8.4% of Teachers did not respond to the statement. It is quite obvious from the data gathered that the majority of the Teachers (92%) did agree with the statement.

63. The Sixty Third statement was that "Teachers are also motivating students to do their own work".

The responses collected from the Teachers show that 50% of Teachers Strongly Agreed (SA) with the statement whereas 41.66% of Teachers Agreed (A) with the statement and the opinion of 8.4% of Teachers remained undecided (UN) about the statement. It is quite clear from the data gathered that the majority of the Teachers (92%) did agree with the statement.

5.6.1.15. Statements related to Special Efforts to get students to solve the problems in the classroom (64 to 65)

64. The Sixty Fourth statement was that "There has been an increase in the percentage of homework given to students where they can reach the conclusion themselves".

The responses collected from the Teachers show that 41.66% of Teachers Strongly Agreed (SA) with the statements whereas 50% of Teachers Agreed (A) with the statement, and 8.4% of Teachers remained undecided (UN) about the statement. It is quite evident from the data gathered that the majority of the Teachers (92%) did agree with the statement.

65. The Sixty Fifth statement was that "After getting the training the confidence of the teachers has increased".

The responses collected from the Teachers show that 50% of Teachers Strongly Agreed (SA) with the statement and 50% of Teachers Agreed (A) with the statement. It is quite clear from the data gathered that all the Teachers did agree with the statement.

5.6.1.16. Effect of RMSA in terms of teacher competency based on students perception

The investigator collected the data by administering the self-developed Students Perception Scale about Teachers. The data were collected from different schools of Indore district which were randomly selected, whereas 413 students were sampled by cluster sampling. The developed scale can be found appended to this thesis as **Appendix-II**.

The scale consisted of 30 statements related to teaching methodology and teacher's behavior. The responding students were asked to check their responses on the five-point categories. The analysis of the responses obtained was done using percentages. The statement wise analysis is being presented below.

Table 5.17 : Number and the Percentage of Students with Respect to Different Statements

SR	SA	A	SA	A	SDA	DA	SDA %	DA%	U	U%
1	210	179	51%	43%	7	17	2%	4%	0	0
2	206	181	50%	44%	5	21	1%	5%	0	0

3	200	188	48%	46%	7	18	2%	4%	0	0
4	202	186	49%	45%	3	22	1%	5%	0	0
5	206	182	50%	44%	8	17	2%	4%	0	0
6	216	184	52%	45%	4	9	1%	2%	0	0
7	214	184	52%	45%	4	10	1%	2%	1	0.24%
8	188	198	46%	48%	3	24	1%	6%	0	0
9	206	188	50%	46%	4	15	1%	4%	0	0
10	209	185	51%	45%	6	13	1%	3%	2	0.48%
11	214	183	52%	44%	4	12	1%	3%	0	0
12	214	178	52%	43%	7	13	2%	3%	1	0.24%
13	194	184	47%	45%	5	19	1%	5%	11	2.66%
14	208	185	50%	45%	6	12	1%	3%	2	0.48%
15	205	192	50%	46%	6	10	1%	2%	1	0.24%
16	209	192	51%	46%	6	6	1%	1%	4	0.96%
17	214	182	52%	44%	8	9	2%	2%	0	0
18	209	190	51%	46%	5	9	1%	2%	0	0
19	203	182	49%	44%	9	18	2%	4%	1	0.24%
20	225	174	54%	42%	6	8	1%	2%	0	0
21	222	172	54%	42%	8	11	2%	3%	0	0
22	215	179	52%	43%	8	11	2%	3%	0	0
23	183	185	44%	45%	6	39	1%	9%	0	0
24	190	178	46%	43%	8	36	2%	9%	2	0.48%
25	193	191	47%	46%	6	21	1%	5%	0	0
26	184	206	45%	50%	9	14	2%	3%	0	0
27	200	190	48%	46%	8	15	2%	4%	0	0
28	183	197	44%	48%	10	23	2%	6%	0	0

29	185	204	45%	49%	12	12	3%	3%	0	0
30	162	202	39%	49%	14	35	3%	8%	0	0
Mean	202.3	186.7	49%	45%	6.73	16.63	2%	4%	0.83	0%

Interpretation

- The first statement was that "The teachers Prompt the students to find the answers to the questions while classroom teaching".

413 students responded, out of which 179 (43%) students Agreed (A) and 210 (51%) students Strongly Agreed (SA) with the statement whereas 17 (4%) students Disagreed (D) and 7 (2%) Strongly Disagreed (SD) with it. From above data it is quite clear that the majority of the students (94%) did agree with the statement that the Teacher Prompts the students to find the answers to the questions while classroom teaching.
- The second statement was that "The teachers ask additional questions from the students to develop their curiosity".

413 students responded, out of which 181 (44%) students Agreed (A) and 206 (50%) students Strongly Agreed (SA) with the statement whereas 21 (5%) students Disagreed (D) and 5 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (94%) did agree with the statement that teachers ask additional questions from the students to develop their curiosity.
- The third statement was that "The teachers provide knowledge to their students in such a way that it leaves an everlasting impression on their mind".

413 students responded, out of which 188 (46%) students Agreed (A) and 200 (48%) students Strongly Agreed (SA) with the statement whereas 18 (4%) students Disagreed (D) and 7 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (94%) did agree with the statement that the teachers provide knowledge to their students in such a way that it leaves an everlasting impression on their mind.
- The fourth statement was that "The encouragement given by teachers in the class is positive, which increased the achievement of students".

413 students responded, out of which 186 (45%) students Agreed (A) and 202 (49%) students Strongly Agreed (SA) with the statement whereas 22 (5%) students Disagreed (D) and 3 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (94%) did agree with the statement that the encouragement given in the class is positive, which increased the achievement of students.

5. The fifth statement was that "Teachers after understanding the learning difficulties of students provide them with remedial classes".

413 students responded, out of which 182 (44%) students Agreed (A) and 206 (50%) students Strongly Agreed (SA) with the statement whereas 17 (4%) students Disagreed (D) and 8 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (94%) did agree with the statement that Teachers after understanding the student's learning difficulties engage them in remedial classes.

6. The sixth statement was that "Homework given by teachers to their students is interesting".

413 students responded, out of which 184 (45%) students Agreed (A) and 216 (52%) students Strongly Agreed (SA) with the statement whereas 9 (2%) students Disagreed (D) and 4 (1%) Strongly Disagreed (SD) with it. From above data it is quite clear that majority of the students (97%) did agree with the statement did agree with the statement that homework given by teachers to their students is interesting.

7. The seventh statement was that "Teachers regularly check the Class work and the homework".

413 students responded, out of which 184 (45%) students Agreed (A) and 214 (52%) students Strongly Agreed (SA) with the statement whereas 10 (2%) students Disagreed (D) and 4 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (97%) did agree with the statement that teachers regularly check the Class work and the homework.

8. The eighth statement was that "The Classroom assessment process remains transparent".

413 students responded, out of which 198 (48%) students Agreed (A) and 188 (46%) students Strongly Agreed (SA) with the statement whereas 24 (6%) students Disagreed (D) and 3 (1%) Strongly Disagreed (SD) with it. From above data it is quite clear that majority of the students (94%) did agree with the statement that homework given by teachers to their students is interesting, that Classroom assessment process remains transparent

9. The ninth statement was that "Teaching by Teachers is done by keeping in mind the individual differences in the class".

413 students responded, out of which 188 (46%) students Agreed (A) and 206 (50%) students Strongly Agreed (SA) with the statement whereas 15 (4%) students Disagreed (D) and 4 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that Teaching by Teachers is done by keeping in mind the individual differences in the class.

10. The tenth statement was that "The teachers listen to their Students with utmost honesty".

413 students responded, out of which 185 (45%) students Agreed (A) and 209 (51%) students Strongly Agreed (SA) with the statement whereas 13 (3%) students Disagreed (D) and 6 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that the Teachers listen to their Students with utmost honesty.

11. The eleventh statement was that "The teachers do their work with great honesty".

413 students responded, out of which 183 (44%) students Agreed (A) and 214 (52%) students Strongly Agreed (SA) with the statement whereas 12 (3%) students Disagreed (D) and 4 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that the Teachers do their work with great honesty.

12. The twelfth statement was that "If the teachers commit any mistake, they rectify them and positively fix them".

413 students responded, out of which 178 (43%) students Agreed (A) and 214 (52%) students Strongly Agreed (SA) with the statement whereas 13 (3%) students Disagreed (D) and 7 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (95%) did agree with the statement that if the teachers commit any mistake, they rectify them and positively fix them.

13. The thirteenth statement was that "The teachers remain unbiased".

413 students responded, out of which 184 (45%) students Agreed (A) and 194 (47%) students Strongly Agreed (SA) with the statement whereas 19 (5%) students Disagreed (D) and 5 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (92%) did agree with the statement that the teachers remain unbiased.

14. The fourteenth statement was that "The teachers impart knowledge with dignity".

413 students responded, out of which 185 (45%) students Agreed (A) and 208 (50%) students Strongly Agreed (SA) with the statement whereas 12 (3%) students Disagreed (D) and 6 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (95%) did agree with the statement that the Teachers impart knowledge with dignity.

15. The fifteenth statement was that "The teachers who impart knowledge with dignity behave well in all situations".

413 students responded, out of which 192 (46%) students Agreed (A) and 205 (50%) students Strongly Agreed (SA) with the statement whereas 6 (4%) students Disagreed (D) and 6 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that the Teachers who impart knowledge with dignity behave well in all situations.

16. The Sixteenth statement was that "They always talk positively".

413 students responded, out of which 192 (46%) students Agreed (A) and 209 (51%) students Strongly Agreed (SA) with the statement whereas 6 (1%) students Disagreed (D) and 6 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (97%) did agree with the statement that they always talk positively.

17. The seventeenth statement was that "The teachers love discipline".

413 students responded, out of which 182 (46%) students Agreed (A) and 214 (50%) students Strongly Agreed (SA) with the statement whereas 9 (2%) students Disagreed (D) and 8 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that they (Teachers) love discipline.

18. The eighteenth statement was that "Due to Teachers discipline students do their work properly as well".

413 students responded, out of which 190 (46%) students Agreed (A) and 209 (51%) students Strongly Agreed (SA) with the statement whereas 9 (2%) students Disagreed (D) and 5 (1 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (97%) did agree with the statement that due to Teachers discipline students do their work properly as well.

19. The nineteenth statement was that "The teachers are not prejudiced".

413 students responded, out of which 182 (44%) students Agreed (A) and 203 (49%) students Strongly Agreed (SA) with the statement whereas 18 (4%) students Disagreed (D) and 9 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (93%) did agree with the statement that the Teachers are not prejudiced.

20. The twentieth statement was that "The teachers are well versed in their subjects".

413 students responded, out of which 174 (42%) students Agreed (A) and 225 (54%) students Strongly Agreed (SA) with the statement whereas 8 (2%) students Disagreed (D) and 6 (1 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that the Teachers are well versed in their subjects.

21. The twenty First statement was that "The teachers teach their lessons with complete dexterity".

413 students responded, out of which 172 (42%) students Agreed (A) and 222 (54%) students Strongly Agreed (SA) with the statement whereas 11 (3%) students

Disagreed (D) and 8 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (96%) did agree with the statement that the Teachers teach their lessons with complete dexterity.

22. The twenty second statement was that "The teachers teach the subject in such a way that it is easily understood by all".

413 students responded, out of which 179 (43%) students Agreed (A) and 215 (52%) students Strongly Agreed (SA) with the statement whereas 11 (3%) students Disagreed (D) and 8 (2 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (95%) did agree with the statement that the Teachers teach the subject in such a way that it is easily understood by all.

23. The twenty third statement was "The teachers use the Audio Visual aids effectively to suit the needs of the class".

413 students responded, out of which 185 (45%) students Agreed (A) and 183(44%) students Strongly Agreed (SA) with the statement whereas 39 (9%) students Disagreed (D) and 6 (1 %) Strongly Disagreed (SD) with it. From above data it is quite clear that the majority of the students (89%) did agree with the statement that the Teachers use the Audio Visual aids effectively to suit the needs of the class.

24. The twenty fourth statement was that "The teachers use the teaching method depending upon the subject/topic to be taught".

413 students responded, out of which 178 (43%) students Agreed (A) and 190 (46%) students Strongly Agreed (SA) with the statement whereas 36 (9%) students Disagreed (D) and 8 (2 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (89%) did agree with the statement that the Teachers use the teaching method depending upon the subject/topic to be taught.

25. The twenty fifth statement was that "The teachers make the students aware about the future scope of the subjects".

413 students responded, out of which 191 (46%) students Agreed (A) and 193 (47%) students Strongly Agreed (SA) with the statement whereas 2 (5%) students Disagreed (D) and 6 (1%) Strongly Disagreed (SD) with it. From the above data it is quite clear

that the majority of the students (93%) did agree with the statement that the teachers make the students aware about the future scope of the subjects.

26. The twenty sixth statement was that "During teaching teachers use different resources besides using textbooks".

413 students responded, out of which 206 (50%) students Agreed (A) and 184 (45%) students Strongly Agreed (SA) with the statement whereas 14 (3%) students Disagreed (D) and 9 (2%) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (95%) did agree with the statement. that during teaching teachers use different resources besides using textbooks.

27. The twenty seventh statement was that "The teachers use examples related to daily life to teach the different subjects".

413 students responded, out of which 190 (46%) students Agreed (A) and 200 (48%) students Strongly Agreed (SA) with the statement whereas 15 (4%) students Disagreed (D) and 8 (2 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (94%) did agree with the statement that the teachers use examples related to daily life to teach the different subjects.

28. The twenty eighth statement was that "Teachers while teaching make sure that they don't leave gaps in the knowledge of the students".

413 students responded, out of which 197 (48%) students Agreed (A) and 183 (54%) students Strongly Agreed (SA) with the statement whereas 23 (6%) students Disagreed (D) and 10 (2 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (92%) did agree with the statement that teachers while teaching make sure that they don't leave gaps in the knowledge of the students.

29. The twenty ninth statement was that "Teachers while teaching provide examples which have real life implications".

413 students responded, out of which 204 (49%) students Agreed (A) and 185 (45%) students Strongly Agreed (SA) with the statement whereas 12 (3%) students Disagreed (D) and 12 (3%) Strongly Disagreed (SD) with it. From the above data it is

quite clear that the majority of the students (94%) did agree with the statement that teachers while teaching provide examples which have real life implications.

30. The thirtieth statement was that "The teachers are using new technologies such as Internet / Educational Satellites (EDUSAT) /Smart Class etc."

413 students responded, out of which 201 (49%) students Agreed (A) and 162 (39%) students Strongly Agreed (SA) with the statement whereas 35 (8%) students Disagreed (D) and 14(3 %) Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the students (88%) did agree with the statement that the Teachers are using new technologies such as Internet / Educational Satellites (EDUSAT) /Smart Class etc.

5.7.0. EFFECT OF RMSA IN TERMS OF PHYSICAL AND INSTRUCTIONAL FACILITIES OF SCHOOL, VIEWS OF STUDENTS , TEACHERS AND DISTRICT FUNCTIONARIES REGARDING THE EXISTING EDUCATIONAL PROGRAM UNDER RMSA WITH REFERENCE TO GIRLS EDUCATION, EDUCATION OF CHILDREN BELONGING TO SC/ ST/ OBC, EDUCATIONALLY BACKWARD MINORITIES, EDUCATION OF CHILDREN WITH SPECIAL NEEDS, OUT-OF-SCHOOL CHILDREN, OPEN SCHOOLING SYSTEM BASED ON STUDENTS, TEACHERS AND ADMINISTRATOR OPINION

Objectives 7 to 9 were studied combinely, the seventh objective of the investigator was "To study the effect of RMSA in terms of physical and instructional facilities of school based on students, teachers and administrator opinion ", the eighth objective of the investigator was, " To study the views of students and teachers regarding the existing educational programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, Educationally Backward Minorities, education of children with Special needs, out-of-school children, Open Schooling System.", Ninth objective To study the views of district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system. The data for this purpose was obtained from randomly selected 12 schools of Indore district. 1251 students were sampled using cluster sampling technique and 131 teachers and principals were purposely selected, moreover the views of RMSA coordinator were also responded. These self-developed questionnaires were used by the investigator for

data collection purposes. The brief description of the tools is given below which are appended to the thesis as **Appendix III, IV, V**

1. Students Opinion Scale for Rashtriya Madhyamik Shiksha Abhiyan
2. Teachers & Principals Opinion Scale for Rashtriya Madhyamik Shiksha Abhiyan
3. Administrator Opinion Scale for Rashtriya Madhyamik Shiksha Abhiyan

5.7.1. Effect of RMSA in terms of physical and instructional facilities of school, views of students the existing educational program under RMSA, based on students opinion

Student’s Opinion Scale for Rashtriya Madhyamik Shiksha Abhiyan: Student’s opinion scale was designed by the investigator to assess the success of RMSA in the Indore. The scale consisted of 20 items. The items were related to various aspects of basic RMSA work of the government schools. The responding students were asked to check their responses on the three-point categories. The analysis of the responses obtained was done using percentages.

The data of 1251 student of government schools is being presented below in Table :

Table 5. 18 : Students Opinion Effect of RMSA in terms of physical and instructional facilities of school, views of students the existing educational program under RMSA

Statements	Yes	No	UD	Total	Percentage (Yes)	Percentage (No)	Percentage (UD)
1	1138	78	35	1251	91%	6%	3%
2	1225	13	13	1251	98%	1%	1%
3	168	1044	39	1251	13%	83%	3%
4	1133	87	31	1251	91%	7%	2%
5	1165	37	49	1251	93%	3%	4%
6	1094	70	87	1251	87%	6%	7%
7	1047	106	98	1251	84%	8%	8%
8	1007	187	57	1251	80%	15%	5%
9	962	228	61	1251	77%	18%	5%
10	1035	170	46	1251	83%	14%	4%

11	1115	118	18	1251	89%	9%	1%
12	1029	184	38	1251	82%	15%	3%
13	618	560	73	1251	49%	45%	6%
14	726	448	77	1251	58%	36%	6%
15	527	619	105	1251	42%	49%	8%
16	602	537	112	1251	48%	43%	9%
17	841	335	75	1251	67%	27%	6%
18	854	292	105	1251	68%	23%	8%
19	1131	88	32	1251	90%	7%	3%
20	1089	100	62	1251	87%	8%	5%

Interpretation

(Statement based on After the Implementation of RMSA)

- The first statement for the students was, "Do you (Students) encourage the children around you to come to your school after the implementation of RMSA".

From the above Table it is clear that 1251 students responded to this statement, out of which 1138 students (91%) were favoring the statement and 78 students (6%) were not in favor of the statement and 35 students (3%) did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The second statement for the students was, "Do you have a strong desire to come to school after the changes brought by RMSA in your school"?

From the above Table it is quite clear that 1251 students responded to the statement out of which 1225 students (98%) were in favor of the statement and 13 students (1%) were against it and 13 students (1%) were undecided(UN) about the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The third statement was "Do you feel ashamed while talking to your friends who study in private schools".

From the above Table it is quite clear that 1251 students responded to the statement, out of which 168 students (13%) marked (Yes) that they do feel ashamed when they talk to their friends who study in private schools whereas 1044 students (83%) marked (No) that they do not feel ashamed when they talk to their friends who study in private schools and 39 Students (3%) remained undecided (UN) about the statement. It is quite clear from the data gathered that the majority of the students do not feel ashamed while talking to their friends who study in private schools.

- The fourth statement was that "The facilities in your school increased after the implementation of RMSA".

From the above Table it is clear that 1251 students gave feedback about this statement, out of which 1133 students (91%) were in favor of the statement that facilities in their schools have increased whereas 87 Students (7%) were against the statement and feel that facilities in their schools have not increased and 31 students (2%) did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The fifth statement was "Does the quality of teachers have improved in your school after the implementation of RMSA". From the above Table it is quite clear that 1251 students gave feedback, out of which 1165 (93%) students were favoring it and 37 (3%) students were against it and 49 (4%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The sixth statement was that "The achievement of students has increased after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded to the statement, out of which 1094 (87%) students were in favor of it that achievement of students has increased whereas 70 (6%) students were against it and 87 (7%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The seventh statement was that "Does the participation of students in school has increased after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded to this statement, out of which 1047 (84%) students were in favor of it whereas 106 (8%) students were against it and 98 (8%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The eighth statement was, "Has there been significant changes in your school library after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded to this statement, out of which 1007 (80%) students were in favor of it and 187(15%) students were against it and 57 (5%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The ninth statement was "Has there been significant changes in Science laboratories in your school after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded, out of which 962 (77%) students were in favor of it whereas 228 (18%) students were against it and 61 (5%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The tenth statement was "Has the playground in your school got the necessary attention after the implementation of RMSA”.

From the above Table it is quite clear that 1251 students responded to the statement, out of which 1035 (83%) students were in favor of the statement whereas 170 (14%) students were against it and 46 (4%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The eleventh statement was "Has there been a proper arrangement of desk, chair, and water in your school after the implementation of RMSA".

From the above Table it is quite clear that 1251 Students responded out of which 1115 (89%) students were in favor of the statement whereas 118 (9%) students were against it and 18 (1%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The Twelfth statement was, "Are there clean toilets in your school after the implementation of RMSA".

From the above Table it is quite clear that 1251 Students responded, out of which 1029 (82%) were in favor of it whereas 184 (15%) students were against it 38 (3%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The thirteenth statement was, "Are there still common toilets in your school after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded, out of which 618 (58%) students were in favor of the statement that there are common toilets in their schools whereas 560 (36%) students were not in favor of the statement and according to them there are separate toilets in their schools and 73 (6%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The fourteenth statement was, "Do you participate in Scout Guide / NCC / NSS / Sports after the implementation of RMSA etc."

From the above Table it is quite clear that 1251 students responded out of which 726 (58%) Students were in favor of the statement that they participate in Scout Guide / NCC / NSS activities whereas 448 (36%) students were not in favor of the statement and 77 (6%) Students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The fifteenth statement was, "Have you gone for excursion, science fair, and exhibition after the implementation of RMSA in your school".

From the above Table it is quite clear that 1251 students have responded to the statement, out of which 527 (42%) students were in favor of the statement that they go for excursion, Science fair and Exhibition whereas 619 (49%) students were not in

favor of it and 105 (8%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The sixteenth statement was, "Have you represented at the national or state any event or sports level after the implementation of RMSA".

From the above Table it is quite clear that 1251 Students responded, out of which 602 (48%) students were in favor of the statement that they have represented at national or state level whereas 537(43%) students were not in favor of and 112 (9%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The seventieth statement was, "Do your other friends look forward to coming to this school on their own, seeing your high level after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded, out of which 841(67%) were in favor of the statement whereas 335 (27%) students were not in favor of it and 75 (6%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The eighteenth statement was" Is regular parent teacher meeting held after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded, out of which 854 (68%) students were in favor of the statement that regular parent teacher meeting is held whereas 292 (23%) students were not in favor of the statement and 105 (8%) Students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The nineteenth statement was, "Does the facilities in the school have increased in terms of safety after the implementation of RMSA".

From above Table it is quite clear that 1251 students responded, out of which 1131 (90%) Students were in favor of the statement that facilities related to safety have also increased in the schools whereas 88 (7%) students were not in favor of it and 32

(3%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

- The twentieth statement was, "Is Guidance and counseling also done from time to time by the teachers after the implementation of RMSA".

From the above Table it is quite clear that 1251 students responded to the statement out of which 1089(87%) students were in favor of the statement that from time to time guidance and counseling is done by their teachers whereas 100 (8%) students were not in favor of it and 62 (5%) students did not respond to the statement. Thus, it can be concluded from the above data that the majority of the students did agree with the statement.

5.7.2. Effect of RMSA in terms of physical and instructional facilities of school, & views of Principals and Teachers the existing educational program under RMSA, based on Principals and Teachers Opinion

Teachers & Principals opinion scale was designed by the investigator to assess the overall success of RMSA. Investigators developed scales, the scale was related with overall success of RMSA in India, and the scale consisted of 20 items. The items were related to various aspects of basic RMSA work of the government schools.

The responding teachers and principals were asked to check their responses on the five-point categories. The analysis of the responses obtained was done using percentages

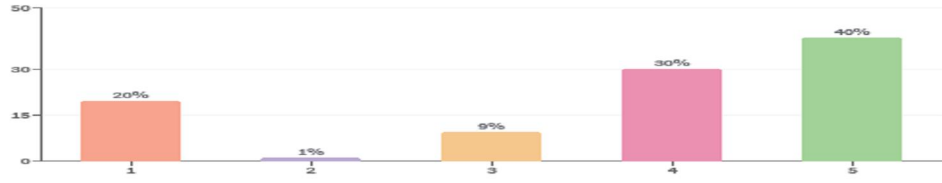
1. The first statement for the Principals and Teachers was "Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly". The investigator used an online survey for collection of data.

Table 5.19 : Statement 1

QUESTION 01 | RATING

राष्ट्रीय माध्यमिक शिक्षा अभियान अपना कार्य सुचारु रूप से कर रही हैं ।

Answered: 107 Skipped: 0



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	21	19.63%
2	1	0.93%
3	10	9.35%
4	32	29.91%
5	43	40.19%

ANALYSIS SYSTEM

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From above Table it is quite clear that 40% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly whereas 29.91% of educators Agreed (A) with it, 9.35% of educators were unable to decide about it, 0.93% of educators Disagreed (D) with it and 19.03% Strongly Disagreed (SD) with the statement that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly. From the data gathered it is quite clear that the majority of the educators (70%) did agree with the statement that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly.

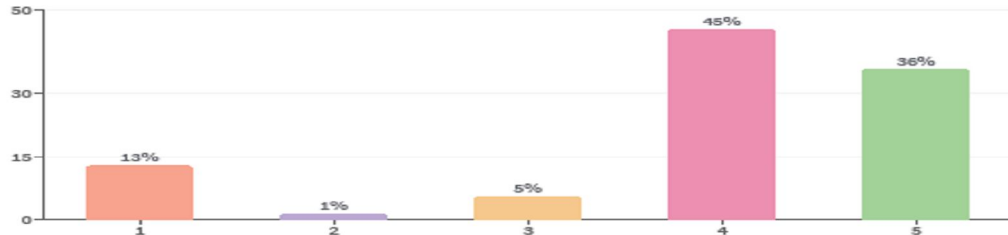
2. The second statement for the Principals and Teachers was that "The Quality of education has improved due to the Rashtriya Madhyamik Shiksha Abhiyan. Investigator used an online survey for collection of data".

Table 5.20 : Statement 2

QUESTION 02 | RATING

राष्ट्रीय माध्यमिक शिक्षा अभियान के कारण शिक्षा की गुणवत्ता में सुधार आया है ।

Answered: 95 Skipped: 3



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	12	12.63%
2	1	1.05%
3	5	5.26%
4	43	45.26%
5	34	35.79%

Made with SURVEY MONITORING SYSTEM

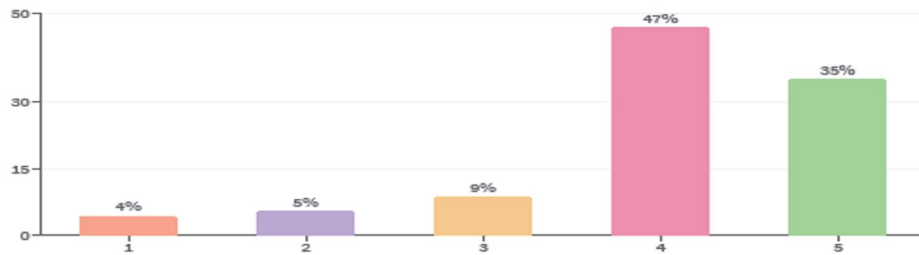
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According to the data gathered from the educators it is quite obvious that 35.79% educators Strongly Agreed (SA) with the statement that the quality of education has improved due to Rashtriya Madhyamik Shiksha Abhiyan whereas 45.26% of educators Agreed (A) with it, 5.26% of educators were unable to decide about the statement, 1.05% of educators Disagreed (D) with the statement and 12.63% Strongly Disagreed (SD) with it. It is clear from above data that the majority of the educators (81%) did agree with the statement that quality of education has improved due to Rashtriya Madhyamik Shiksha Abhiyan.

3. The third statement was "There has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan". Investigator used an online survey for collection of data.

Table 5.21: Statement 3

QUESTION 03 | RATING
राष्ट्रीय माध्यमिक शिक्षा अभियान के कारण शिक्षण दक्षता में सुधार आया है।
Answered: 94 Skipped: 4



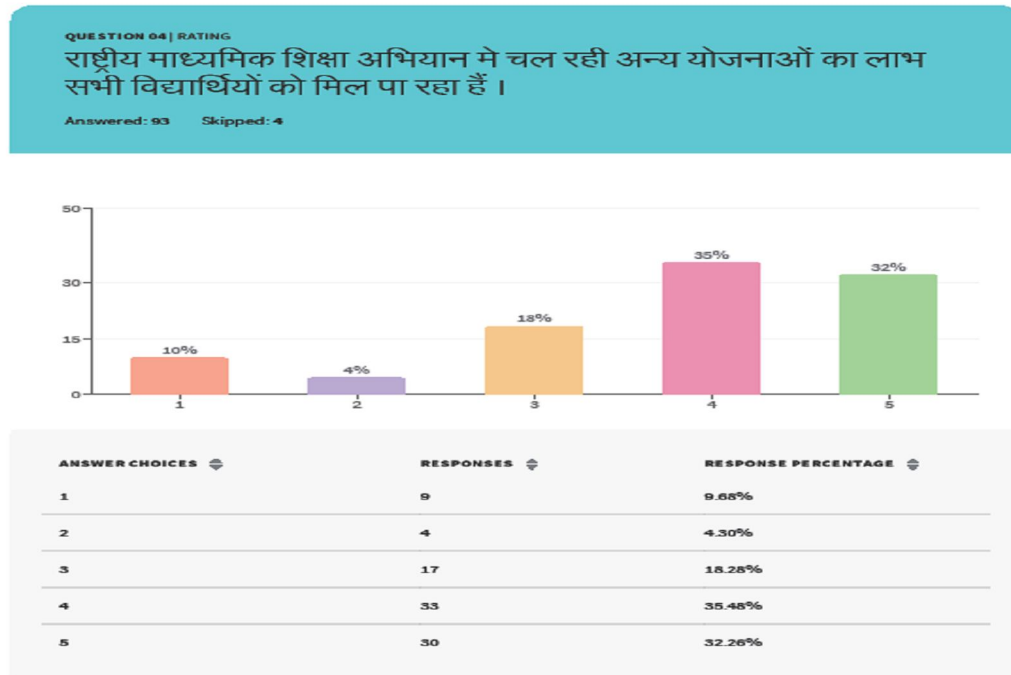
ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	4	4.26%
2	5	5.32%
3	8	8.51%
4	44	46.81%
5	33	35.11%

Made with SURVEYMONKEY

The above data shows that 35.11% of educators Strongly Agreed (SA) with the statement that there has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan whereas 46.81% of educators Agreed (A) with it, 8.51% of educators remained undecided (UN) about it, 5.32% of educators Disagreed (D) with it, and 4.26% Strongly Disagreed (SD) with the statement. It is quite clear from the data gathered that the majority of the educators (82%) did agree with the statement that there has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan.

4. The fourth statement was that "All the students are getting the benefit of other schemes being run by the Rashtriya Madhyamik Shiksha Abhiyan". The investigator used online survey for collection of data

Table 5.22 : Statement 4

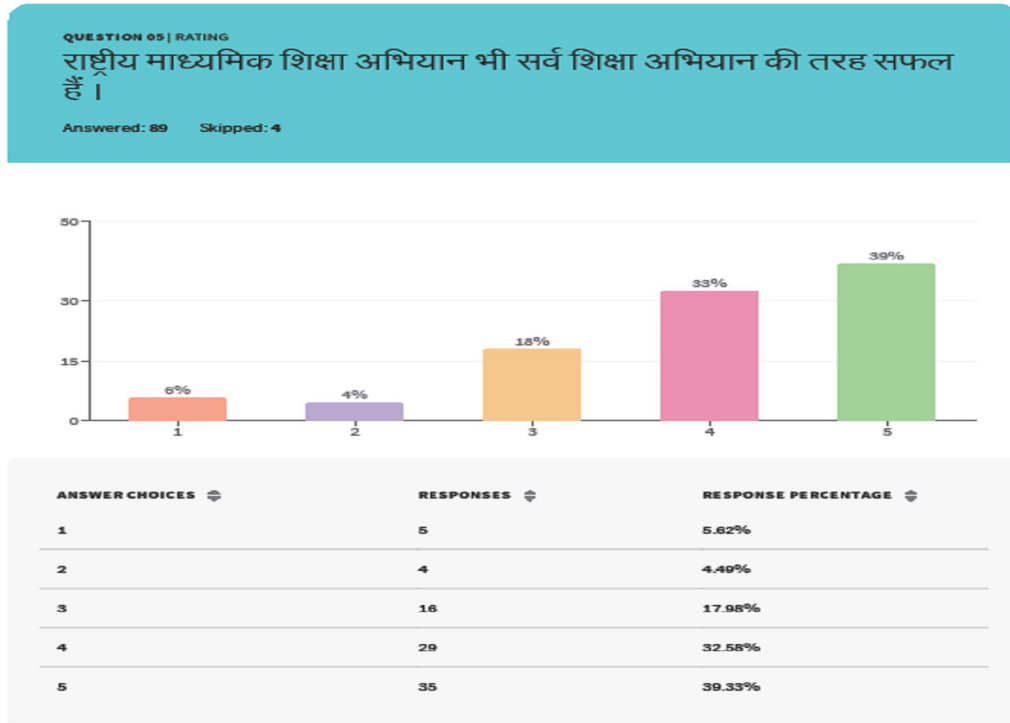


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The data gathered clearly depicts that 32.26% of educators Strongly Agreed (SA) with the statement that all the students are getting the benefit of other schemes being run by the Rashtriya Madhyamik Shiksha Abhiyan whereas 35.48% of educators Agree (A) with it, 18.28% of educators remained undecided (UN) about it, 4.30% educators Disagreed (D) with it, and 9.65% of educators Strongly Disagreed (SD) with the statement. From the above data it is quite clear that most of the educators (68%) did agree with the statement that all the students are getting the benefit of other schemes being run by the Rashtriya Madhyamik Shiksha Abhiyan .

5. The fifth statement was that "Rashtriya Madhyamik Shiksha Abhiyan is also successful like SarvaShikshaAbhiyan". The investigator used an online survey for collection of data.

Table 5. 23 : Statement 5

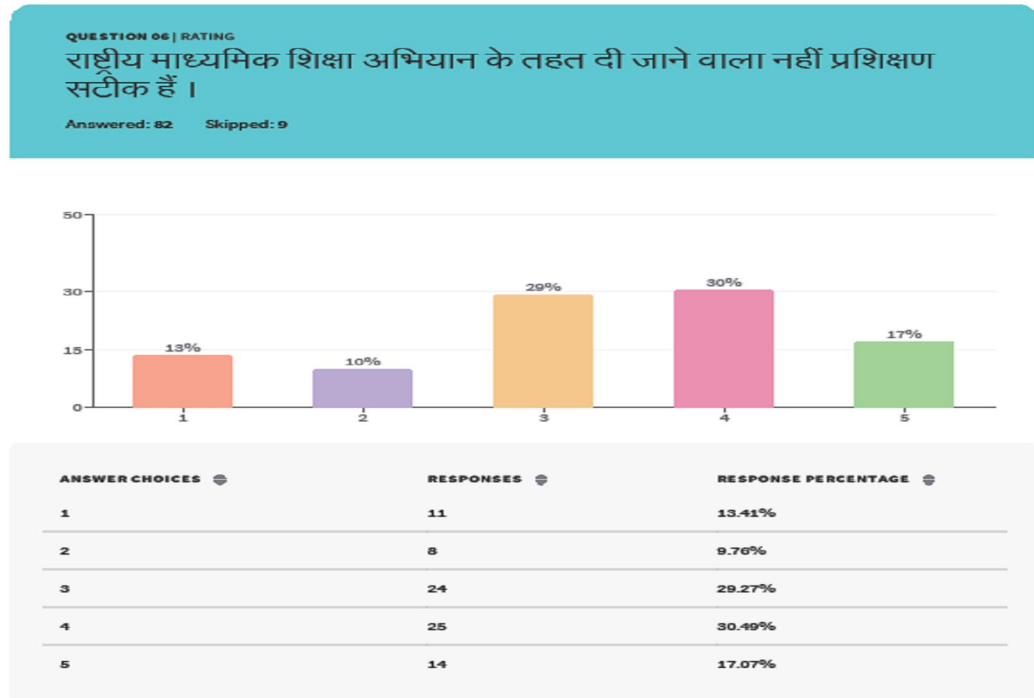


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The data gathered clearly depicts that 39.33% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyan is also successful like SarvaShikshaAbhiyan whereas 32.58% of educators Agreed (A) with it, 17.98% of educators remained undecided (UN) about it, 4.49% of educators Disagreed (D) with it and 5.62% of educators Strongly Disagreed (SD) with the statement. It is quite clear from the data gathered that the majority of the educators (57%) did agree with the statement that Rashtriya Madhyamik Shiksha Abhiyan is also successful like SarvaShikshaAbhiyan.

6. The sixth statement was "Training not provided under the Rashtriya Madhyamik Shiksha Abhiyan is accurate". The investigator used online survey for collection of data.

Table 5.24 : Statement 6

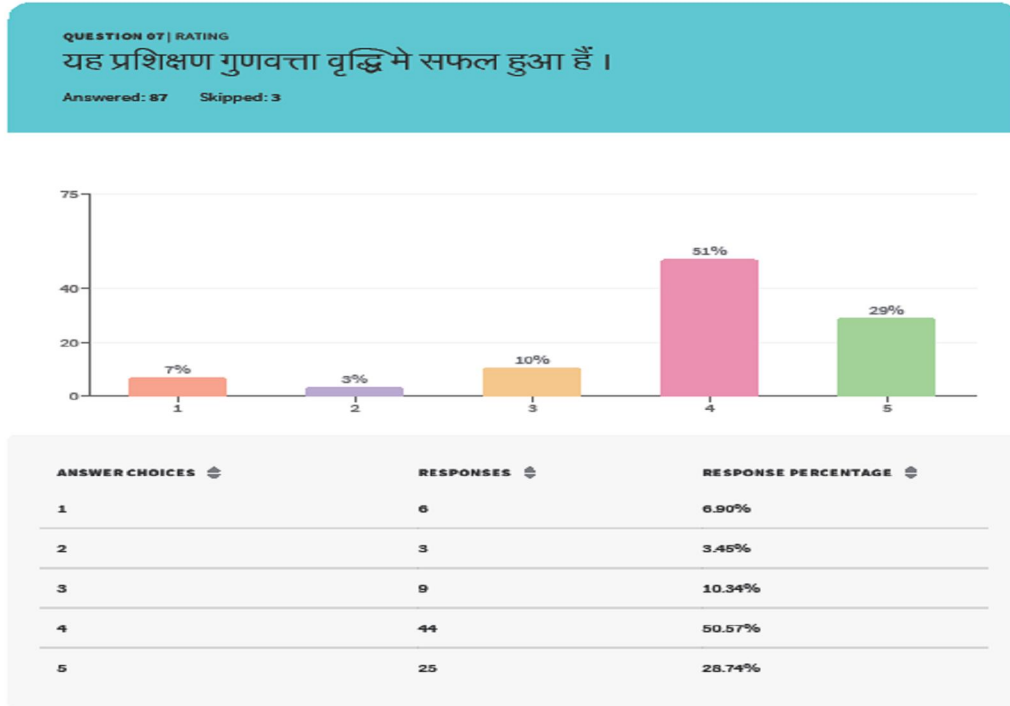


MADE WITH SURVEYMONKEY

The data gathered from educators clearly shows that 17.07% of educators Strongly Agreed (SA) with the statement that the Training not provided under the Rashtriya Madhyamik Shiksha Abhiyaan is accurate whereas 30.49%of educators Agreed (A) with it, 29.27% of educators remained undecided (UN) about it, 9.76% of educators Disagreed (D) with the statement and 15.41% of educators Strongly Disagreed (SD) with it. It is quite clear from the data gathered that the majority of the educators (48%) did agree with the statement.

7. The seventh statement was "This training has been successful in quality enhancement". The investigator used an online survey for collection of data.

Table 5.25 : Statement 7

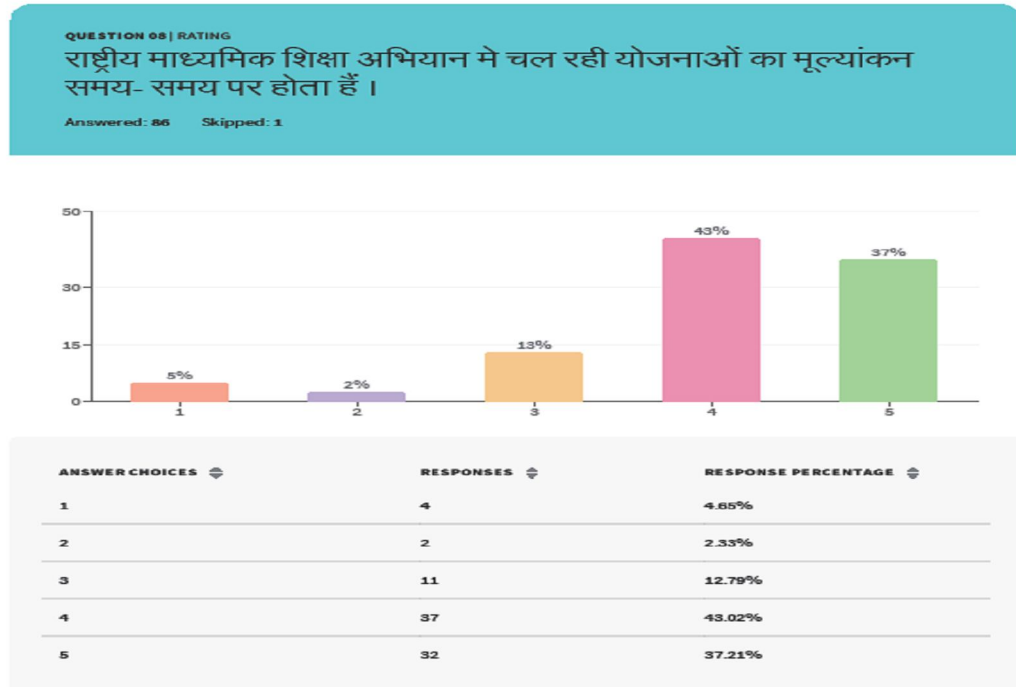


Made with SURVEYMONKEY

The data gathered from educators clearly shows that 28.74% of educators strongly Agreed (SA) with the statement that this training has been successful in quality enhancement whereas 50.57% of educators Agreed (A) with it, 10.34% of educators remained undecided (UN) about it, 3.45 %of educators Disagreed (D) with it, and 6.90% Strongly Disagreed (SD) with the statement. It is quite clear from the data gathered that the majority of the educators (79%) did agree with the statement.

8. The eighth statement was that "The Schemes running in the Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time". The investigator used online survey for collection of data.

Table 5.26 : Statement 8

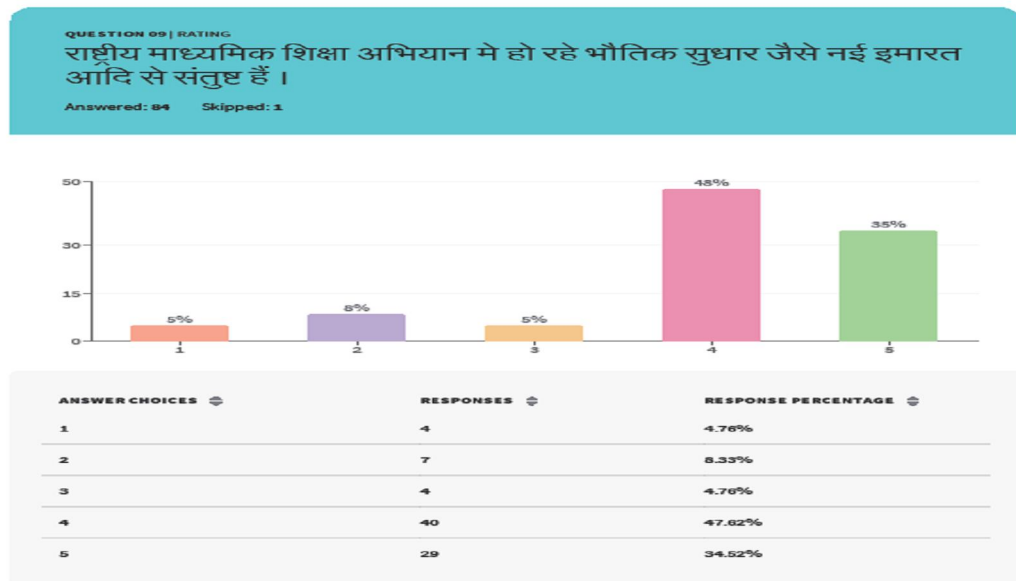


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The data gathered from the educators clearly depicts that 37.21% of educators Strongly Agreed (SA) with the statement that the schemes running in the Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time whereas 43.02% of educators Agreed (A) with it, 12.79% of educators remained undecided (UN) about the statement, 2.33% of educators Disagreed (D) with the statement and 4.65% Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the educators (79%) did agree with the statement that the schemes running in the Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time.

9. The ninth statement was, "Satisfied with the physical improvements like new buildings etc. under the Rashtriya Madhyamik Shiksha Abhiyan". The investigator used online survey for collection of data

Table 5.27 : Statement 9

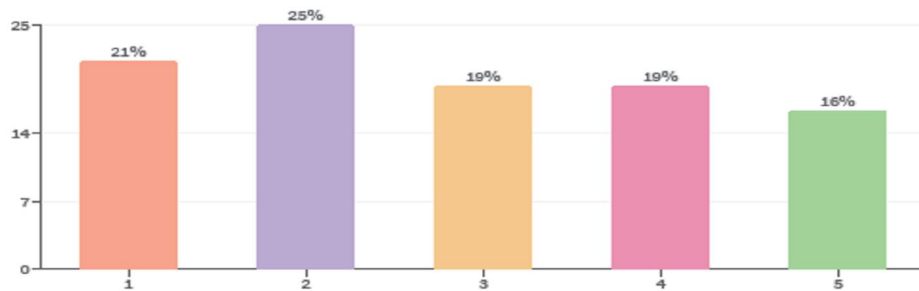


It is quite clear from the data gathered that 34.52% of educators Strongly Agreed (SA) the statement that the schemes run by the Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time whereas 47.62% of educators Agreed (A) with it, 4.76% of educators remained undecided (UN) about it, 8.33% of educators Disagreed (D) with the statement and 4.76% of educators Strongly Disagreed (SD) with it. It is quite clear from the data gathered that the majority of the educators (82%) did agree with the statement that the schemes run by the Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time.

10. The tenth statement was "New technology is not being used during training". The investigator used online survey for collection of data

Table 5.28 : Statement 10

QUESTION 10 | RATING
प्रशिक्षण के दौरान नई तकनीकी का प्रयोग हो नहीं रहा है ।
Answered: 80 Skipped: 4

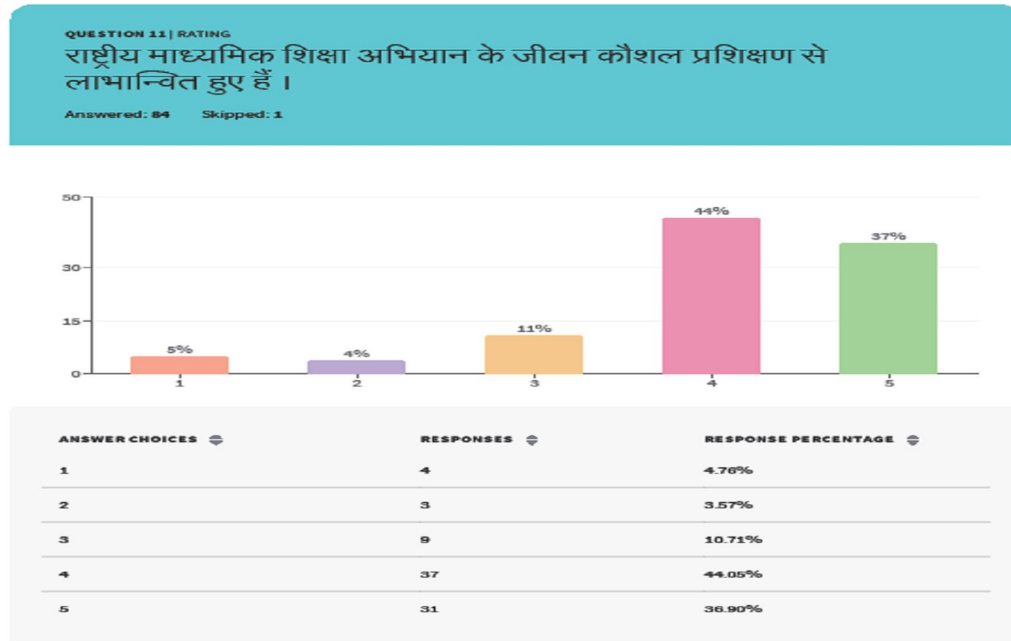


ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	17	21.25%
2	20	25.00%
3	15	18.75%
4	15	18.75%
5	13	16.25%

It is quite evident from the data gathered that 16.25% of educators Strongly Agreed (SA) with the statement that has benefited from the life skills training of the Rashtriya Madhyamik Shiksha Abhiyan whereas 18.75% of educators Agreed (A) with it, 18.75% of educators were unable to decide (UN) about the statement, 25.00% of educators Disagreed (D) with it and 21.25% Strongly Disagreed (SD) with the statement.

11. The eleventh statement was "Benefited from the life skills training of the Rashtriya Madhyamik Shiksha Abhiyan" .The investigator used online survey for collection of data

Table 5.29 : Statement 11



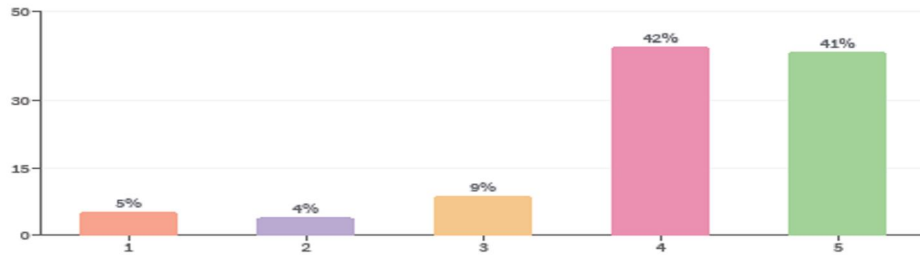
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It is quite clear from the data gathered that 36.90% of educators Strongly Agreed (SA) with the statement that life skills training of the Rashtriya Madhyamik Shiksha Abhiyanis benefiting the educators whereas 44.05% of educators Agreed (A) with it, 10.71% of educators remained undecided (UN) about it, 3.57%of educators Disagreed (D) with it and 4.76% of educators Strongly Disagreed (SD) with the statement. It is quite clear from the data gathered that the majority of the educators (81%) did agree with the statement that life skills training of the Rashtriya Madhyamik Shiksha Abhiyanis benefiting the educators.

12. The Twelfth statement was "In view of the success of the Rashtriya Madhyamik Shiksha Abhiyan, all subjects should be included in the training". The investigator used an online survey for collection of data.

Table 5.30 : Statement 12

QUESTION 12 | RATING
राष्ट्रीय माध्यमिक शिक्षा अभियान की सफलता देखते हुए प्रशिक्षण में सभी विषय को सम्मिलित किया जाना चाहिए ।
Answered: 81 Skipped: 2



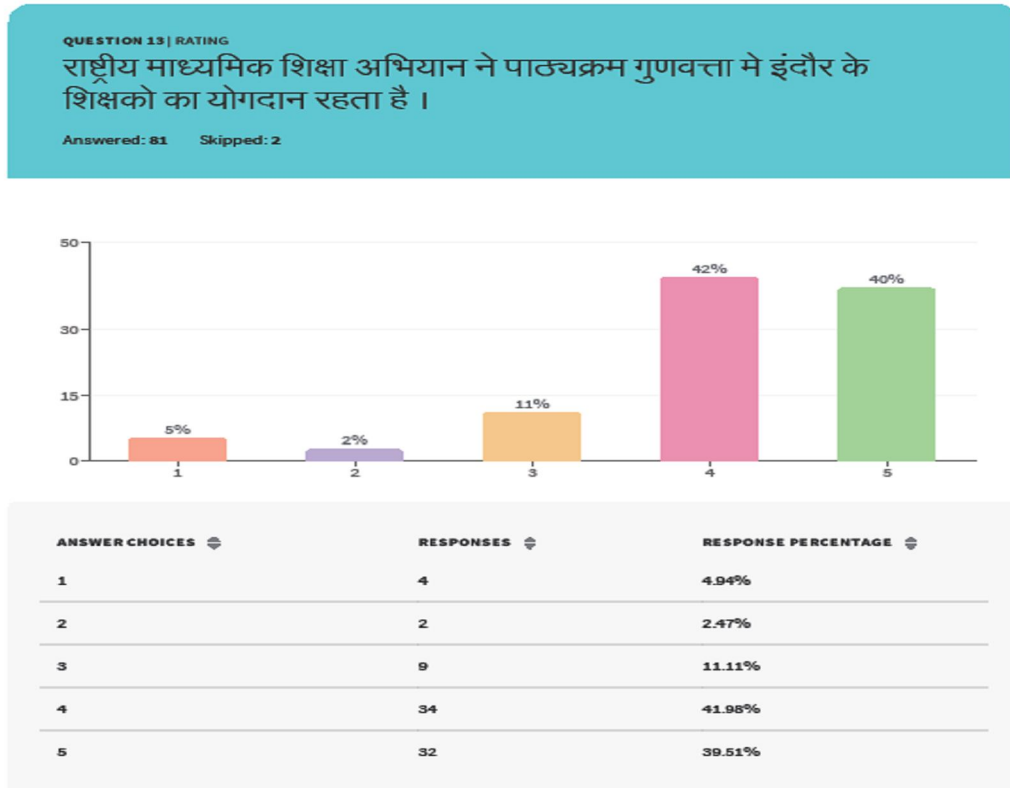
ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	4	4.94%
2	3	3.70%
3	7	8.64%
4	34	41.98%
5	33	40.74%

Made with SURVEYMONKEY

From above data it is quite clear that 40.74% of educators Strongly Agreed (SA) with the statement that all subjects should be included under training whereas 44% of educators Agreed (A) with it, 8.64% of educators remained undecided (UN) about it, 3.70% of educators Disagreed (D) with the statement and 4.94% of educators Strongly Disagreed (SD) with it. It is quite clear from the above data that the majority of the educators (85%) did agree with the statement that all subjects should be included under training programmes.

13. The thirteenth statement was "Rashtriya Madhyamik Shiksha Abhiyan contributes to the Principals and Teachers of Indore in curriculum quality". The investigator used online survey for collection of data.

Table 5.31 : Statement 13

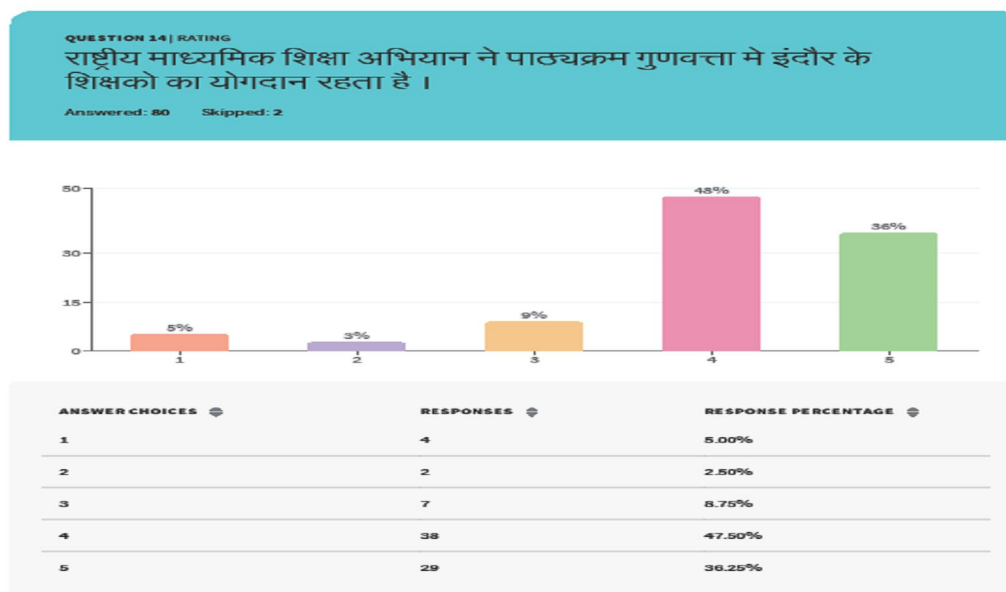


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It is quite clear from the data gathered that 39.51% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyan contributes to the Principals and Teachers of Indore in curriculum quality whereas 41.98% of educators Agreed (A) with it, 11.11% of educators remained undecided (UN) about it, 2.47% of educators Disagreed (D) with it, and 4.94% Strongly Disagreed (SD) with the statement. It is quite obvious from the above data that the majority of the educators (80%) of the students did agree with the statement that Rashtriya Madhyamik Shiksha Abhiyan contributes to the Principals and Teachers of Indore in curriculum quality.

14. The Fourteenth statement was "Rashtriya Madhyamik Shiksha Abhiyan contributes to the Principals and Teachers of Indore in curriculum quality". The investigator used online survey for collection of data.

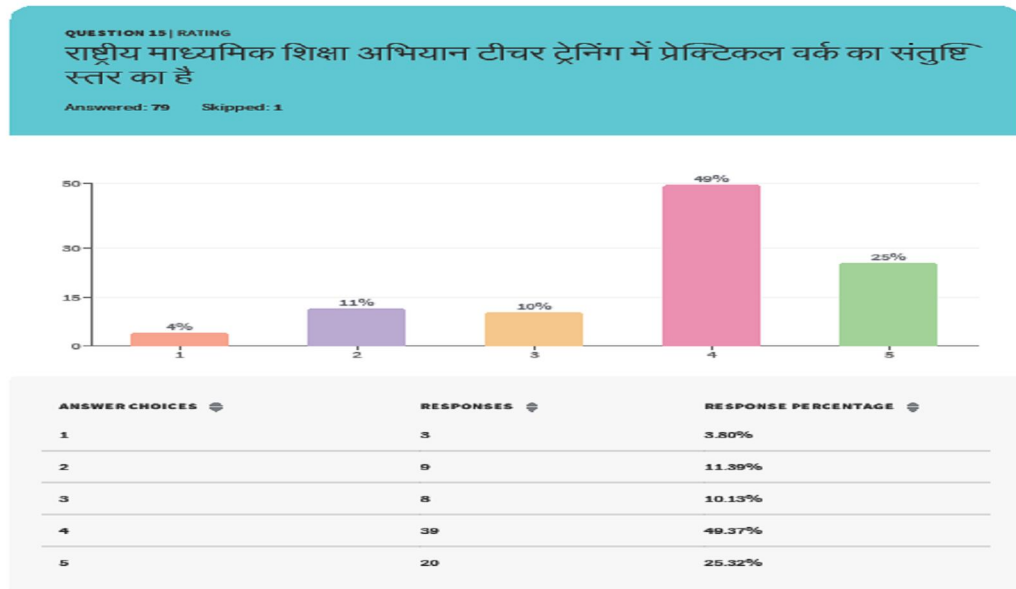
Table 5.32 : Statement 14



It is quite clear from the above data that 36.25% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyan contributes to the Principals and Teachers of Indore in curriculum quality whereas 47.50% of educators Agreed (A) with it, 8.75% of educators remained undecided (UN) about the statement, 2.50% of educators Disagreed (D) with it and 5.00% of educators Strongly Disagreed (SD) with the statement.

15. The fifteenth statement was that "Rashtriya Madhyamik Shiksha Abhiyan is of satisfaction level of practical work in teacher training". The investigator used an online survey for collection of data.

Table 5.33 : Statement 15



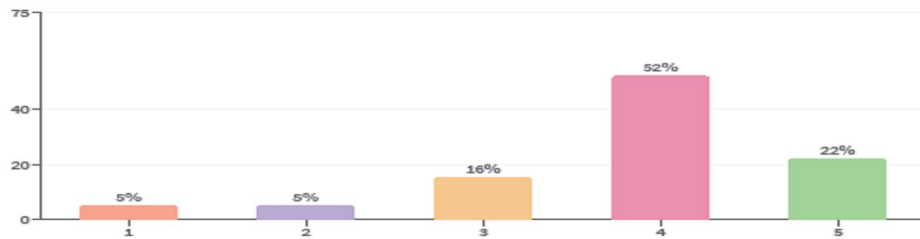
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The data gathered from the educators clearly depicts that 25.32% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyanis of satisfaction level of practical work in teacher training whereas 49.37% of educators Agreed (A) with it, 10.13% of educators remained undecided (UN) about it and 11.39% of educators Disagreed (D) with it and 3.80% of educators Strongly Disagreed (SD) with the statement. It is quite clear from the above data that the majority of the educators (75%) did agree with the statement that Rashtriya Madhyamik Shiksha Abhiyan is of satisfaction level of practical work in teacher training.

16. The sixteenth statement was "Under Rashtriya Madhyamik Shiksha Abhiyan teachers who have taken the teacher training are evaluated from time to time, or seen whether they are using it in the field. Due to which the quality of education has improved". The investigator used online survey for collection of data.

Table 5.34 : Statement 16

QUESTION 16 | RATING
 राष्ट्रीय माध्यमिक शिक्षा अभियान के तहत जो टीचर ट्रेनिंग टीचर लेकर गए हैं, समय समय पर उसका मूल्यांकन होता है, या देखा जाता है, कि वह उसका उपयोग फील्ड में कर रहे हैं, या नहीं। जिसके कारण शिक्षा की गुणवत्ता में सुधार आया है।
 Answered: 77 Skipped: 1



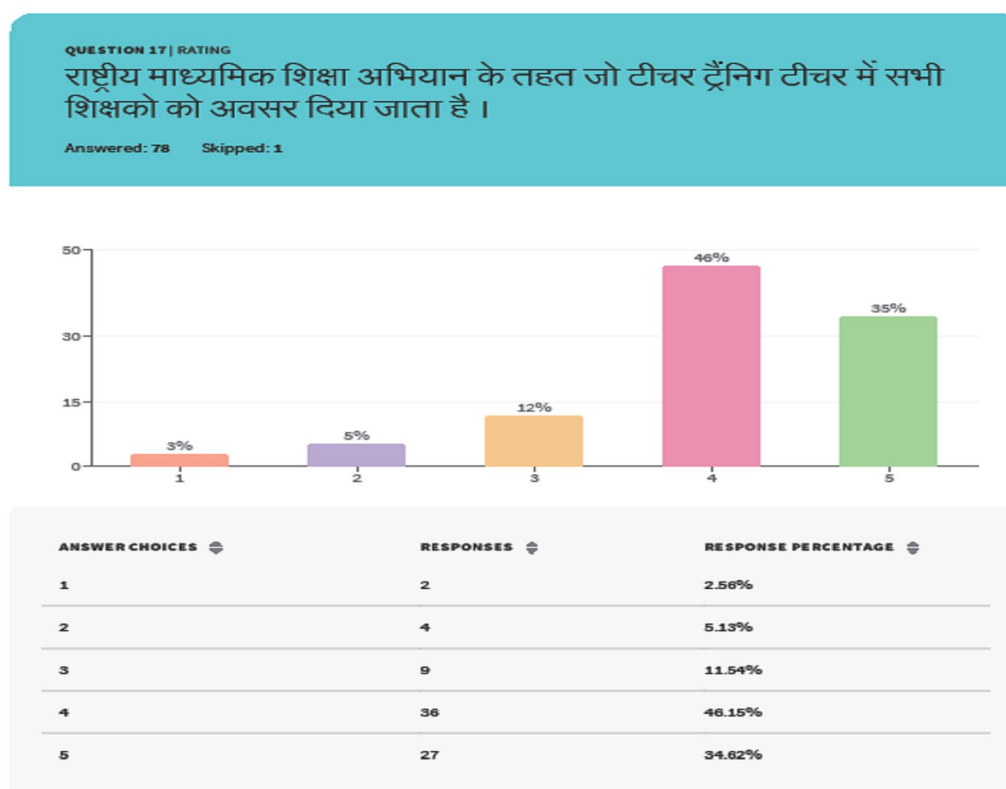
ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	4	5.19%
2	4	5.19%
3	12	15.58%
4	40	51.95%
5	17	22.08%

Made with SurveySparrow

It is clear from the data gathered that 22.08% of educators Strongly Agreed (SA) with the statement that under Rashtriya Madhyamik Shiksha Abhiyan teachers who have taken the teacher training are evaluated from time to time which has improved their efficiency whereas 51.95% of educators Agreed (A) with it, 15.58% of educators remained undecided (UN) about the statement, 5.19% of educators Disagreed (D) with it and 5.19% Strongly Disagreed (SD) with the statement. From the above data it is quite clear that the majority (74%) of educators did agree with the statement that under Rashtriya Madhyamik Shiksha Abhiyan teachers who have taken the teacher training are evaluated from time to time which has improved their efficiency.

17. The seventeenth statement was "Under the Rashtriya Madhyamik Shiksha Abhiyan, all teachers are given opportunities in the teacher training programme". The investigator used an online survey for collection of data.

Table 5. 35 : Statement 17



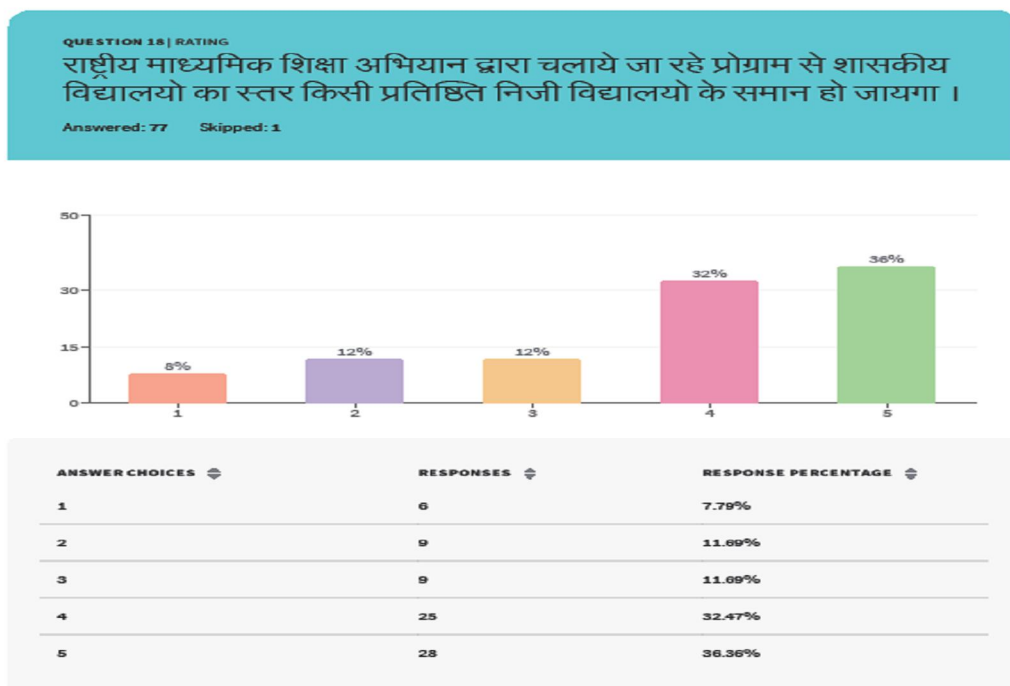
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The above data depicts that 34.62% of educators Strongly Agreed (SA) with the statement that under the Rashtriya Madhyamik Shiksha Abhiyan, all teachers are given equal opportunities in the teacher training programmes whereas 46.15% of educators Agreed (A) with it, 11.54% of educators remained undecided (UN) about it, 5.13% of educators Disagreed (D) with the statement and 2.56% of educators Strongly Disagreed (SD) with it. It is quite clear from above data that the majority of the

educators (81%) did agree with the statement that under the Rashtriya Madhyamik Shiksha Abhiyan, all teachers are given equal opportunities in the teacher training programmes.

18. The eighteenth statement was "With the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan, the level of government schools will be similar to that of a reputed private school". The investigator used online survey for collection of data

Table 5.36 : Statement 18

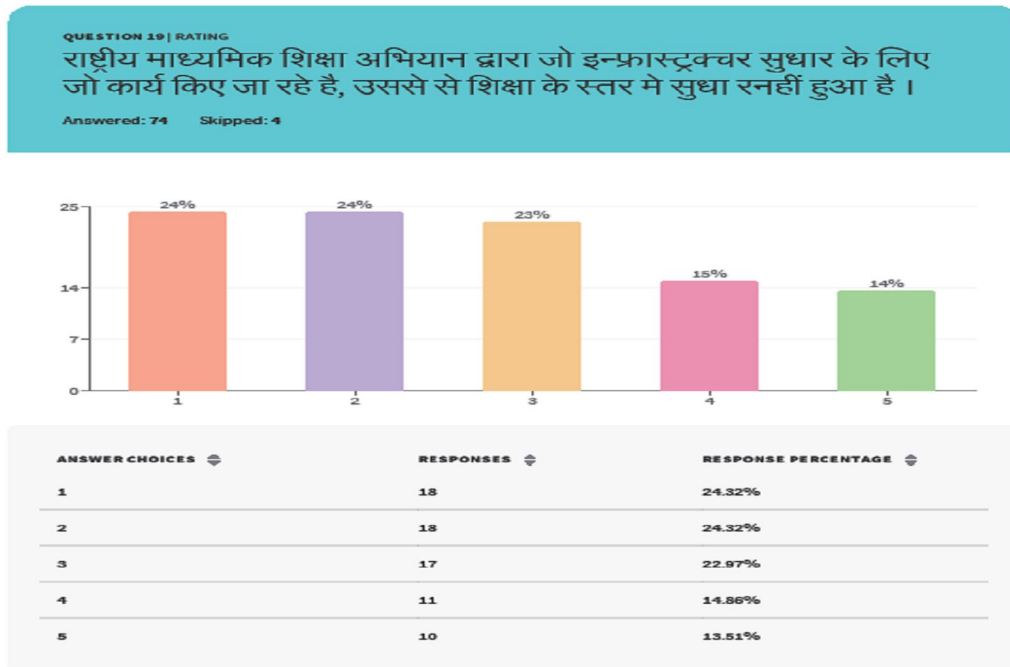


From the above data it is quite clear that 36.36% of educators Strongly Agreed (SA) with the statement with the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan, the level of government schools will be similar to that of a reputed private school whereas, 32.47% of educators Agreed (A) with it, 11.09% of educators remained undecided (UN) about the statement, 11.09% of educators Disagreed (D) with it and 7.39% of educators Strongly Disagreed (SD) with the statement. It is quite

clear from above data that the majority of the educators (69%) did agree with the statement.

19. The nineteenth statement was "The Work being done for the improvement of infrastructure by the Rashtriya Madhyamik Shiksha Abhiyan has not improved the standard of education". The investigator used online survey for collection of data

Table 5.37 : Statement 19



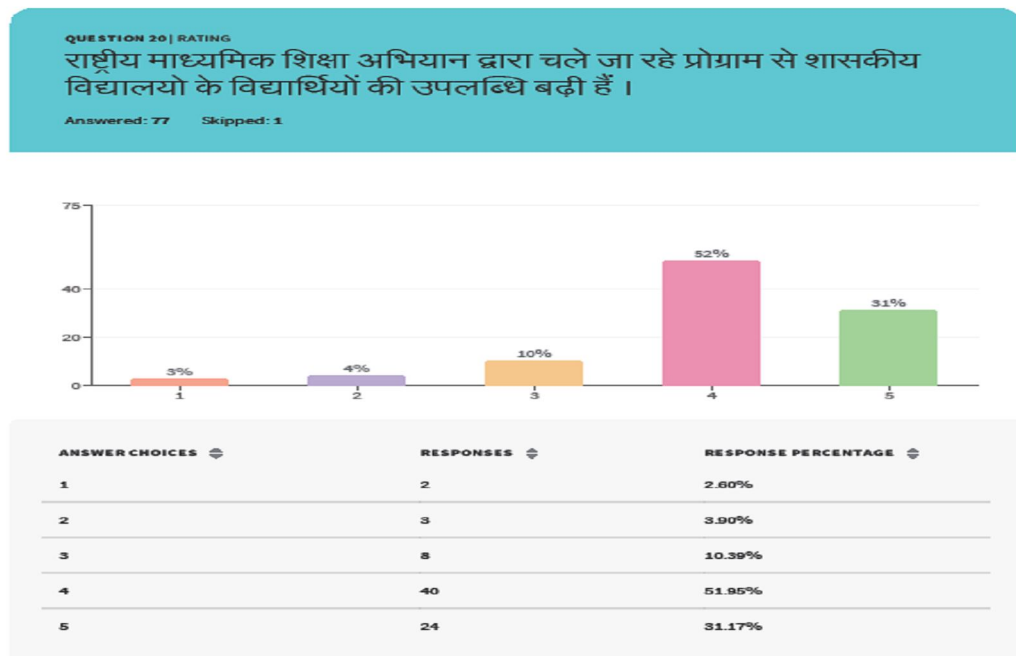
Made with SurveyMonkey

The data gathered shows that 13.51% of educators Strongly Agreed (SA) with the statement that The work being done for the improvement of infrastructure by the Rashtriya Madhyamik Shiksha Abhiyan has not improved the standard of education whereas 14.86% of educators Agreed (A) with it, 22.97% of educators remained undecided (UN) about the statement, 24.32% of educators Disagreed (D) with it and 24.32% Strongly Disagreed (SD) with the statement. It is quite clear from above data that the majority of the educators (49%) agreed with the statement that the work being

done for the improvement of infrastructure by the Rashtriya Madhyamik Shiksha Abhiyan has not improved the standard of education.

20. The last statement was "The achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan". The investigator used online survey for collection of data.

Table 5.38 : Statement 20



Made with SurveySparrow

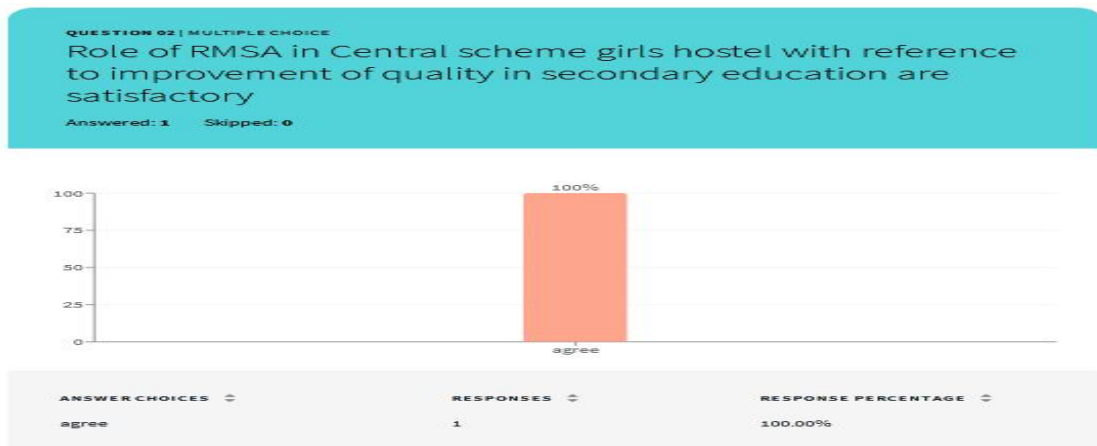
The data gathered from the educators clearly depicts that 31.17% of educators Strongly Agreed (SA) with the statement that achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan whereas 51.95% of educators Agreed (A) with it, 10.39% of educators remained undecided (UN) about the statement, 3.90% of educators Disagreed (D) with it and 2.60% of educators Strongly Disagreed (SD) with the statement.

5.7.3. Effect of RMSA in terms of physical and instructional facilities of school, & views of Principals and Teachers the existing educational program under RMSA, based on Administrator Opinion.

Administrator opinion scale for Rashtriya Madhyamik Shiksha Abhiyan: Administrator opinion scale was designed by the investigator to assess the Role of RMSA in overall success in Indore district. Investigator developed a scale which consisted of 14 items. The items were related to various aspects of basic RMSA work on the progress in the education sector with respect to quality enhancement. The responding administrators were asked to check their responses on the five-point categories. The analysis of the responses obtained was done using percentages. The statement wise analysis is being presented below:

- The first statement was, "The Role of RMSA in the Central scheme girl's hostel with reference to the improvement of quality in secondary education". RMSA Indore coordinator Narendra Jain sir responded to the above statement".

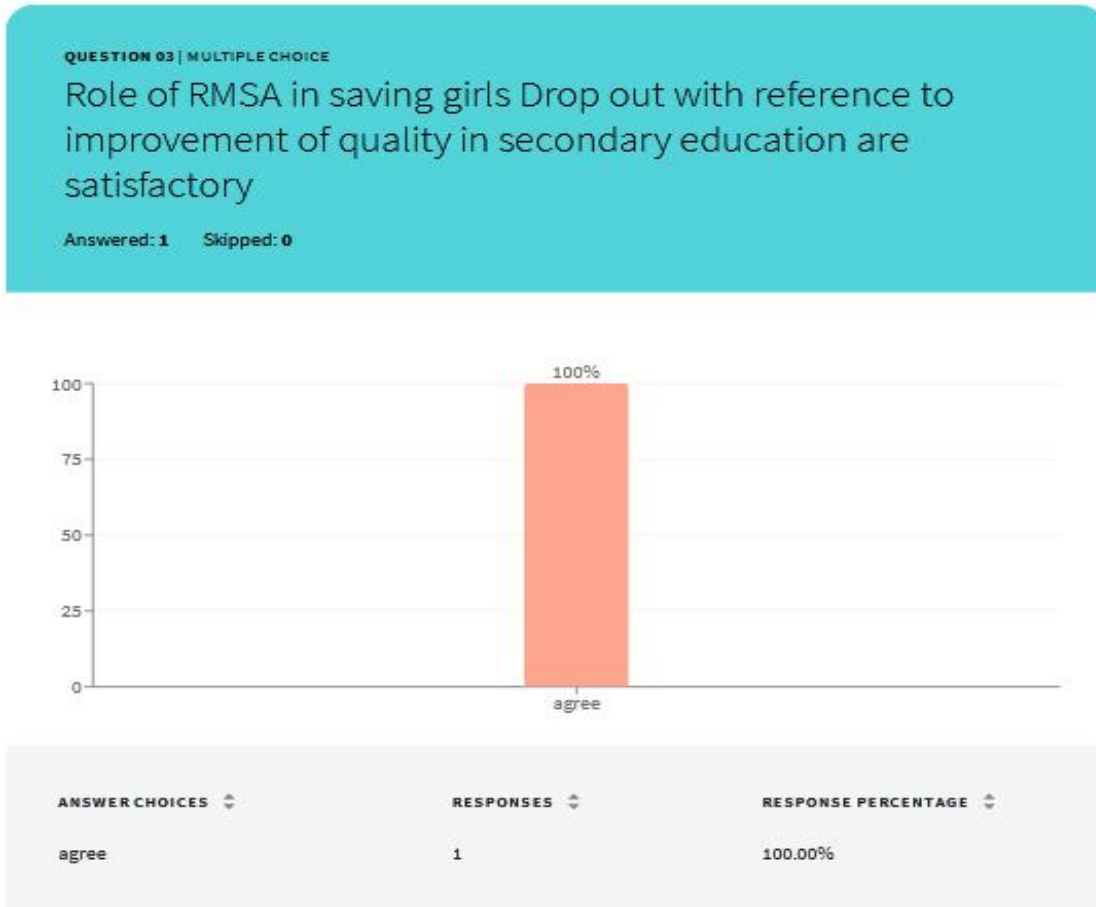
Table 5.54 : Statement 1



The above Table shows that the respondent agreed with the statement that Role of RMSA in Central scheme girl's hostel with reference to the improvement of quality in secondary education are satisfactory.

- The second statement was, "Role of RMSA in reducing dropout rate among girls with reference to the improvement of quality in secondary education is satisfactory".

Table 5.55: Statement 2



The above Table shows that respondents agreed with the statement that the Role of RMSA in reducing dropout rate among girls with reference to the improvement of quality in secondary education is satisfactory.

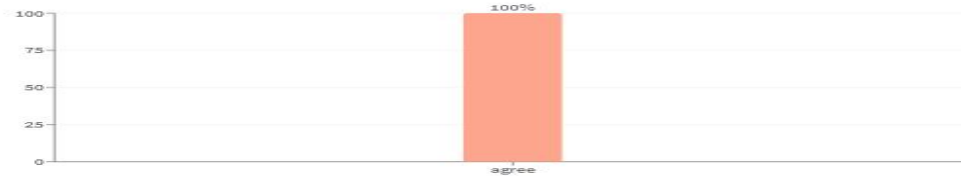
- The third statement was, “Role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory”.

Table 5.56 : Statement 3

QUESTION 04 | MULTIPLE CHOICE

Role of RMSA in to Language development with reference to improvement of quality in secondary education are satisfactory

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
agree	1	100.00%

The above data shows that the respondent agreed with the statement that the role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory.

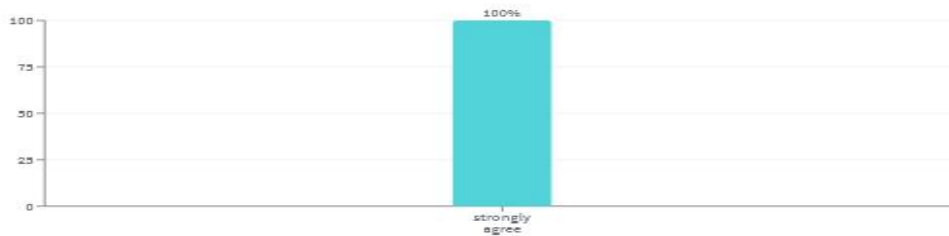
- The fourth statement was that the Role of RMSA in teaching competency with reference to the improvement of quality in secondary education is satisfactory.

Table 5.57 : Statement 4

QUESTION 05 | MULTIPLE CHOICE

Role of RMSA in teaching competency with reference to improvement of quality in secondary education are satisfactory

Answered: 1 Skipped: 0

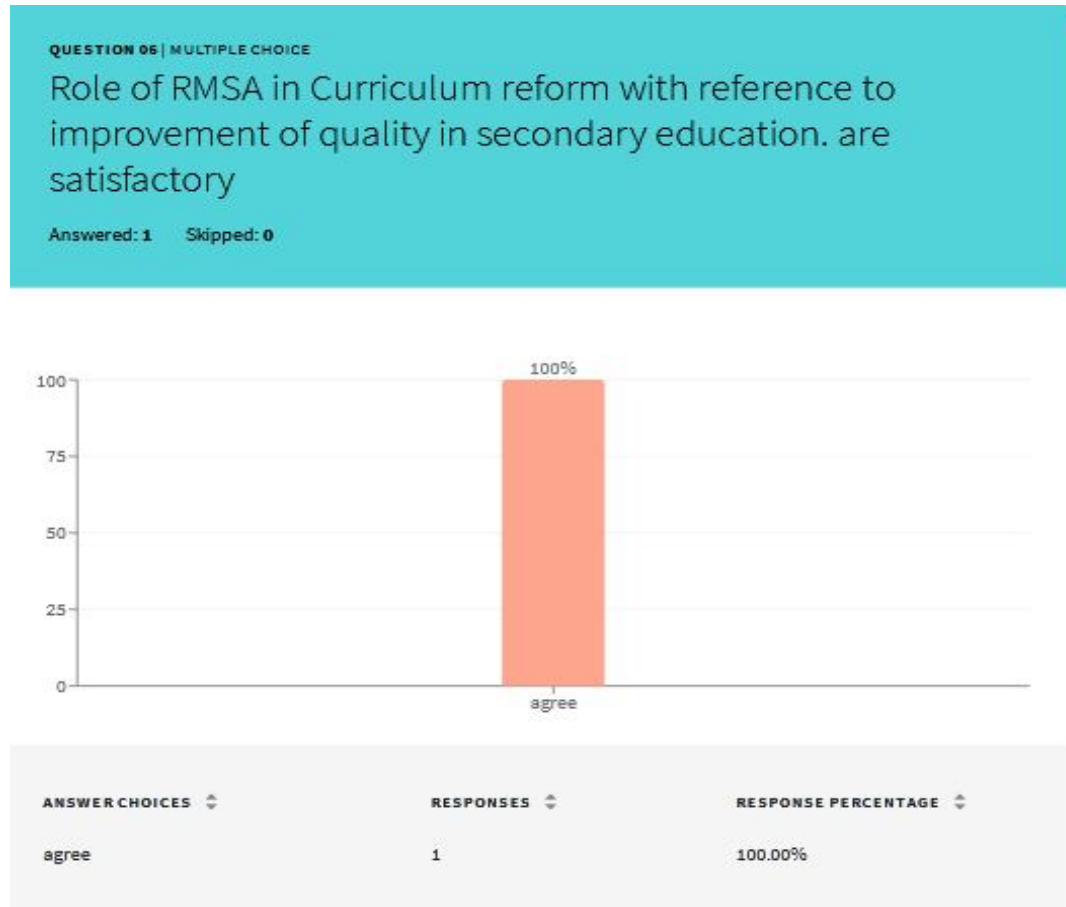


ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
strongly agree	1	100.00%

The above data shows that the respondent agreed with the statement that the Role of RMSA in teaching competency with reference to the improvement of quality in secondary education is satisfactory.

- The fifth statement was the Role of RMSA in Curriculum reform with reference to the improvement of quality in secondary education is satisfactory.

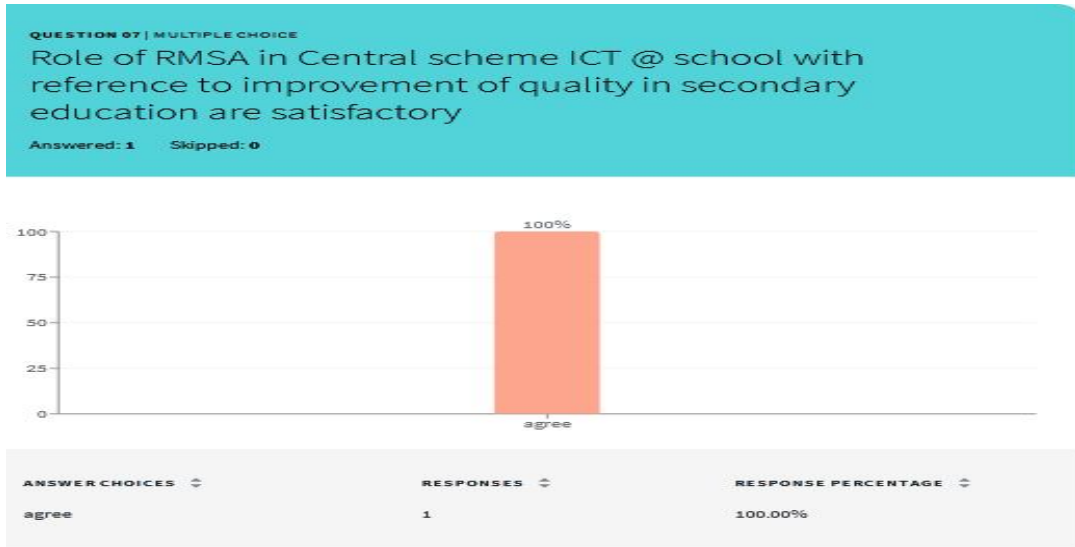
Table 5.58 : Statement 5



The above data shows that respondents agreed with the statement that the Role of RMSA in Curriculum reform with reference to the improvement of quality in secondary education is satisfactory.

- The sixth statement was "Role of RMSA in Central scheme ICT @ school with reference to improvement of quality in secondary education is satisfactory".

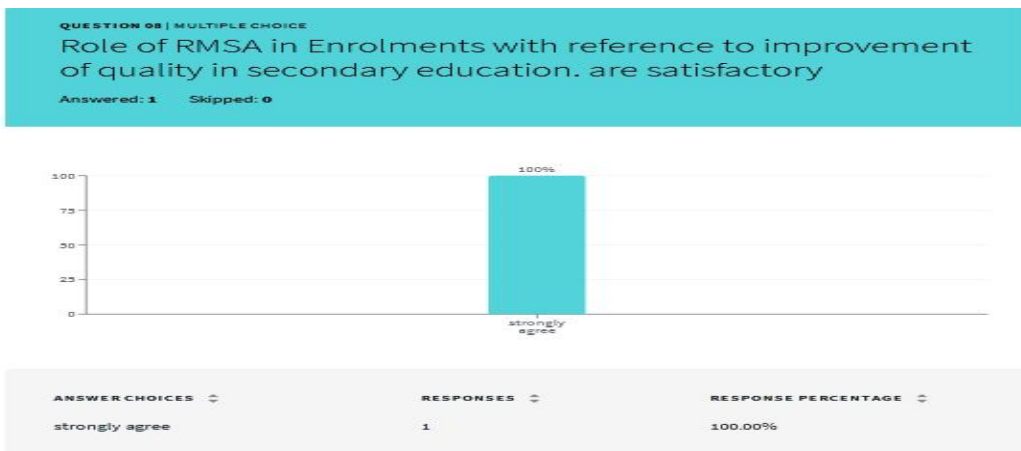
Table 5.59 : Statement 6



The above data shows that respondent agreed with the statement that Role of RMSA in teaching competency with reference to improvement of quality in secondary education is satisfactory

- The seventh statement was the "Role of RMSA in Enrolments with reference to improvement of quality in secondary education is satisfactory".

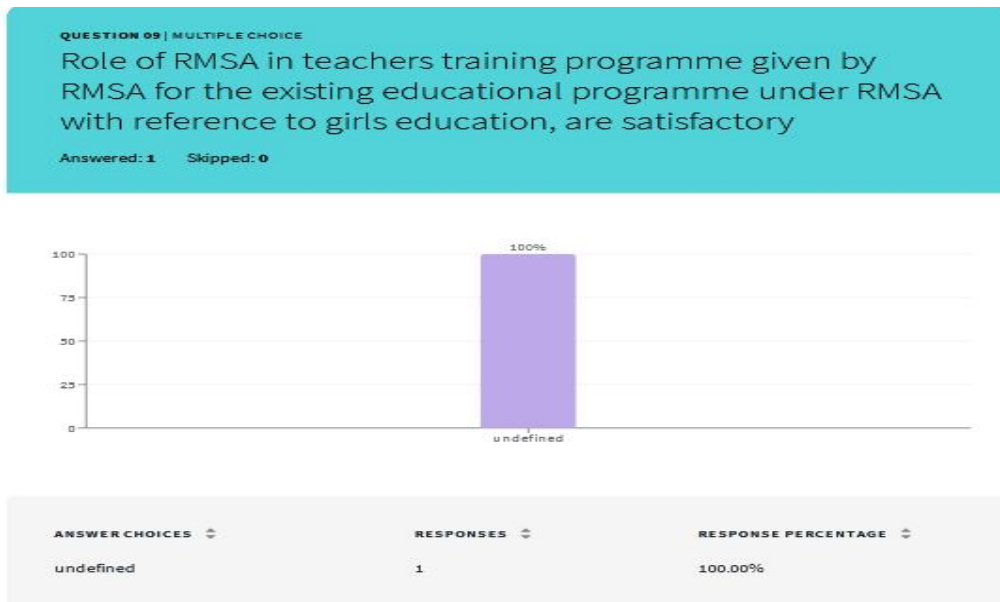
Table 5.60 : Statement 07



The above data shows that respondents agreed with the statement that the Role of RMSA in Enrolments with reference to the improvement of quality in secondary education is satisfactory.

- The eighth statement was the "Role of RMSA in the teachers training program given by RMSA for the existing educational program under RMSA with reference to girls education is satisfactory".

Table 5.61 : Statement 8



The above data shows that respondents' response towards the statement is neither favorable nor unfavorable.

- The ninth statement was the "Role of RMSA in the necessary needs like equipment/study materials in the existing educational program under RMSA with reference to girls' education is satisfactory".

Table 5.62 : Statement 9

QUESTION 10 | MULTIPLE CHOICE

Role of RMSA in the necessarily needs like equipment/study materials in the existing educational programme under RMSA with reference to girls education, , are satisfactory

Answered: 1 Skipped: 0



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
agree	1	100.00%

The above data shows that the respondent agreed with the statement that Role of RMSA in the necessity needs like equipment/study materials in the existing educational program under RMSA with reference to girl’s education is satisfactory

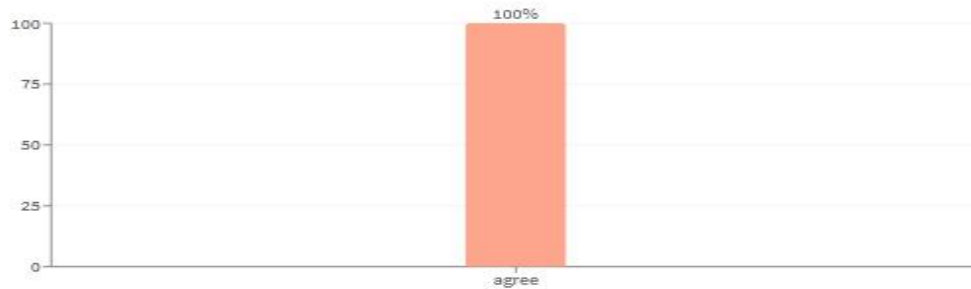
- The tenth statement was that the "Role of RMSA in teacher/ students towards innovative teaching (smart class) in terms of qualitative education is satisfactory".

Table 5.63: Statement 10

QUESTION 11 | MULTIPLE CHOICE

Role of RMSA in teacher/ students towards innovative teaching (smart class) in terms of qualitative education, are satisfactory

Answered: 1 Skipped: 0

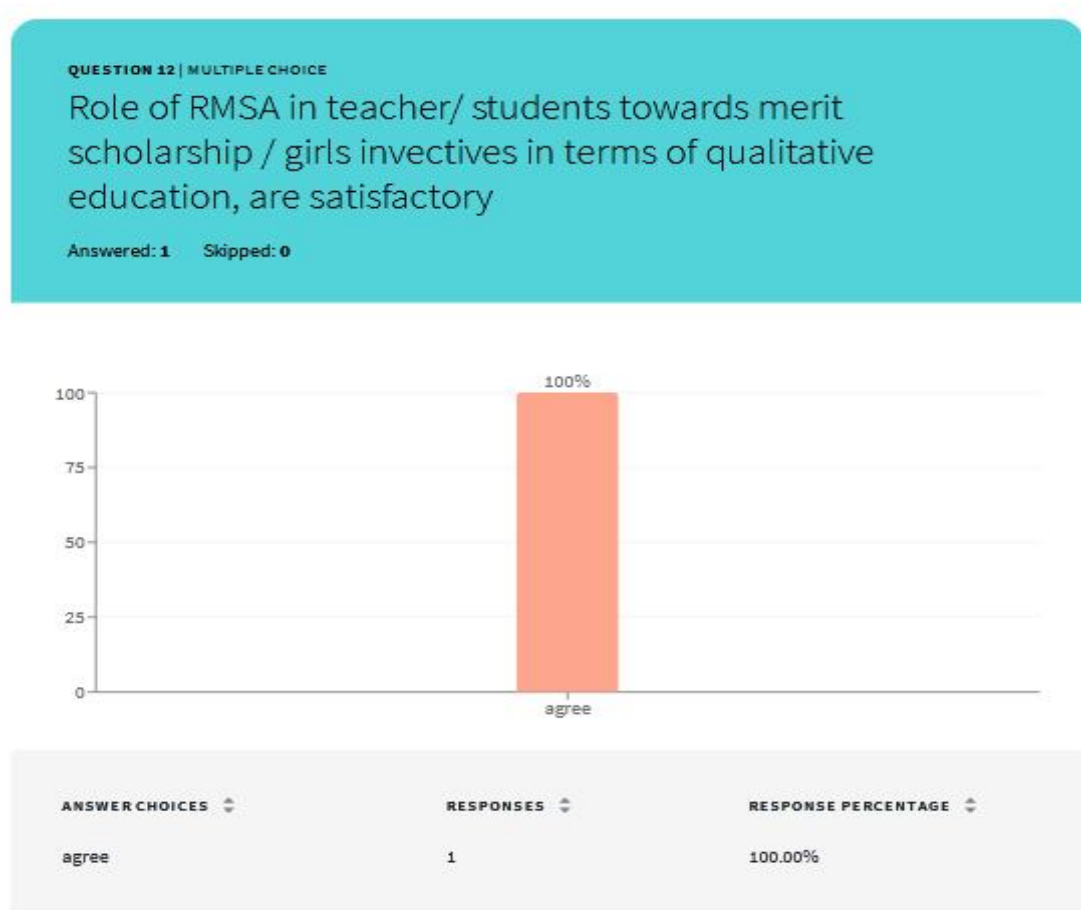


ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
agree	1	100.00%

Above data shows that respondents agreed with the statement that the Role of RMSA in teacher/ students towards innovative teaching (smart class) in terms of qualitative education is satisfactory.

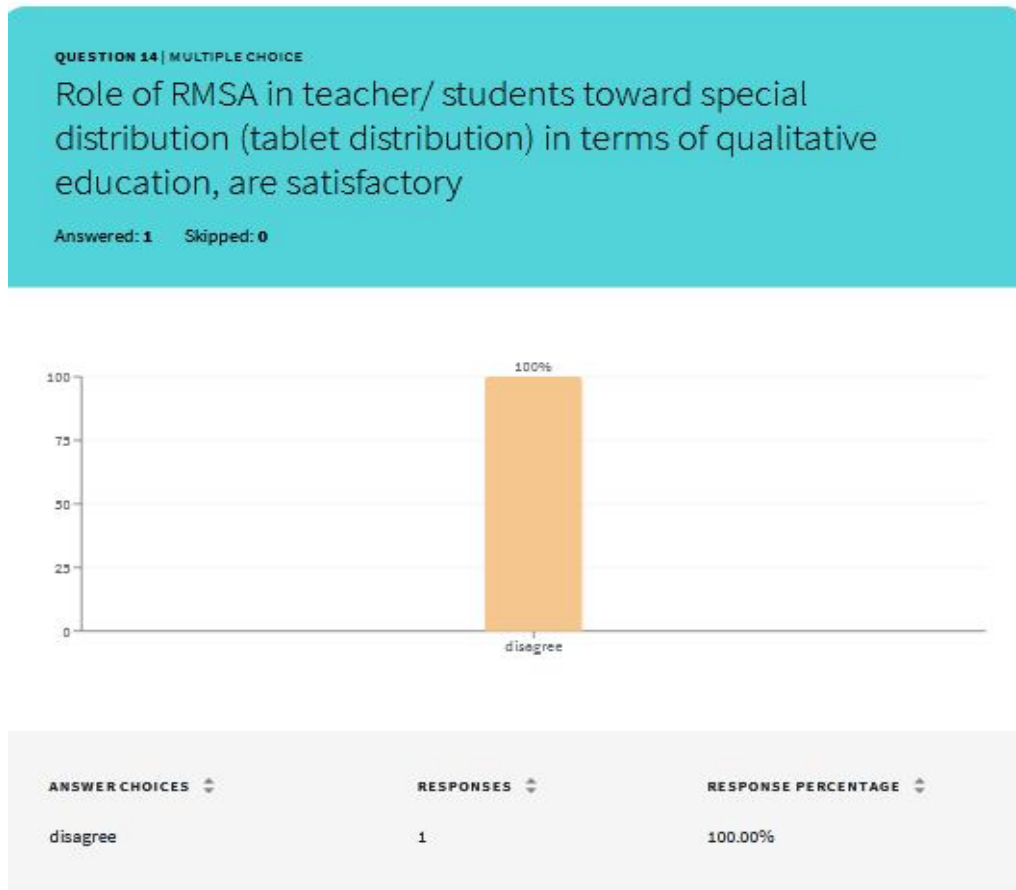
- The eleventh statement was that the "Role of RMSA in teacher/ students towards merit scholarship/girls incentives in terms of qualitative education is satisfactory".

Table 5.64 : Statement 11



- Above data shows that respondents agree with the statement that Role of RMSA in teacher/ students towards merit scholarship/girls incentives in terms of qualitative education is satisfactory.
- The twelfth statement was that the "Role of RMSA in teacher/ students toward special distribution (Tablet distribution) in terms of qualitative education is satisfactory".

Table 5.65 : Statement 12



Above data shows that respondents disagreed with the statement that the Role of RMSA in teacher/ students toward special distribution (Tablet distribution) in terms of qualitative education is satisfactory.

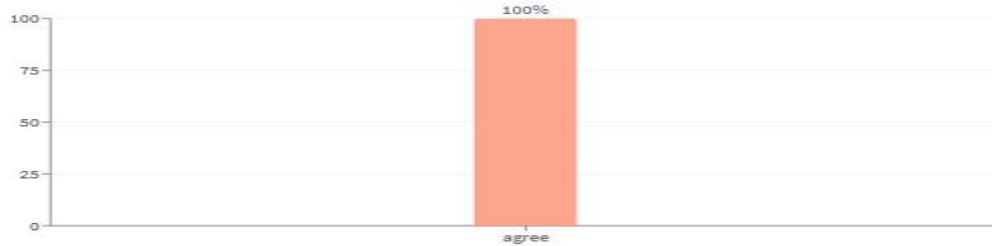
- The thirteenth statement was the "Role of RMSA in teacher/ students towards inclusive education in terms of qualitative education is satisfactory".

Table 5.66 : Statement 13

QUESTION 13 | MULTIPLE CHOICE

Role of RMSA in teacher/ students towards inclusive education in terms of qualitative education, are satisfactory

Answered: 1 Skipped: 0



ANSWER CHOICES ▾

RESPONSES ▾

RESPONSE PERCENTAGE ▾

agree

1

100.00%

Above data shows that respondents agree with the statement that the Role of RMSA in teacher/ students towards inclusive education in terms of qualitative education is satisfactory.

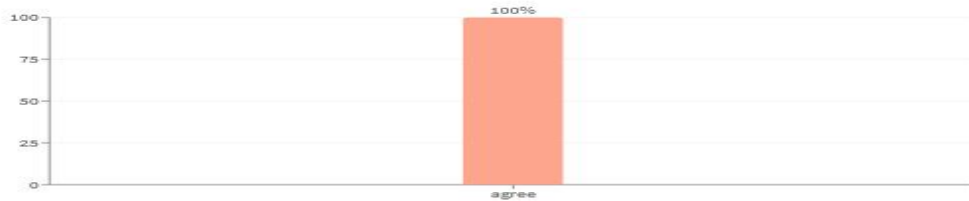
- The fourteenth statement was that the "Role of RMSA in teacher/ students towards infrastructure in terms of qualitative education is satisfactory".

Table 5.67 : Statement 14

QUESTION 14 | MULTIPLE CHOICE

Role of RMSA in teacher/ students toward infrastructure in terms of qualitative education. , are satisfactory

Answered: 1 Skipped: 0



ANSWER CHOICES ▾

RESPONSES ▾

RESPONSE PERCENTAGE ▾

agree

1

100.00%

Above data shows that respondents agreed with the statement that the Role of RMSA in teacher/ students toward infrastructure in terms of qualitative education is satisfactory.

5.8.0 CONTRIBUTION OF RMSA IN DEVELOPING SECONDARY EDUCATION IN INDORE DISTRICT BASED ON TEACHERS AND PRINCIPALS OPINION AND INTERVIEW OF ADMINISTRATOR

The tenth objective of the investigator was "To study the contribution of RMSA in developing secondary education in Indore district based on teachers and principals opinion and interview of administrator. The data for this purpose was obtained from 131 teachers and principals were purposely selected, moreover the views of RMSA coordinator were also recorded. These self-developed questionnaires were used by the investigator for data collection purposes, and an open -ended interview schedule for administrators. The brief description of the tools is given below which are appended to the thesis as **Appendix VI&VII**.

1. Teachers & Principals opinion scale for Rashtriya Madhamik Shiksha Abhiyan (Indore district)
2. Open-ended Interview Schedule (for coordinator)

5.8.1. The contribution of RMSA in developing secondary education in Indore district based on teachers and principals opinion

The teachers and principals opinion scale was related to the success of RMSA in Indore district only. The scale consisted of 20 items. The items were related to various aspects of basic RMSA work of the government schools.

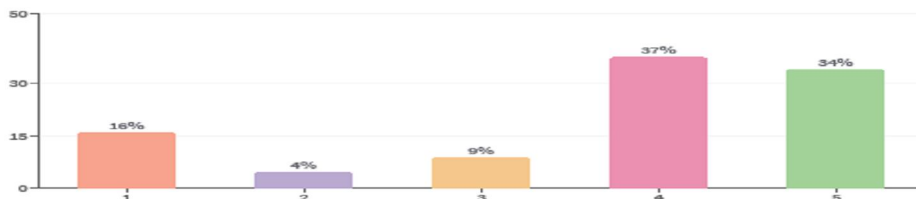
1. The first statement was that "The Quality of education has improved due to the programs being run under Rashtriya Madhyamik Shiksha Abhiyan in Indore district". The investigator used an online survey for collection of data.

Table 5. 54 : Statement 1

QUESTION 01 | RATING

इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियानके अंतर्गत चलाए जा रहे कार्यक्रम से शिक्षा की गुणवत्ता में सुधार आया है।

Answered: 115 Skipped: 6



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	18	15.65%
2	5	4.35%
3	10	8.70%
4	43	37.39%
5	39	33.91%

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It is quite clear from above data that 33.91% of educators Strongly Agreed (SA) with the statement that achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan whereas 37.39% of educators Agreed (A) with it, 8.70% of educators remained Undecided (UN) about the statement, 4.35% of educators Disagreed (D) with it and 15.65 % Strongly Disagreed (SD) with the statement. It is clear from above data that the majority of the educators (71%) did agree with the statement that achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan.

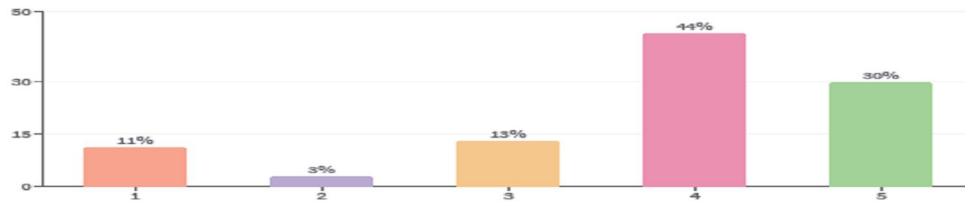
- The second statement was "Language development programs are being conducted in Indore district under the RMSA, making meaningful efforts for the quality development of education". The investigator used an online survey for collection of data.

Table 5. 55 : Statement 2

QUESTION 02 | RATING

इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान के अन्तर्गत चलाए जा रहे हैं भाषा विकास कार्यक्रम शिक्षा की गुणवत्ता विकास के लिए सार्थक प्रयास कर रहे हैं।

Answered: 108 Skipped: 7



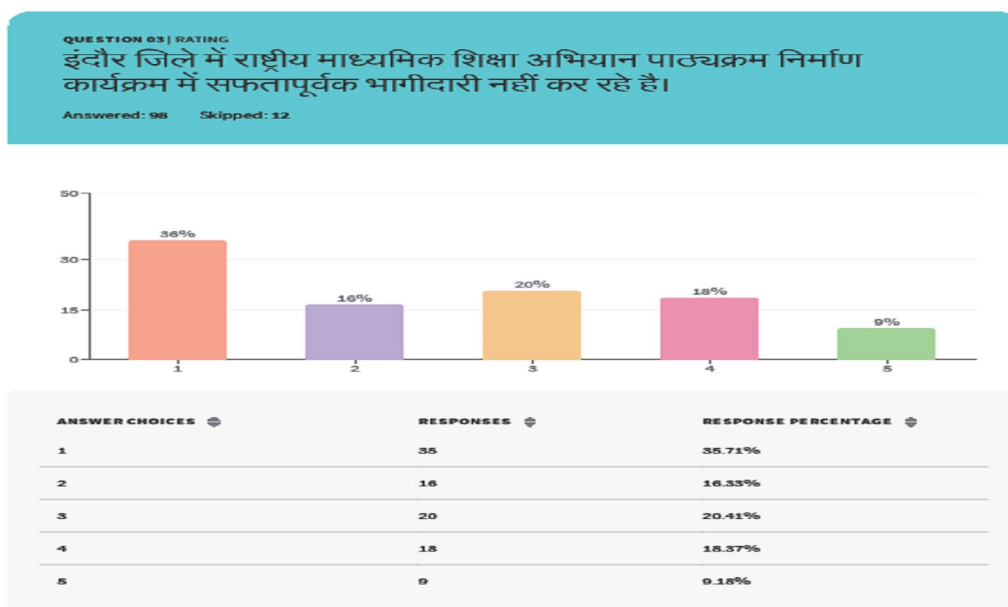
ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	12	11.11%
2	3	2.78%
3	14	12.96%
4	47	43.52%
5	32	29.63%

Created with SurveyMonkey

From above data it is clear that 29.63% of educators Strongly Agreed (SA) with the statement that Language development programs are being conducted in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan , making meaningful efforts for the quality development of education whereas 43.52% of educators Agreed (A) with it, 12.96% of educators remained Undecided(UN) about the statement, 2.75% of educators Disagreed (D) with it and 11.11% of educators Strongly Disagreed(SD)with the statement. It is clear from above data that the majority of the educators (73%) did agree with the statement that Language development programs are being conducted in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan making meaningful efforts for the quality development of education.

- Third statement was "Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not participating in the curriculum construction program". The investigator used an online survey for collection of data.

Table 5.56 : Statement 3



It is quite clear from the data gathered that 9.18% of educators Strongly Agreed (SA) with the statement that Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not participating in curriculum construction programme whereas 18.37% of educators Agreed (A) with the statement, 20.41% of educators remained Undecided (UN) about the statement, 16.33% of educators Disagreed (D) with it and 36% of educators Strongly Disagreed (SD) with it. From the above data it is quite clear that the majority of the educators (53%) did not agree with the statement that Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not participating in the curriculum construction program.

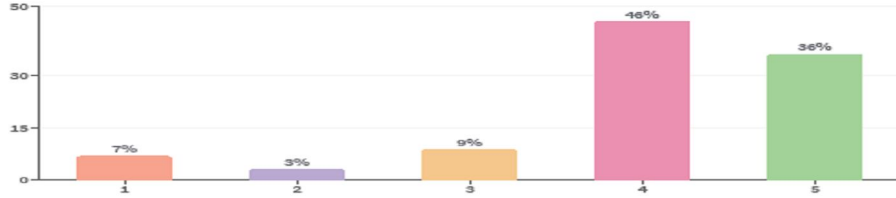
4. The fourth statement was that "Enrolment of girls in government schools has increased after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district". The investigator used an online survey for collection of data.

Table 5.57 : Statement 4

QUESTION 04 | RATING

इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान के पश्चात शासकीय विद्यालयों में बालिकाओं के नामांकन में वृद्धि हुई है।

Answered: 105 Skipped: 4



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	7	6.67%
2	3	2.86%
3	9	8.57%
4	48	45.71%
5	38	36.19%

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From above data it is quite clear that 36.19% of educators Strongly Agreed (SA) with the statement that Enrolment of girls in government schools has increased after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district whereas 45.71 % of educators Agree (A) with it, 8.57% of educators remained Undecided (UN) about the statement, 2.86% of educators Disagreed (D) with it and 6.67% of educators Strongly Disagreed (SD) with the statement. It is quite clear from the above data that the majority of the educators (82%) did agree with the statement that Enrolment of girls in government schools has increased after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.

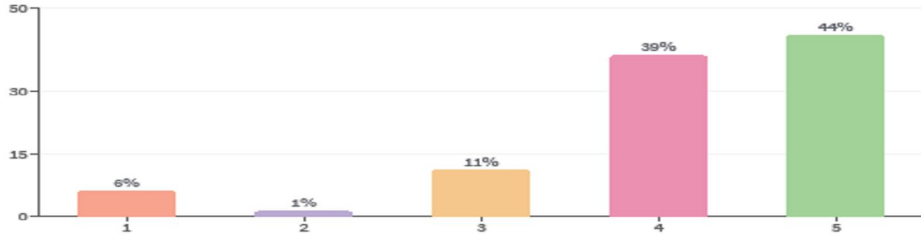
- The fifth statement was that "The study material given at the time of training by the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is complete in all respects". The investigator used an online survey for collection of data.

Table 5.58: Statement 5

QUESTION 05 | RATING

इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान द्वारा प्रशिक्षण के समय दिए जाने वाली अध्ययन सामग्री गुणवत्ता से पूर्ण होती है।

Answered: 101 Skipped: 5



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	6	5.94%
2	1	0.99%
3	11	10.89%
4	39	38.61%
5	44	43.56%

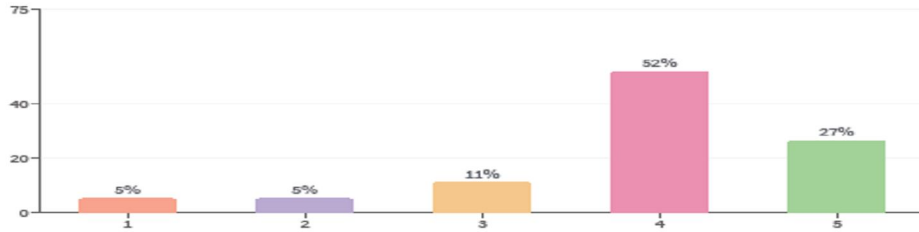
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From above data it is quite clear that 43.56% of educators Strongly Agreed (SA) with the statement that the study material given at the time of training by the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is complete in all respects whereas 38.61% of educators Agreed (A) with it, 10.89% of educators remained Undecided (UN) about it, 0.99% of educators Disagreed (D) with it and 5.94% of educators Strongly Disagrees (SD) with the statement. It is evident from the above data that the majority of the educators (82%) did agree with the statement that the study material given at the time of training by the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is complete in all respects.

- The sixth statement was that "Inclusive education has developed in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan". The investigator used an online survey for collection of data.

Table 5.59 : Statement 6

QUESTION 06 | RATING
इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान के तहत समावेशी शिक्षा का विकास हुआ है।
 Answered: 98 Skipped: 4



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	5	5.10%
2	5	5.10%
3	11	11.22%
4	51	52.04%
5	26	26.53%

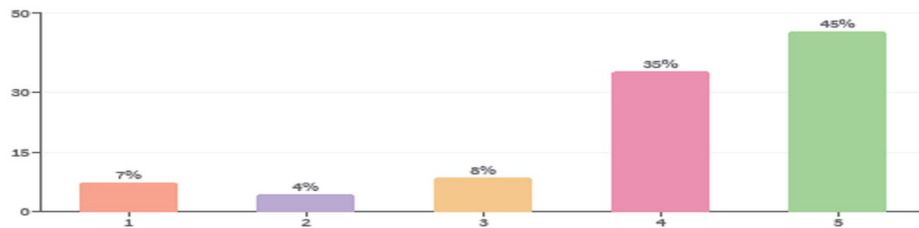
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From above data it is clear that 26.53% of educators Strongly Agreed (SA) with the statement that Inclusive education has developed in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan whereas 52.04% of educators Agreed (A) with it, 11.22% of educators remained Undecided (UN) about it, 5.10% of educators Disagreed (D) with it and 5.10% of educators Strongly Disagreed (SD) with the statement. It is quite clear from the above data that the majority of the educators (78%) did agree with the statement that Inclusive education has developed in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan.

- The seventh statement was that "Model schools established under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district are providing quality education". The investigator used an online survey for collection of data

Table 5.60 : Statement 7

QUESTION 07 | RATING
इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान के अन्तर्गत स्थापित माडल विद्यालय गुणवत्ता पूर्ण शिक्षा उपलब्ध करवा रहे है।
 Answered: 97 Skipped: 4



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	7	7.22%
2	4	4.12%
3	8	8.25%
4	34	35.05%
5	44	45.36%

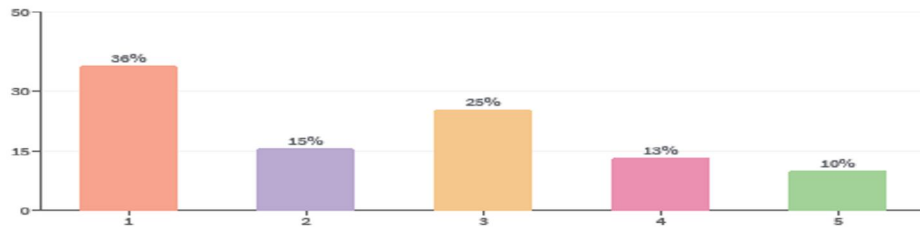
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From above data it is clear that 45.36 % of educators Strongly Agreed (SA) with the statement that Model schools established under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district are providing quality education whereas 35.05% of educators Agreed (A) with it, 8.25% of educators remained Undecided (UN) about the statement, 4.12% of educators Disagreed (D) with it and 7.22 % of educators Strongly Disagreed (SD) with the statement. It is clear from above data that the majority of the educators (81%) did agree with the statement that Model schools established under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district are providing quality education.

- The eighth statement was "In Indore district, education of differently able and learning disabled students is not being done honestly". The investigator used an online survey for collection of data.

Table 5.61 : Statement 8

QUESTION 08 | RATING
इंदौर जिले में समावेशी शिक्षा के तहत दिव्यांग व अधिगम निर्योग विद्यार्थियों की शिक्षा का निर्वाह ईमानदारी से नहीं हो रहा है।
Answered: 91 Skipped: 9



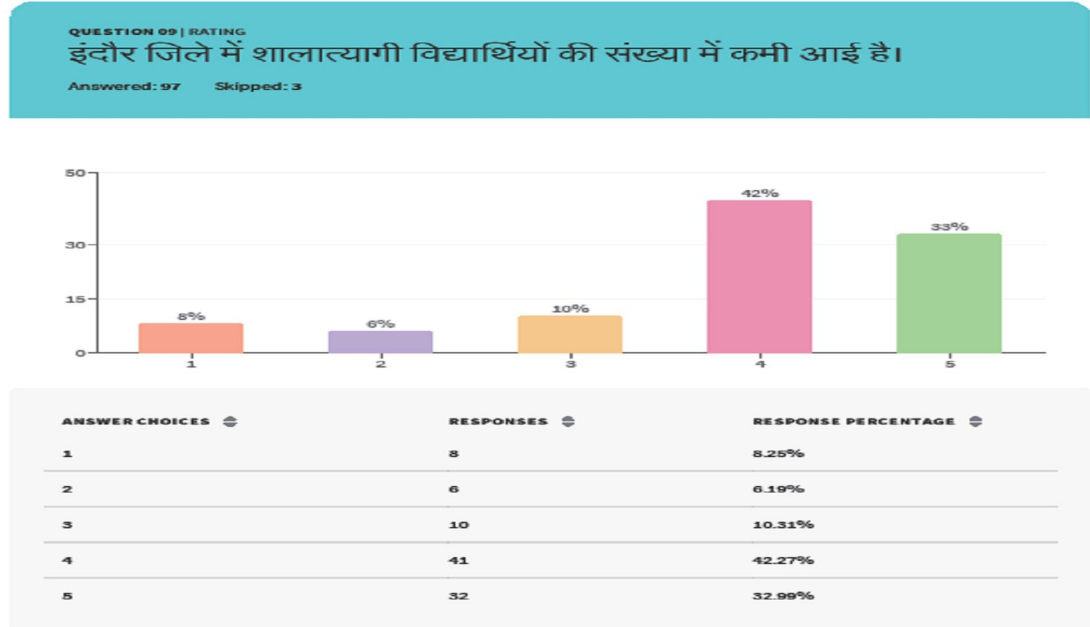
ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	33	36.26%
2	14	15.38%
3	23	25.27%
4	12	13.19%
5	9	9.89%

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From above data it is clear that 36.26% of educators Strongly Disagreed (SD) with the statement that in Indore district, education of differently abled and learning disabled students is not being done honestly whereas 15.38% of educators Disagreed(D) with it, 25.27% of educators remained Undecided (UN) about the statement, 9.89 % of educators Strongly Agreed (SA) with it and 13.19% of educators Agreed (A) with the statement. It is quite clear from above data that the majority of the educators (52%) did not agree with the statement that in Indore district, education of differently abled and learning disabled students is not being done honestly.

9. The ninth statement was that "There has been a decrease in the number of drop out students in Indore district". The investigator used an online survey for collection of data.

Table 5.62 : Statement 9



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From above data it is quite clear that 32.99% of educators Strongly Agreed (SA) with the statement that there has been a decrease in the number of dropout students in Indore district whereas 42.27% of educators Agreed (A) with it, 10.37% of educators remained Undecided (UN) about the statement, 6.19% of educators Disagreed (D) with it, and 8.2 % Strongly Disagree (SD) with the statement. It is quite clear from above data that the majority of the educators (75%) did agree with the statement that there has been a decrease in the number of drop out students in Indore district.

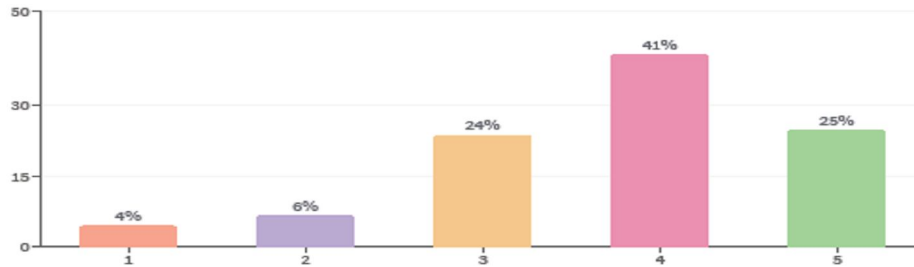
- 10.** The tenth statement was "Central Plan ICT is working successfully under Rashtriya Madhyamik Shiksha Abhiyan in Indore district". The investigator used online survey for collection of data

Table 5.63 : Statement 10

QUESTION 10 | RATING

इंदौर जिले में राष्ट्रीय माध्यमिक शिक्षा अभियान के तहत केन्द्रीय योजना आईसीटी सफलतापूर्वक कार्य कर रही हैं

Answered: 93 Skipped: 5



ANSWER CHOICES	RESPONSES	RESPONSE PERCENTAGE
1	4	4.30%
2	6	6.45%
3	22	23.66%
4	38	40.86%
5	23	24.73%

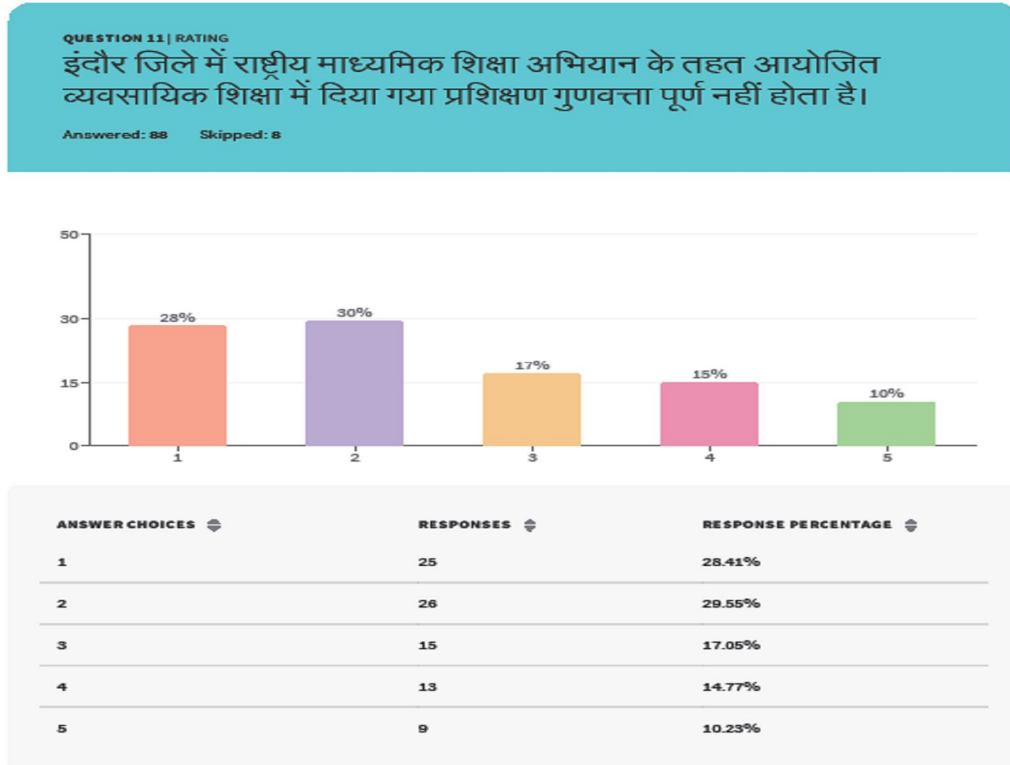
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It is clear from above data that 24.73% of educators Strongly Agreed (SA) with the statement that Central Plan ICT is working successfully under Rashtriya Madhyamik Shiksha Abhiyan in Indore district whereas 40.86% of educators Agreed (A) with it, 23.66% of educators remained Undecided (UN) about it, 6.45% educators Disagreed (D) with it and 4.30% Strongly Disagreed (SD) with the statement. It is quite clear from above data that the majority of the educators (65%) did agree with the statement that Central Plan ICT is working successfully under Rashtriya Madhyamik Shiksha Abhiyan in Indore district.

11. The eleventh statement was that "The Training imparted in vocational education conducted under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not completely qualitative. The investigator used online survey for collection of data

Table 5.64 : Statement 11



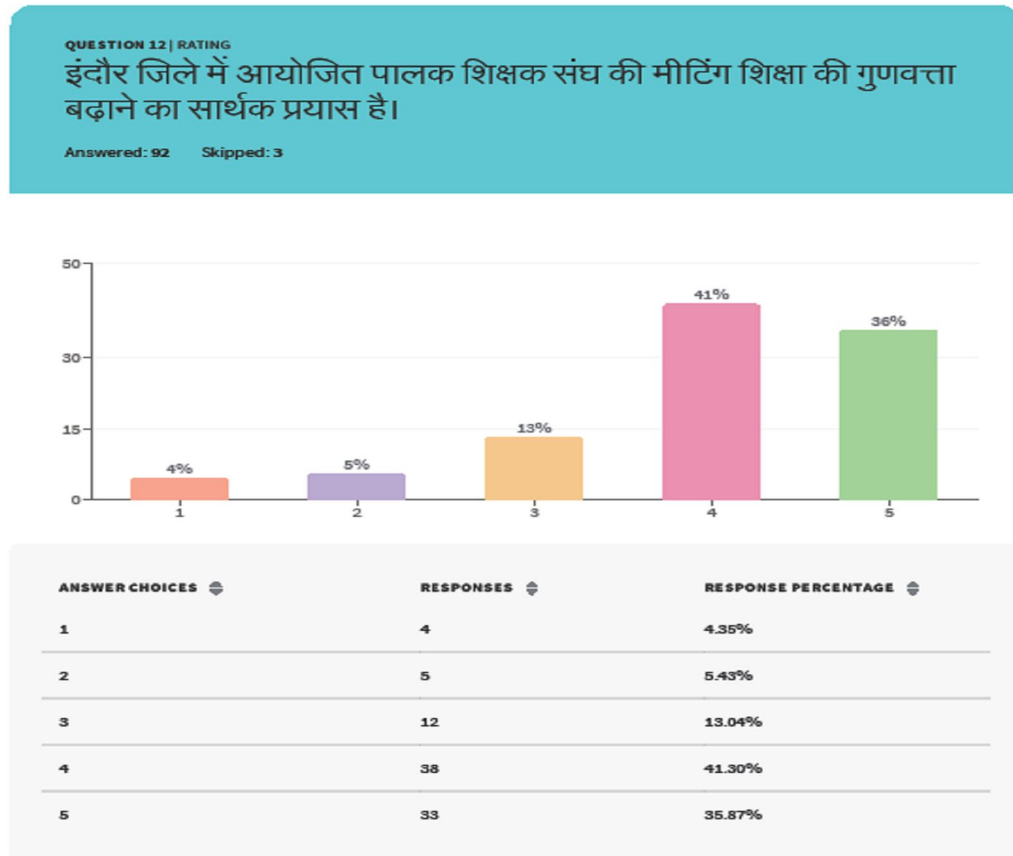
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From above data it is quite clear that 28.41% of educators Strongly Disagreed (SD) with the statement that the training imparted in vocational education conducted under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not completely qualitative whereas 29.55% educators Disagreed (D) with it, 17.05% of educators remained Undecided (UN) about it, 14.77% of educators Strongly Agreed (SA) with the statement and 10.23% of educators Agreed (A) with it. It is quite clear from above data that the majority of the educators (58%) did not agree with the statement that the training

imparted in vocational education conducted under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not completely qualitative.

12. The twelfth statement was "The parents, Teachers Association meeting held in Indore district is a meaningful effort to enhance the quality of education". The investigator used an online survey for collection of data.

Table 5.65 : Statement 12



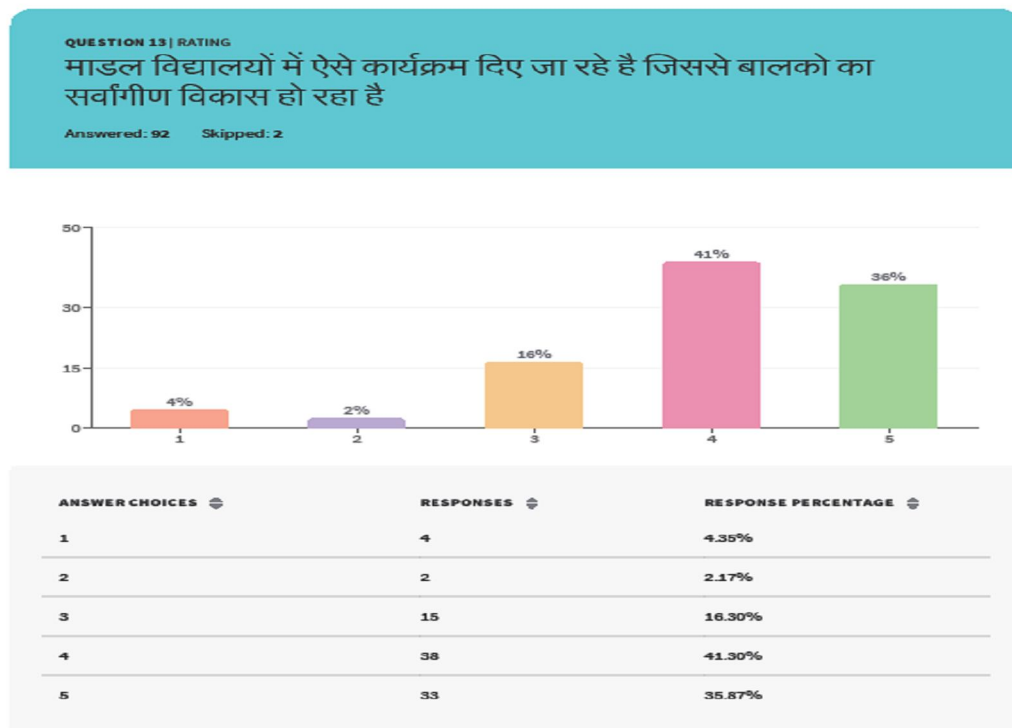
Made with SURVEYMONKEY

From above data it is quite clear that 35.87% of educators Strongly Agreed (SA) with the statement that the parents, Teachers Association meeting held in Indore district is a

meaningful effort to enhance the quality of education whereas 41.30% of educators Agreed (A) with it, 13.04% of educators remained Undecided (UN) about it, 5.43% of educators Disagreed (D) with it and 4.35% Strongly Disagreed (SD) with the statement. It is quite clear from the above data that the majority of the educators (77%) did agree with the statement that the Parents Teachers Association meeting held in Indore district is a meaningful effort to enhance the quality of education.

13. The thirteenth statement was that "Programme which are being undertaken in model schools are leading to all-round development of children". The investigator used online survey for collection of data

Table 5.66 : Statement 13

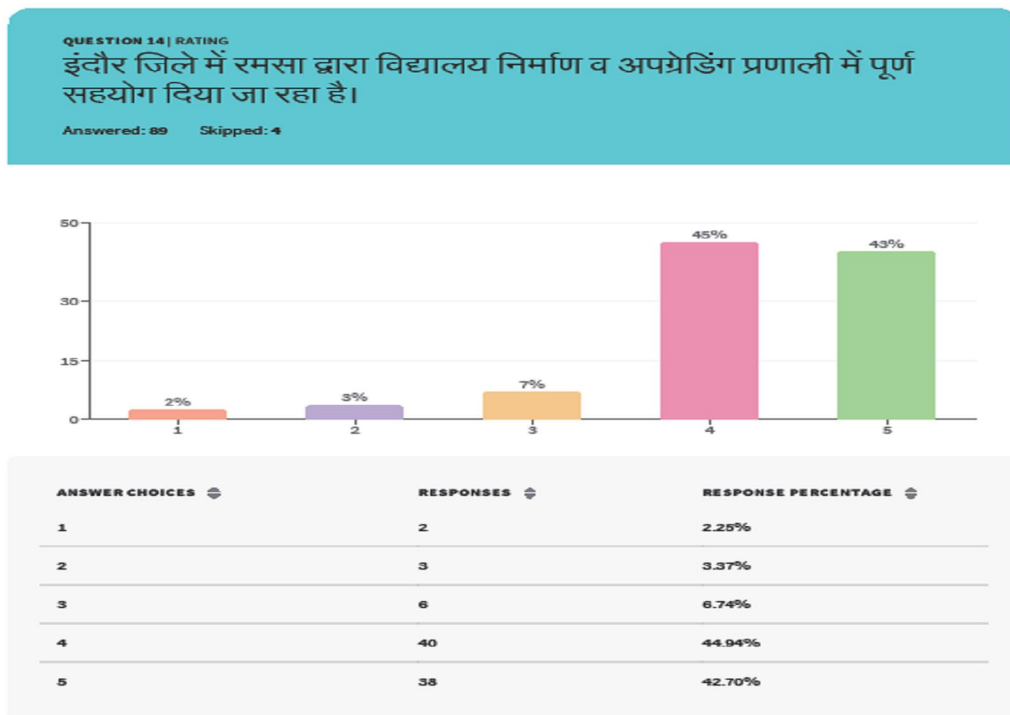


From above data it is quite clear that 35.87% of educators Strongly Agreed (SA) with the statement that programs which are being undertaken in model schools are leading to all-round development of children whereas 41.30% of educators Agreed (A) with it,

13.04% of educators remained Undecided (UN) about it and 5.43% of educators Disagreed (D) with it and 4.35% of educators Strongly Disagreed with it. It is quite clear from above data that the majority of the educators (77%) did agree with the statement that programs which are being undertaken in model schools are leading to all-round development of children.

14. The fourteenth statement was that "In Indore district, full support is provided by RMSA in the school construction and upgrading of the system". The investigator used an online survey for collection of data.

Table 5.67 : Statement 14



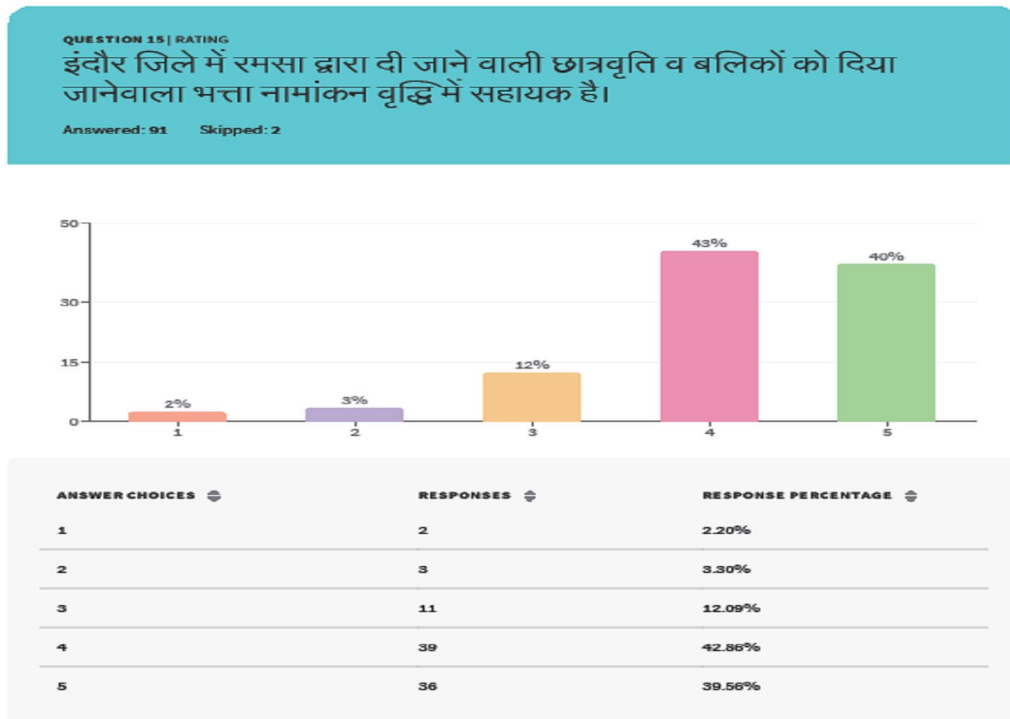
Made with SURVEYMONKEY

From above data it is quite clear that 35.87% of educators Strongly Agreed (SA) with the statement that in Indore district, full support is provided by RMSA in the school construction and upgrading the system whereas 41.30% of educators Agreed (A) with

it, 13.04% of educators remained Undecided (UN) about the statement, 5.43% of educators Disagreed (D) with it and 4.35% of educators Strongly Disagreed (SD) with the statement. It is quite clear from above data that the majority of the educators (77%) did agree with the statement that in Indore district, full support is provided by RMSA in the school construction and upgrading the system.

15. The fifteenth statement was that "In Indore district, the scholarship given by RMSA and the allowance given to the girls is helpful in increasing enrolment". The investigator used an online survey for collection of data.

Table 5.68 : Statement 15



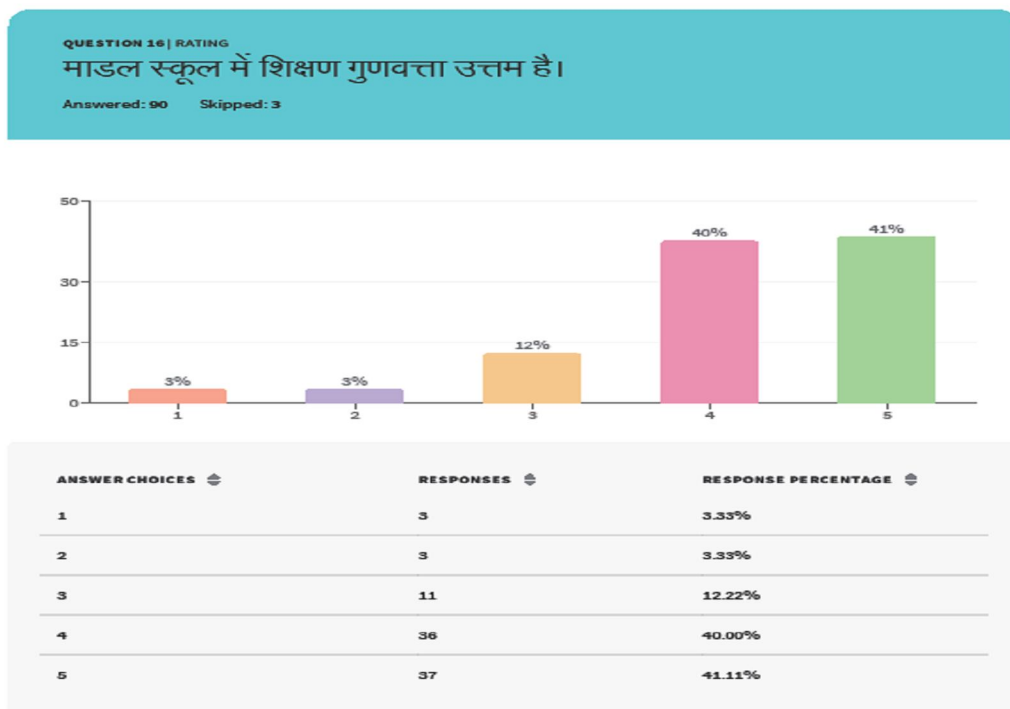
Made with SURVEYSPARROW

From the above data it is quite clear that 39.56 % of educators Strongly Agreed (SA) the statements that in Indore district, the scholarship given by RMSA and the allowance given to the girls is helpful in increasing enrolment whereas 42.86% of educators

Agreed (A) with it, 12.09% of educators remained Undecided (UN) about it, 3.30% of educators Disagreed (D) with it, and 2.20 % Strongly Disagreed (SD) with it. It is quite clear from above data that the majority of the educators (82%) did agree with the statement that in Indore district, the scholarship given by RMSA and the allowance given to the girls is helpful in increasing enrolment.

16. The sixteen statement was that "The teaching quality in the model school is excellent". The investigator used an online survey for collection of data.

Table 5.69 : Statement 16



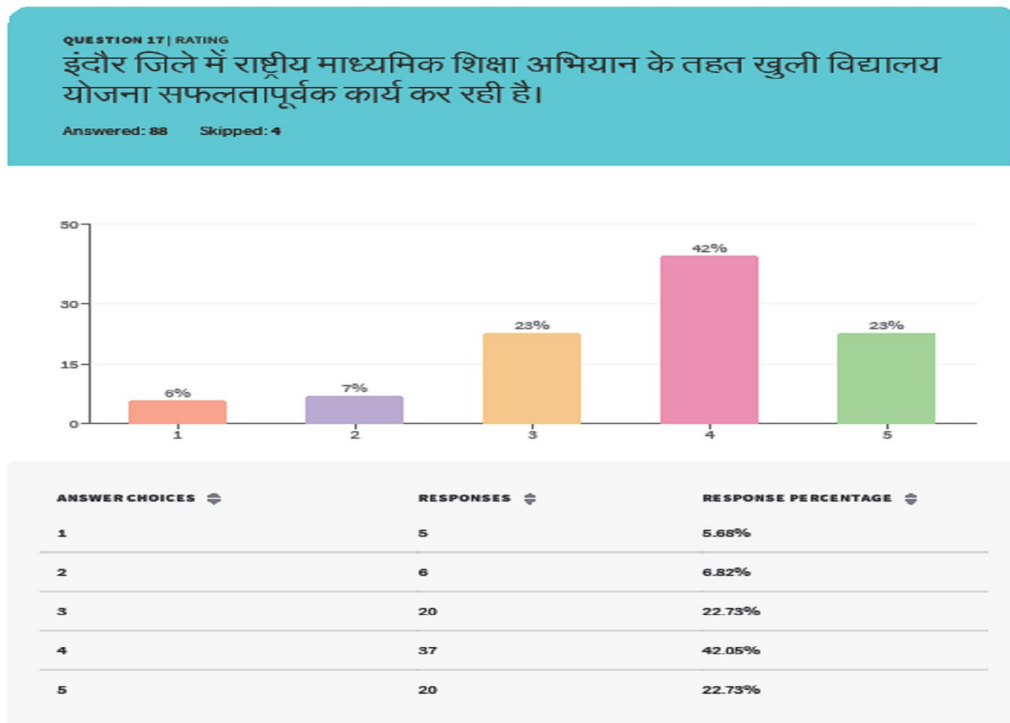
Made with SURVEYMONKEY

From the above data it is quite clear that 41.11% of educators Strongly Agreed (SA) with the statement that the teaching quality in the model school is excellent whereas 40.00% of educators Agreed (A) with it, 12.22% of educators remained Undecided (UN) about it, 3.33% of educators Disagreed (D) with it and 3.33% of educators

Strongly Disagreed (SD) with the statement. It is quite clear from the above data that the majority of the educators (81%) did agree with the statement that teaching quality in the model school is excellent.

17. The seventeenth statement was that "The open school scheme is working successfully under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district". The investigator used an online survey for collection of data.

Table 5.70 : Statement 17



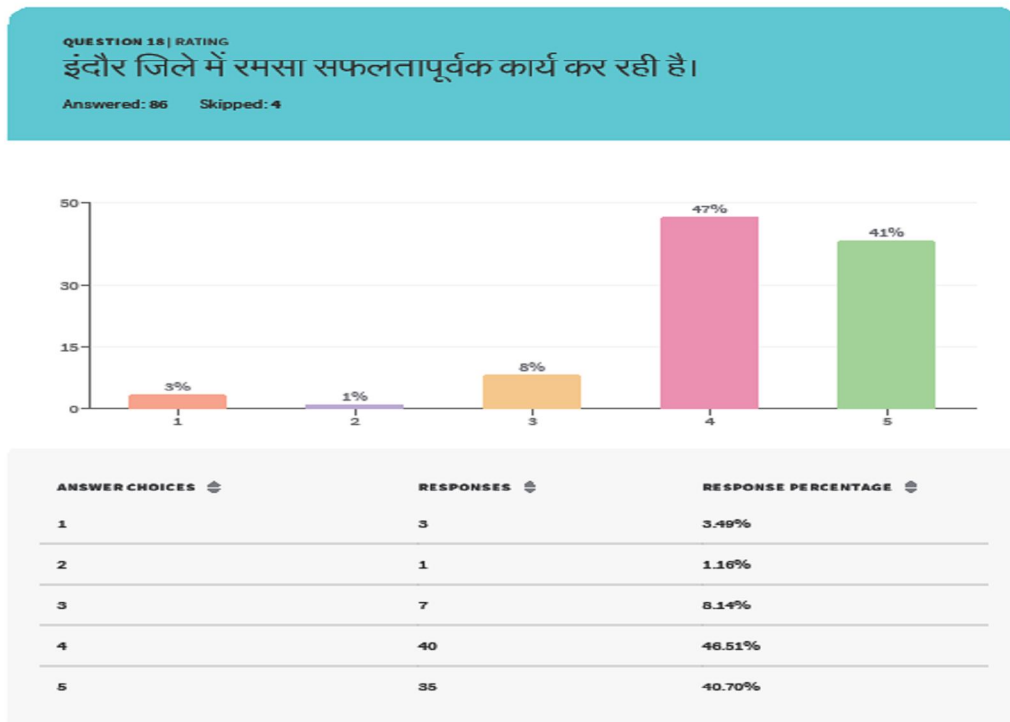
Made with SURVEYMONKEY

From the above data it is quite clear that 22.73% of educators Strongly Agreed (SA) with the statement that the open school scheme is working successfully under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district whereas 42.05% of educators Agreed (A) with it, 22.73% of educators remained Undecided (UN) about it, 6.82% of educators Disagreed (D) with the statement and 5.68% Strongly Disagreed with it. It is quite clear from above data that the majority of the educators (65%) did agree with the

statement that the open school scheme is working successfully under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.

18. The eighteenth statement was "Whether RMSA is working successfully in Indore district". The investigator used an online survey for collection of data.

Table 5.71 : Statement 18

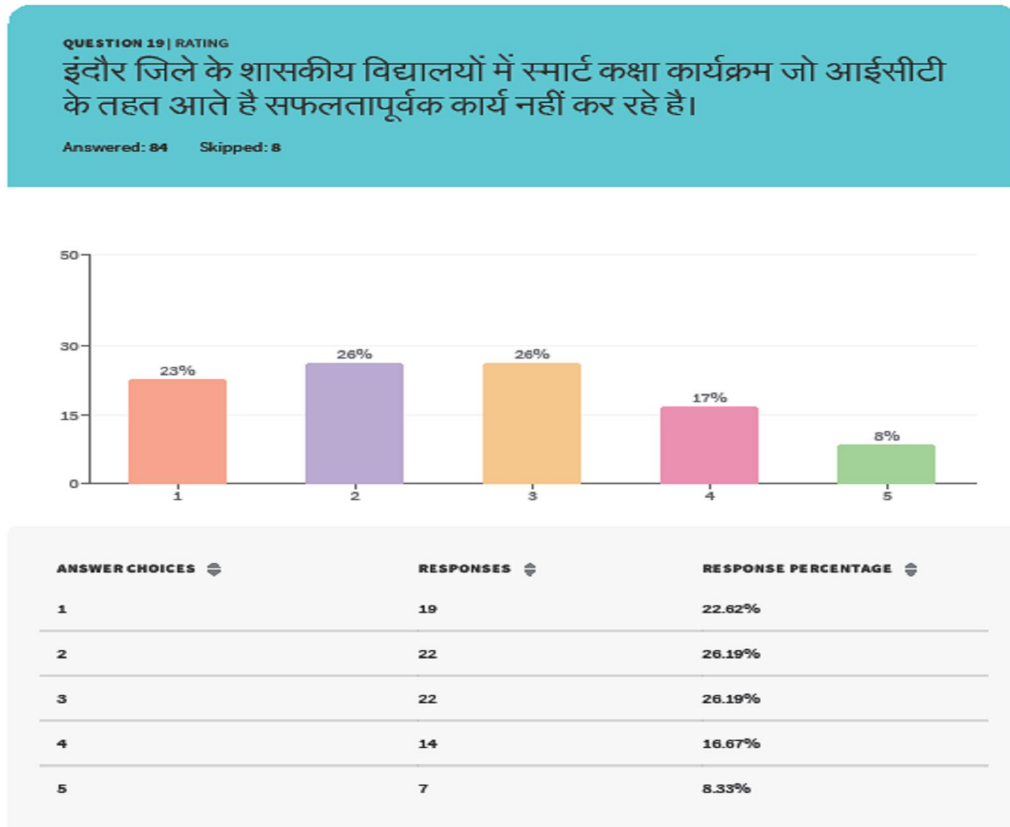


Made with SURVEYMONKEY

From above data it is quite clear that 40.70% of educators Strongly Agreed (SA) with the statements that RMSA is working successfully in Indore district whereas 46.51% of educators Agreed (A) with it, 8.14% of educators remained Undecided (UN) about it, 1.16 % of educators Disagreed (D) with it and 3.49 % Strongly Disagreed (SD) with the statement. It is quite clear from above data that the majority of the educators (87%) did agree with the statement that RMSA is working successfully in Indore district.

19. The nineteenth statement was "Smart class programs in government schools of Indore district, which come under ICT are not working successfully". The investigator used online survey for collection of data

Table 5.72 : Statement 19



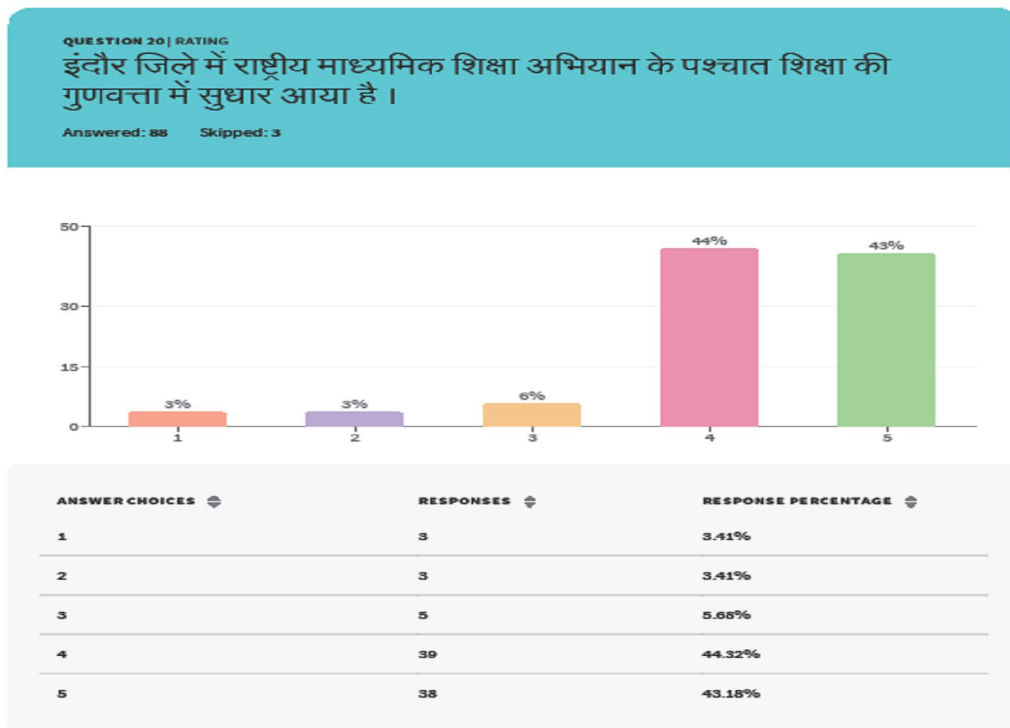
Made with SurveyMonkey

From the above data it is quite clear that 22.62% of educators Strongly Disagreed (SA) with the statement that Smart class programs in government schools of Indore district, which come under ICT are not working successfully whereas 26.19% of educators Disagreed (D) with it, 26.19% of educators remained Undecided (UN) about it, 8.33% of educators Strongly Agreed (SA) with it and 16.67% of educators Agreed (A) with the statement. It is quite clear from above data that the majority of the educators

(49%) do not agree with the statement that Smart class programs in government schools of Indore district, which come under ICT are not working successfully.

20. The twentieth statement was that "The quality of education has improved after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district". The investigator used online survey for collection of data

Table 5.73 : Statement 20



Created with SurveyMonkey

From above data it is quite clear that 43.18% of educators Strongly Agreed (SA) with the statement that the quality of education has improved after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district whereas 44.32% of educators Agreed (A) with it, 5.68% of educators remained Undecided (UN) about it, 3.41% of educators Disagreed (D) with it and 3.41% of educators Strongly Disagreed with the statement. It is quite clear from the data gathered that the majority of the educators (88%) did agree with the

statement that the quality of education has improved after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.

5.8.2. The contribution of RMSA in developing secondary education in Indore district based on interview of administrator

The data for this purpose was obtained from an RMSA coordinator selected using purposive sampling technique. Open ended interview schedule was used for collection of data which is appended to the thesis as **Appendix VII**.

The tool consisted of questions which were regarding suggestions, issues and the progress of RMSA in Indore district.

The contributions by RMSA in Indore district

- ❖ **Bridge courses for weaker students** : A bridge course for Academically Weaker Students of Class 9th is organized by RMSA in Hindi, Mathematics and in English subjects to bring them at par with other students of the class. Moreover the teacher training programmes are given in the month of May-June.
- ❖ **Special grants for those schools with less than 50 students** :No fee for the students where the number of the students is less than 50, special grants for such schools are being given by RMSA to strengthen their position.
- ❖ **Teacher training**: Five-day and one-day training is provided by RMSA to enhance teacher quality. It runs from January to September. It is held every month, for which master trainees are appointed, it is given for Hindi, English and Mathematics subjects.
- ❖ RMSA organized a 5 day training programmes for Mathematics when the new curriculum for class 9th and 11th was introduced in the year 2017 and 2018.
- ❖ After the implementation of the new syllabus training is given to master trainees to make them acquainted with the modern changes in the curriculum. These training programmes are recorded as well which are also available on YouTube. In Indore

division training takes place at Malhar Ashram, investigators attended the training as well which was held in DIET Bijalpur.

- ❖ **Smart class in government schools** : Smart classes are not the dream of RMSA neither is it the part of RMSA. However there are 11 smart schools in Indore, whereas there are Model schools in Mhow and in Indore as well.
- ❖ **Online classes in COVID pandemic** : According to Sir, online classes of classes 9th to 12th have started from April 13. This is only possible due to RMSA, it has occurred on three platforms. Under DG Lab, and online classes, subjects are taken for 3 to 4 days in general, the third route is that the classes are being run on WhatsApp. After lock down from 1st April the subject is being taught to the students through video conferencing. A course in English, Math and Science is being taught from 13 April. Life skills are being taught on Saturday.
- ❖ **Books and study material provided** : Physical changes during the adolescence period do occur and the curriculum reflects the same. This includes learning about children's behavior and social evils, how to develop contact in society, and how to give up bad habits. Study material is being provided by RMSA to the students of Class (9th, 10th, 11th and 12th). Books are also provided by RMSA. Training is also organized by the RMSA for Principal and 2 teachers (one male and another female)
- ❖ **Umang Helpline-14425** which is a joint effort of Rashtriya Madhyamik Shiksha Abhiyan and the United Nations Population Fund. Under this venture, children having any kind of problem (Family or Social) undergo telephonic counseling from 8 am to 5 pm. This initiative has been carried in Bhopal as well and slowly it is gaining impetus at Block levels as well. Block facilitators undergo 5 days of online training as well. The following pictures depict the whole story of how it is gaining impetus.
- ❖ Management development committee training is provided by RMSA, which is funded by SMDC. For example, from 25000 to 100000 are given for enrolment. In this, the principal can do minor repairs, net bills, and increase the facility from the point of view of school development. In 2019-2020, Rupees 830000 were spent for this work.

- ❖ Training is provided by RMSA to do structural design in the SMDC committee. This training is given for the functioning and strengthening of SMDC, principal remains the wrecker in chief of the same.
- ❖ **ICT projects** : ICT Projects are also running in 45 schools of the district. ICT rooms have been built under the ICT project program in 6 schools which cost up to 5 lakh rupees.
- ❖ Up to 2015, Central Planning Model School was associated with RMSA. Through RMSA, MHRD funded the model school which was later removed from the RMSA scheme. Under RMSA 4 model schools were built amounting up to Rupees 3 Crores. Selection of students is based on entrance examination; 100 meritorious students are admitted each year.
- ❖ **Girls Hostel** : Girls hostel is in all development blocks, it is 100 seated. Students from 9th to 12th come in all categories if they are on the basis of merit of the board exam. The special thing is that these hostels are not for any special class. Total free of cost is every essential item from soap to sanitary napkins are necessary for the girl child, they are given to them. They have been made at a cost of 1.5 crores with the help of NGOs. Fully furnished bed, bucket, sheets, everything is provided. Girls live in a dormitory.

5.9.0 PROBLEM FACED BY DISTRICT FUNCTIONARIES AND THE TEACHERS DURING THE EXECUTION OF PROGRAMMES UNDER RMSA WITH REFERENCE TO GIRLS EDUCATION, EDUCATION OF CHILDREN BELONGING TO SC/ ST/ OBC, EDUCATIONALLY BACKWARD MINORITIES, EDUCATION OF CHILDREN WITH SPECIAL NEEDS, OUT-OF-SCHOOL CHILDREN, OPEN SCHOOLING SYSTEM.

The objective eleventh was "To study the problem faced by district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system" Information gathered on General discussion and interview. After the analysis the views of

functionaries and teachers come out with some major problems which were hindering the execution of the programme.

- ❖ **Lack of human resources** : The main problem was noticed by the functionaries lack of the human resources. When policy is implemented first look up what is physical and human resource availability. Most of the time the campaign failed because of lack of human resources. Most of the time, education machinery complains of lack of facilities and human resources. District faced recruitment problems in the education sector. Most of the posts and places are empty.
- ❖ **Teachers were overloaded:** Second problem was noticed by the functionaries teachers overloaded. Government teachers not only work at school, but he/she is doing extra field work also, like an election related survey, population survey. In 2020-2021 they were busy as health workers and completed a survey for COVID19. At the same time private school teachers started their online session.
- ❖ **Policy is not permanent** :. The third problem was noticed by the functionaries when policy was implemented with huge hopes and built positive scenarios, but very limited time periods. Which is not possible, because the ground level reality is different. Policy takes time to achieve their goals. So policy should be permanent, change accepted according to demand.
- ❖ **Lack of information** : The fourth problem was noticed by the functionaries Government schemes beneficial for students. But lack of information does not benefit , and a negative atmosphere develops.
- ❖ **No proper training for master trainees:** The fifth problem was noticed by the functionaries RMSA was started for quality enhancement at secondary level. So it implemented 5 day training, and 1 day training for improvement of teaching competency, and enhance the professional qualities. The master trainer gave the training to those who have long experience on the field, there is no certificate program for trainers. Trainees also need training and capability to trend the teachers.
- ❖ **No use of feedback of teachers trainee:** The sixth problem was noticed by the functionaries Feedback forms are given after training, but information is usually filled incorrectly in it, they are not effective from the point of view of suggestion, nothing creative comes out of it.

- ❖ **No proper channeling of the allotted fund:** The seventh problem was noticed by the functionaries, proper fund provide by RMSA, But because of no proper channeling it's not use proper way : example most of the schools, there is no boundary wall. There is no separate campus for girls New buildings built after up gradation. Up gradation of 30 secondary schools has been done but lacks infrastructure facilities.

5.10.0. SUGGESTIONS FROM THE DISTRICT FUNCTIONARIES AND THE TEACHERS REGARDING THE EDUCATION OF CHILDREN WITH REFERENCE TO GIRLS EDUCATION, EDUCATION OF CHILDREN BELONGING TO SC/ ST/ OBC, EDUCATIONALLY BACKWARD MINORITIES, EDUCATION OF CHILDREN WITH SPECIAL NEEDS, OUT-OF-SCHOOL CHILDREN, OPEN SCHOOLING SYSTEM

The Objectives twelfth objectives was ‘To obtain suggestions from the district functionaries and the teachers regarding the education of children with reference to Girls Education, Education of children belonging to SC/ ST/ OBC, Educationally Backward Minorities, Education of children with Special needs, out-of-school children, Open Schooling System.’ The data for this purpose was obtained from an RMSA coordinator selected using purposive sampling technique. Open ended interview schedule was used for collection of data which is appended to the thesis as **Appendix VII**.

The tool consisted of questions which were regarding suggestions, issues and the progress of RMSA in Indore district.

1. It is necessary to fill the vacant teacher posts in schools.
2. New buildings should be built before new schools can be upgraded. Up gradation of 30 secondary schools has been done but lacks infrastructure facilities. Proper monitoring and channeling needed for funding and expended .
3. There is no boundary wall. So look out for proper construction.
4. There is no separate campus for girls. It's a necessary requirement .
5. Different states follow recruitment calendar which state of Madhya Pradesh should also follow.
6. Feedback forms are given after training, but information is usually filled incorrectly in it, they are not effective from the point of view of suggestion, nothing creative comes out of it. Need improvement.

7. The schools were provided with necessary free text-books, tablets, bicycles, reference books, and other learning materials which enhanced the teaching-learning process. But in today's scenario, New ICT appliances are also provided to the students like Tablets, computers, laptops etc .Its must.
8. The teachers working in the schools where RMSA programmes were implemented were Provided with opportunities to undergo In-service training programmes which helped the teachers to up-date their knowledge and improve their teaching skills. This process has enhanced the learning attainment of the student. Weightage on life skills training.

5.11.0. SUGGEST WAYS AND MEANS FOR IMPROVING QUALITY EDUCATION AT HIGH SCHOOL AND HIGHER SECONDARY LEVEL

The thirteenth objective was ‘To suggest ways and means for improving quality education at high school and higher secondary level’. After analysis objective eleventh and twelfth few ways and means for improving quality education at high school and higher secondary level are following :

- ❖ **Revised the Curriculum** : The first suggested ways and means for improving the quality of education at high schools and higher secondary level curriculum and syllabus must be revised every year and put new embedment in textbooks with latest information, and most important thing, curriculum should be uniform at state and national level both. So definitely the level of students increased and outcomes will be qualitative. The teachers are also part of the curriculum development. Because they work on ground level and they know the conditions of the students, state and Nation.
- ❖ **Proper training for teachers** : Second, suggest ways and means for improving the quality of education at high schools and higher secondary level proper training for the teachers and use new technology in the training period . The master trainee should be a certified trainer. The training for each subject must be included . Training programme must give a weight age to the language development prograame because most of the students do not write and read language in the right way.
- ❖ **Up gradation on time** : Thirds suggest ways and means for improving the quality of education at high schools and higher secondary level. New buildings should be built before new schools can be upgraded. Up gradation of 30 secondary schools has been

done but lacks infrastructure facilities. The problem should be rectified because with no proper building and atmosphere, quality education is not possible.

- ❖ **Awareness programmes** : Fourth suggest ways and means for improve quality of education at high schools and higher secondary level, awareness programmes should be organized through RMSA programmes to the Community leaders and this process has helped to a great extent to solve the problems, like illiteracy, drop-outs, stagnation and girl's education.

5.12.0. OBJECTIVE WISE CONCLUSION

- **First objective:**

After compiling the data which was provided by the district education office, the investigator safely concluded that in 2010-2021 no significant or remarkable change was found with respect to enrolment of students. But girls enrolment increased remarkably after implementation of RMSA.

- **Second Objective:**

The investigator wanted to know the study literacy rate after implementing RMSA. After compiling the data it was found that the literacy rate of Indore among Males is 87% while literacy among Females is 74%. The overall literacy rate of India in census 2011 was 74% and while making a comparison Indore stands above the national average with respect to literacy in census 2011. As per the census data, the female literacy of Indore district has observed a continuous increasing trend from 64% to 74% from 2001 to 2011 census, and projected female literacy rate (2021) also 81%. Female literacy rate improved after implementation of RMSA .

- **Third objective :**

The investigator tried to analyze the dropout rate and attendance rate during the period 2010-2021 which was calculated by using the dropout rate formula, which is the difference between the previous year class populations, present year same population divided by previous year population. The data gathered shows that from year (2011-2015) dropout rate increased, from Year (2015-2021) there were fluctuations in dropout rate but the final difference shows the number of dropouts

decreased with the passage of time. Attendance rate also shows that more than 95% of students were attending the class as well with respect to previous year's attendance which was upto 75%. Girls dropout rate decreased.

- **Fourth objective :**

After data analysis the investigator reached the conclusion that mean of academic performance in high school (72.94%) & higher secondary school (78.6%) duration 2011-2020 i.e. implication period of RMSA. The students' achievement steadily increased.

- **Fifth objective:**

Few major Educational Programmes promoted by RMSA

- ✓ Girls education
- ✓ Readiness to Cumulative Disadvantage Group:
- ✓ Teacher Training Programmes for school leadership :
- ✓ Adolescent Education Programmes (AEP)
- ✓ SC/ ST/ OBC/ Educationally Backward Minorities
- ✓ ICT focused interventions
- ✓ Open schooling system

For improving the quality of education.

- **Sixth Objective :**

The investigator prepared a self-constructed questionnaire to know whether RMSA has improved teachers teaching competency or not. After analyzing the data the investigator can safely conclude that RMSA has played a vital role in enhancing the teaching competency of teachers

- **Seventh to Ninth Objectives :**

Student's Opinion: There were 20 statements, out of which three statements were as such where the responses from the respondents were less than 50% regarding the success of RMSA.

Teacher's Opinion: The questionnaire was prepared by the investigator, The questionnaire was prepared by the investigator out of the 20 statements, not a single statement was as such the responses from the respondents was less than 50.

Opinion of RMSA Coordinator: The investigator prepared 14 statements which the RMSA Coordinator responded to. Out of the 14 statements, only one statement was as such where the respondent disagreed, and a very positive response towards RMSA in the interview schedule.

- **Tenth objective**

The questionnaire was prepared by the investigator out of the 20 statements, not a single statement was as such the responses from the respondents was less than 50%, showing that RMSA achieved the success in Indore district.

- **Eleventh objective**

District functionaries faced the problem of lack of human resource, Teachers are overloaded, Policy is not permanent, Lack of information, No proper training for master trainees.

- **Twelfth objective**

Suggestion given by the district functionaries: proper trainee, proper building and furniture , ICT appliances also provided etc.

- **Thirteenth objective**

Suggested ways and means to improve the quality of education ,Uniform curriculum. certified master trainee, long term policy etc.

CHAPTER VI

FINDINGS & DISCUSSIONS

6.0.0. INTRODUCTION

The previous chapter dealt with Data Analysis. The current chapter is devoted to Findings, Discussions which has been done under different captions as mentioned below:

6.1.0. FINDINGS & DISCUSSION

The findings and discussion have been done objective wise as mentioned below :

6.1.1. Major Findings related to examine enrolment rate at secondary level after implementation of RMSA in Indore district during the period 2010-2021

The investigator evaluated the first objective of the study and the data related to the first objective was obtained from district education office. After critically scrutinizing the data the investigator reached the conclusion that in year 2010-2015 no remarkable change was found with respect to enrolment neither it increased dramatically nor it decreased drastically, it remained stable. But girls enrolment increased remarkable after implementation of RMSA. Some of the studies quoted below are also based on government scheme such as Sarva Shiksha Abhiyan, Midday Meal Scheme etc. Which don't support the above findings like Parida (2007) conducted a study on Midday Meal scheme and see the effect on enrolment in the schools increased due to Midday Programme. Neelayathakshi (2010) conducted study on Sarva Shiksha Abhiyan with the objective to examine enrolment in elementary schools under Sarva Shiksha Abhiyan programme in Tamil Nadu. Result of the study the revealed that Sarva Shiksha Aabhiyan was found effective and the enrolment of children increased at the elementary level in all the districts of Tamil Nadu without disparity. Garg (2010) conducted a study on Sarva Shiksha Abhiyan in Development of Basic Education in District Meerut” with the objective to study the effect of SSA in terms enrolment, literacy rate, level of basic education. Findings of the study enrolment at primary level has increased by 71% present and 55% at upper primary level. Growth enrolment ratio has increased at both levels. Enrolments of girls, Muslim children and children from disadvantaged sections of society have increased after the implementation of SSA in the district. Chauhan (2015) conducted a study on Midday Meal Programmes in the Gwalior City of Madhya Pradesh. Findings of the study revealed that Midday Meal Programmes has a very positive result with increased enrolment of girls.

The above studies don't support the findings obtained by the investigator, the probable reason may be that RMSA has been recently launched by Govt. of India and the researchers

conducted on RMSA scheme are meager. Moreover, the above studies are related to SSA and Midday Meal Programmes where the focus was on universalization of elementary education and may be Govt. have put extra efforts in making SSA and Midday Meal scheme a grand successes.

6.1.2. Major Findings Related to study literacy rate after implementation of RMSA

The literacy rate of Indore among Males is 87% while literacy among Females is 74%, the overall literacy rate of India according to Census 2011 was 74% and while making a comparison Indore stands above the national average with respect to literacy in census 2011. As per NSC (2017) survey India's literacy rate 77.17% and Madhya Pradesh literacy rate 73.7%, and Indore projected literacy rate (2021) also 85.87%. Again while making a comparison Indore stands above the national average with respect to literacy in NSC (2017) survey , As per the census data, the female literacy of Indore district has observed a continuous increasing trend from 64% to 74% from 2001 to 2011 census, and projected female literacy rate (2021) also 81%. Female literacy rate improved after implementation of RMSA. Garg (2010) conducted study on “An Appraisal of Sarva Shiksha Abhiyanin Development of Basic Education in District Meerut”. with the objective To study the effect of SSA in terms enrolment, literacy rate, level of basic education in district Meerut The major finding of teh study revealed overall retention rate has improved and the overall dropout rate had reduced, but literacy rate neither increased nor decreased.

6.1.3. Major Findings related to analyze the dropouts rate and attendance rate after implementation of RMSA in Indore district during the period 2010-2021

The gathered data shows that from year (2011-2015) dropout rate has increased, from Year (2015-2021) there were fluctuations in dropout rate but the final difference shows the number of dropouts decreased with the passage of time. Attendance rate also shows that more than 95% of students were attending the class as well with respect to previous year's attendance which was up to 75%. Girls dropout rate decreased.

Following are the few studies which are infavor of the above findings and are quoted below : Nielsen (2007) conducted a study on Midday Meal Progamme The study revealed the dropout rates has decreased and retention rates have increased in all higher classes. Parida (2007) conducted study on Midday Meal Scheme in Orissa. Findings of the study revealed that dropout rate has decreased. Moreover, enrolment of children has increased. Rani (2013) Midday Meal Scheme in Bathinda District of Punjab. Findings of the study revealed there has

been a considerable reduction in absenteeism. Yadav (2013) conducted a study on Impact of Midday Meal in Allahabad. Results of the study revealed that school attendance of MDM girl beneficiaries is better than that of no beneficiaries. Chauhan (2015) study on Midday Meal Programme in the Gwalior City of Madhya Pradesh". The findings of the study revealed that there has been a very positive result.

6.1.4. Major Findings related to examine the changes in academic performance of students after implementation of RMSA in Indore district during the period 2010-2021

After data analysis the investigator reached the conclusion that mean of academic performance in high school (72.94%) & higher secondary school (78.6%) duration 2011-2020 i.e. implication period of RMSA. The students achievement steady increased. After the critical scrutiny of the data it was found that from year (2011-2015) dropout rate has increased, from year (2015-2021) there were fluctuations in dropout rate but the final difference shows the number of dropouts decreased with the passage of time.

Attendance rate also shows that more than 95% of students were attending the class as well with respect to previous year's attendance which was up to 75%.

Following are the few studies which are in favor of the above findings and are quoted below : Nielsen (2007) conducted a study on Midday Meal Programme. The study revealed the dropout rates has decreased and retention rates have increased in all higher classes. Parida (2007) conducted study on Midday Meal Scheme in Orissa. Findings of the study revealed that dropout rate has decreased. Moreover, enrolment of children has increased. Rani (2013) Midday Meal Scheme in Bathinda District of Punjab. Findings of the study revealed there has been a considerable reduction in absenteeism. Yadav (2013) conducted a study on Impact of Midday Meal in Allahabad. Results of the study revealed that school attendance of MDM girl beneficiaries is better than that of no beneficiaries. Chauhan (2015) study on Midday Meal Programme in the Gwalior City of Madhya Pradesh". The findings of the study revealed that there has been a very positive result with increased enrolment of girls and reduction in absenteeism.

6.1.5. Major Findings related to existing educational program under RMSA with reference to girl education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out of school children, open schooling system

After analysis the programme content its founded totally welfare for

1. Girls education and If proper channeling will be done girls enrolment will be increased and dropout definitely decreased
2. Adolescent group and If proper channeling will be done in future will get skilled citizen
3. Disadvantage group and If proper channeling will be done disadvantage groups will comes in main stream.
4. Students and If proper channeling will be done the dream of digital India may be completed
5. Teachers and If proper channeling will be done the competent teachers will get who is essential part to build the nation
6. Adolescents group and If proper channeling willdone , they will understand importance of HEALTH & LIFE SKILLS.
7. SC/ ST/ OBC/ Educationally Backward Minorities and If proper channeling will be done , enrolment will be increased and dropout rate will be decreased and improve literacy rate.
8. Out-of school children and If proper channeling will be done out of school children back to the mainstream of formal education, enrolment will be increased and dropout rate will be decreased and improve literacy rate.
9. Open Schooling System and If proper channeling will be done the Open Schooling System work on Universalization of Secondary Education then enrolment will be increased and dropout rate will be decreased and improve literacy rate.

Sharma (1984) conducted study on "Effect of incentive scheme scheduled castes, scheduled tribes and girls SIERT Rajasthan", the study aimed at findings out the effect of different incentive like free uniform, textbooks and boarding and loading facilities on enrolment of scheduled castes and scheduled tribes students and girls.

6.1.6. Major Findings related to effect of RMSA in terms of teacher competency based on students & teachers perception

Findings related to teacher's competency was divided into two parts:

Teachers views related to teachers competency and students view related to teacher's competency. Teacher's competency scale was based on 65 statements and the major findings of the scale have been discussed below:

- **Previous Knowledge of the Students**
 - ❖ 100%)Teachers are using the previous knowledge of the students to teach them the new concepts using new methods and techniques in the classroom.
 - ❖ 84% the Teachers are using the previous knowledge as a tool to present the new knowledge to the students.

- **Presentation in the classroom**
 - ❖ 100% teachers agreed that more efforts are being made to bring creativity in the preface of the lesson, such as the use of Q & A, story, poem, short drama etc. to develop the curiosity among the students.
 - ❖ 82% teachers were infavour that Students actively participate during the preface of the lesson.

- **Presentation of the Topic in the Class**
 - ❖ 96% teachers agreed with the statement that they use topic-related daily life examples in teaching.
 - ❖ 78% teachers agreed that there has been an increase in the use of audio visual material presentation related to the topic.

- **Use of A-V aids in the Classroom**
 - ❖ 78% Teachers are facing less difficulty in using new technology in the class
 - ❖ 50%Teachers are able to integrate audio material such as radio or language lab usage, etc. with the class efficiently.
 - ❖ 54% Teachers are using audio-visual materials, students are able to construct concepts or explain the concept of an object.

- **Satisfying the students Curiosity in the classroom**
 - ❖ 100% Teachers are satisfying the curiosity of the students by giving them appropriate answers to their questions in the classroom.

- ❖ 82%of teachers are using modern technology. Teachers are able to satisfy the curiosity of the students.
- **Class Discipline**
 - ❖ 90% of the teachers agree with the statement that Classes are more disciplined than before, Discipline is being transformed into self-discipline.
 - ❖ 90% of teachers agree that Work has increased as per rules and students have become aware of the rules.
 - ❖ 86%of teachers agree with the statement that Ethical accountability has increased among students.
- **Classroom Evaluation Process**
 - ❖ 95% of teachers were of the view that different objective types of questionnaire were included for the class evaluation process.
 - ❖ 96%of Teachers agree that they conduct surprise tests for students for evaluation purposes.
- **Developing Consciousness towards the attentiveness of Teachers and Students.**
 - ❖ 92%of teachers agree that after the training, there has been an increase in the use of such methods in the classroom, such as (jerk method), which is observing the students' attention
- **Status of subject knowledge in the class**
 - ❖ 100% of teachers agree with the statement that while teaching, knowledge of a subject or matter is not limited to textual knowledge (Books only). Instead, teachers are trying to relate daily examples more closely to the present.
 - ❖ 92%of teachers agree with the statement that to impart the knowledge of the subject, Teachers use different methods of teaching such as Problem Solving Method, Discovery Method, Drama Method, Role Play Method and other methods etc
- **Inclusion of useful examples related to daily life in lesson presentation**
 - ❖ 95% of teachers agree with the statement that Examples related to daily life have become more inclusive in the curriculum/ topics taught.

- ❖ 95%of teachers agree with the statement that there has been an increase in the number of examples related to daily life, which can also lead to their moral, spiritual, social development.
- **Homework and Class work**
 - ❖ 92%of Teachers agree with the statement that teachers provide essay type questions to the students as their homework, which are based on Analysis, Differentiation and Illustrated Presentation.
 - ❖ 91% of teachers agree with the statement that Teachers design such questions as homework to the students which compel them to work harder and harder
- **Reinforcement status in the classroom**
 - ❖ 86%of teachers agree with the statement that while giving reinforcement in the classroom individual differences are taken due care of.
- **Special efforts in class for Special Child**
 - ❖ 82% of teachers agree with the statement that there was an increase in classroom procedures for academically gifted students to develop their leadership skills.
 - ❖ 87% of teachers agree with the statement that Teachers try to give simple and useful homework to educationally backward students.
 - ❖ 91%of teachers agree with the statement that Efforts in the classroom have increased to increase the achievement of the students in their capacity
- **Class work Observation Process**
 - ❖ 94% of teachers agree with the statement that Teachers are able to use the methods of observing class work with ease and dexterity.
 - ❖ 92%of teachers agree with the statement that Teachers are able to observe the work of every student of the class easily.
- **Special Efforts to get students to solve the problems in the classroom**
 - ❖ 100% of teachers agree with the statement that after getting the training the confidence of the teachers has increased to solve the problem.

Second part of the scale consisted of student's views about teacher's competency which is discussed below:

- **Teaching Methodology**

- ❖ 94% of the students agree that the teachers Prompt the students to find the answers to the questions while classroom teaching
- ❖ 94%of the students agree that the teachers ask additional questions from the students to develop their curiosity
- ❖ 94% of the students agree that Teachers after understanding the learning difficulties of students provide them with remedial classes.
- ❖ 86% of the students agree that the teachers are well versed in their subjects.
- ❖ 95% of the students agree that the teachers teach the subject in such a way that it is easily understood by all.
- ❖ 89% of the students agree that the teachers use the Audio Visual aids effectively to suit the needs of the class.
- ❖ 95% of the students agree that during teaching teachers use different resources besides using textbooks.
- ❖ 94%of the students agree that Teachers while teaching provide examples which have real life implications.
- ❖ 94%of the students agree that the teachers use examples related to daily life to teach the different subjects.
- ❖ 88%of the students agree that the teachers are using new technologies such as Internet / Educational Satellites (EDUSAT) /Smart Class etc.

- **Teacher's Behavior**

- ❖ 94% of the students agree that the encouragement given by teachers in the class is positive, which increased the achievement of students
- ❖ 94%of the students agree that the Classroom assessment process remains transparent.
- ❖ 96%of the students agree that the teachers listen to their Students with utmost honesty.
- ❖ 96%of the students agree that the teachers do their work with great honesty.
- ❖ 97%of the students agree that they always talk positively.

- ❖ 96% of the students agree that the teachers love discipline.

It was found that more than 90% of the responding respondents were in favor of the majority of the statements. The study who are infavour of the findings are: Babu (2013) conducted study on the Impact of Rajiv Vidya Mission Programme for Quality Education in Primary School of Krishna District in Andhra Pradesh State. Result of study revealed that Teachers, functionaries and parents and community members were under the perception that Rajiv Vidya Mission has a significant impact on the Quality of Primary Education in Krishna District of Andhra Pradesh.

6.1.7. EFFECT OF RMSA IN TERMS OF PHYSICAL AND INSTRUCTIONAL FACILITIES OF SCHOOL, VIEWS & PROBLEMS OF STUDENTS , TEACHERS AND DISTRICT FUNCTIONARIES REGARDING THE EXISTING EDUCATIONAL PROGRAM UNDER RMSA WITH REFERENCE TO GIRLS EDUCATION, EDUCATION OF CHILDREN BELONGING TO SC/ ST/ OBC, EDUCATIONALLY BACKWARD MINORITIES, EDUCATION OF CHILDREN WITH SPECIAL NEEDS, OUT-OF-SCHOOL CHILDREN, OPEN SCHOOLING SYSTEM BASED ON STUDENTS, TEACHERS AND ADMINISTRATOR OPINION

Objectives 7 to 9 were studied combinely, the seventh objective of the investigator was "To study the effect of RMSA in terms of physical and instructional facilities of school based on students, teachers and administrator opinion ", the eighth objective of the investigator was, “ To study the views of students and teachers regarding the existing educational programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, Educationally Backward Minorities, education of children with Special needs, out-of-school children, Open Schooling System.”, Ninth objective To study the views of district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system. The data for this purpose was obtained from randomly selected 12 schools of Indore district. 1251 students were sampled using cluster sampling technique and 131 teachers and principals were purposely selected, moreover the views of RMSA coordinator were also responded .RMSA main focus on quality education. Investigator kept on mind and discuss the results.

For knowing the RMSA work and success, the investigator prepared opinion scales for students, teachers, principals and for administrators & got the following findings:

6.1.7.1. Major Findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA based on students Opinion

For knowing the RMSA work and success, the investigator prepared opinion scales for students, got the following findings:

- **The major findings have been put below School Facilities**
 - ❖ 93 % students agreed that the quality of teachers has improved
 - ❖ 80% students agreed that the library in their school has gone well.
 - ❖ 77% students agreed that the labs in their school are up to mark.
 - ❖ 83% students agreed that school had good playgrounds.
 - ❖ 89% students agreed that the physical structure like desk, chair, and furniture are better than past.
 - ❖ 82% students agreed that there are clean toilets in their schools.
 - ❖ 58% students agreed that they participate in Scout Guide / NCC / NSS / Sports etc.
 - ❖ 42% students agreed that they go to the excursion, science fair, and exhibition.
 - ❖ 68% students agreed that parent's teacher meeting are done in school.
 - ❖ 87% students agreed that guidance and counseling are also done from time to time by the teacher.

- **Students achievements**
 - ❖ 87% student agreed that their achievement has increased.
 - ❖ 87% students agreed that their participation in their school has increased.
 - ❖ 48% students agreed that they have represented at national or state level.

- **Students attitude towards the Schools**
 - ❖ 96.6 %of the students agreed that encourage their friends to come to their schools.
 - ❖ 98% of the students agreed that they have a strong desire to come to school.
 - ❖ 83% of the students agreed that they do not feel ashamed to come school.

- ❖ 67% of the students agreed that others are also willing to come here (School).

6.1.7.2. Major findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA based on Teachers and Principals Opinion

For knowing the RMSA work and success, the investigator prepared opinion scales for, teachers, principals & got the following findings:

The major findings have been put below:

- **School Up gradation and physical facilities**
 - ❖ 72.14% Respondents strongly agreed that they are satisfied with the physical improvements like new buildings.
 - ❖ 46.25% Respondents disagreed that new technology is not being used during training.
 - ❖ 68.83% Respondents agreed that the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan will bring the level of government schools at par with that of reputed private schools.
- **Curriculum development**
 - ❖ 81.49% Respondents agreed that teachers participate in curriculum development.
- **Teachers competency /training**
 - ❖ 81.92% Respondents agreed that there has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 47.56% Respondents agreed that Training provided under the Rashtriya Madhyamik Shiksha Abhiyan is accurate.
 - ❖ 79.31% Respondents agreed that teachers training has been successful in quality enhancement.
 - ❖ 81.72% Respondents agreed that all subject should be included in the training.
 - ❖ 74.69% Respondents agreed that the practical training is given by RMSA.
 - ❖ 80.77% Respondents agreed all teachers are given opportunities in the teacher training programs.

- **Evaluation of RMSA**
 - ❖ 69.91% Respondents agreed that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly.
 - ❖ 67.74% Respondents agreed that all the students are getting the benefit of other schemes being run in the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 37.21% Respondents agreed that the schemes run by Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time,
 - ❖ 74.03% Respondents agreed that teachers who have taken the training are evaluated from time to time by RMSA.

- **Intensive and life skills programme**
 - ❖ 80.95% Respondents agreed that they have been benefited from the life skills training of the RMSA.

- **Quality enhancement/success of RMSA**
 - ❖ 81.05% Respondents agreed that the quality of education has improved due to the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 71.91% Respondents agreed that the Rashtriya Madhyamik Shiksha Abhiyan is also successful like Sarva Shiksha Abhiyan.
 - ❖ 83.14% Respondents agreed that the achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan.

6.1.7.3. Major findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA Girls education based on Administrator Opinion

For knowing the RMSA work and success, the investigator prepared opinion scales for, administrator & got the following findings

The major findings have been put below

- ❖ The responder agreed that there is satisfactory Role of RMSA in the Central scheme girl's hostel with reference to the improvement of quality in secondary education.
- ❖ The responder agreed that the Role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory.
- ❖ The responder agreed that the Role of RMSA in the necessary needs like equipment/study materials in the existing educational program under RMSA with reference to girl's education is satisfactory.
- **ICT**
 - ❖ The responder agreed that the Role of RMSA in Central scheme ICT School with reference to improvement of quality in secondary education is satisfactory.
 - ❖ The responder agreed that the Role of RMSA in teacher/ students towards innovative teaching (smart class) in terms of qualitative education is satisfactory.
 - ❖ The responder disagreed with the Role of RMSA in teacher/ students toward special distribution (Tablet distribution) in terms of qualitative education.
- **School Up gradation/ Physical facilities/Enrolment**
 - ❖ The responder Strongly Agreed with the Role of RMSA in Enrolments with reference to improvement of quality in secondary education is satisfactory
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards merit scholarship/girls incentives in terms of qualitative education is satisfactory.
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards infrastructure in terms of qualitative education is satisfactory
- **Curriculum development**
 - ❖ The responder agreed that the Role of RMSA in Curriculum reform with reference to the improvement of quality in secondary education is satisfactory.
- **Teachers Training/competency**

- ❖ The responder agreed with the statement that the Role of RMSA in teaching competency with reference to the improvement of quality in secondary education is satisfactory.
- **Inclusive education**
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards inclusive education in terms of qualitative education is satisfactory.
- **Language development**
 - ❖ The responder agreed with the statement that Role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory

All three opinion scales showed that responding respondents do agree that RMSA has made a significant contribution in Indore district with respect to enhancing quality education.

Few researches also supported the above findings that government scheme improve quality in education. **Wani (2017)** Sarva Shiksha Abhiyan (SSA) –an evaluative study of district shopian in kashmir. objectives of the study 1. To study the training facilities available to primary school teachers under SSA. 2. To study infrastructure facilities in terms of Classrooms, Principal room, Staff-room, Benches, Mating, Black boards, Chairs etc.3. To assess the role of VEC's in these schools.\.4. To study the progression in enrollment in these schools, with effect from the implementation of the scheme. The results show that the educational zone Keegam has highest enrollment i.e., 2506 while as the educational zone Vihul has lowest enrollment i.e., 1194, as the number of schools and population of the former educational zone is greater than the later educational zone. Taj (2008) conducted a study on “Impact of the Incentive Schemes of the Government on the Role of Enrolment and Retention of Students in Karnataka State”. The findings of the study revealed that Students and Teachers opinion were favorable towards the Midday Meal scheme as their first preference and was followed by the scheme on supply of textbooks and last being free uniforms. But the preference of parents was in terms of free distribution of uniform, textbooks supply and Midday Meal. Garg (2010) conducted a study on “Sarva Shiksha Abhiyan in District Meerut”. The findings of the study revealed SSA has contributed immensely in developing upper primary education in the district. Alternative strategies for children who have been left out of the schooling process have been implemented.

These certain studies as well which are not in support of above findings and are listed below: Nouskit (2017) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan(RMSA) in Kargil District. The findings of the study revealed that special incentives were provided to girls and students belonging to SC/ST categories. Training was given to the teachers and additional teacher were appointing to reduce the teacher pupil ratio in schools. Gosh (2015) conducted a study on RMSA in Kolkata district of West Bengal. The findings of the study revealed: For the universalization of secondary educations RMSA which addresses the issues of quality, the equity are generally addressed through macro level instruction such as the rationalization of schooling inputs, improvements in teacher quality ,curriculum and examination reforms, improved support service, and demand-side financing strategies such as scholarship scheme, incentives to social-economically disadvantaged groups like free uniforms, text books and transport allowances, which often do not have the desired results.

6.11.8. Major Findings related to contribution of RMSA in developing secondary education in Indore district based on administrator interview schedule

The contributions by RMSA in Indore district :

1. Bridge courses for weaker students
2. Special grants for those school less than 50 students
3. Teacher training
4. Smart class in government schools
5. Online classes in COVID pandemic
6. Books and study material provided
7. Umang Helpline-14425
8. ICT projects
9. Girls Hostel

Supported studies

Alam (2019) Impact of Sarva Shiksha Abhiyan on the quality of school education a case study of Patna district in Bihar .In this study researcher surveyed “TEN” government school, among that five, is taken from an urban area and five is taken from the rural area. In case of student total hundred sample is drawn which is based on simple random sampling. However, from one to eight class is taken into consideration and from each class one or two students are

drawn randomly to evaluate their cognitive skills or fundamental skills. The finding was enrollment ratio and infrastructure has improved to some extent in Patna district of Bihar. On the other hand, the dark side of this finding is poor learning skills of students. Low level of learning skills is a long-term consequence of individual life. Because the low quality of elementary education reduces the chance for higher education and better economic opportunities for future. **Wani (2017)** Sarva Shiksha Abhiyan (SSA) –an evaluative study of district shopian in kashmir. objectives of the study 1. To study the training facilities available to primary school teachers under SSA. 2. To study infrastructure facilities in terms of Classrooms, Principal room, Staff-room, Benches, Mating, Black boards, Chairs etc.3. To assess the role of VEC's in these schools.\.4. To study the progression in enrollment in these schools, with effect from the implementation of the scheme. The results show that the educational zone Keegam has highest enrollment i.e., 2506 while as the educational zone Vihul has lowest enrollment i.e., 1194, as the number of schools and population of the former educational zone is greater than the later educational zone

These certain studies as well which are not in support of above findings and are listed below: Nouskit (2017) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan(RMSA) in Kargil District. The findings of the study revealed that special incentives were provided to girls and students belonging to SC/ST categories. Training was given to the teachers and additional teacher were appointing to reduce the teacher pupil ratio in schools. Gosh (2015) conducted a study on RMSA in Kolkata district of West Bengal. The findings of the study revealed: For the universalization of secondary educations RMSA which addresses the issues of quality, the equity are generally addressed through macro level instruction such as the rationalization of schooling inputs, improvements in teacher quality ,curriculum and examination reforms, improved support service, and demand-side financing strategies such as scholarship scheme, incentives to social-economically disadvantaged groups like free uniforms, text books and transport allowances, which often do not have the desired results

6.11.9. Major finding related to problem faced by district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system

After the analysis the views of functionary and teachers come out some major problems which were making hindering the execution of programme:

1. Lack of human resources
2. Teachers were overloaded
3. Policy is not permanent
4. Lack of information
5. No proper training for master trainees
6. No use of feedback of teachers trainee
7. No proper channeling of the allotted fund

Supporting study

Sharma (1976) conducted a study on " Increase in enrolment in primary schools: efforts and results, SIE, Rajasthan, 1976". It was found 1. So far as physical conditions were concerned, 44 percent of primary conditions were concerned, 44 percent of primary schools had adequate facilities up to 1975- 76, 27 percent lacked even basic facilities like a black board. In upper primary schools, there was a shortage of everything except carpets. 2. The effects of the enrolment drive were positive it was not as expected in the case of girls.3_ Incentives proved to be useful in boosting enrolment and out of them the most effective in descending order were free meals, textbooks and stationery, fee exemption, free uniforms and scholarship. 4. The percentage of wastage in classes the percentage of wastage in classes I to III showed a declining trend from 1970-71. 5. Due to the introduction of the ungraded unit system, the percentage of stagnation went down but the decrease was not significant. 6. There was no considerable effect of appointment of lady teachers in co- educational rural schools on the enrolment of girls.

6.11.10. Major finding related to suggestions from the district functionaries and the teachers regarding the education of children with reference to girls education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system

Major suggestions of functionary and teachers were:

1. Fill the vacant post
2. Upgrade the building proper time
3. Separate campus for girls
4. Prepare recruitment calendar
5. Weight age life skills trainings
6. Provided ICT appliances also

Study was supported if proper intensive give on the time education quality definitely improving: **Taj (2008)** conducted a study on “A study on impact of the incentives scheme of the Government on the role of enrolment and retention of students in Karnataka State”. Objectives of the study were: Students and teachers' opinions were favorable towards the Midday Meal scheme as the first preference followed by the scheme on supply of textbooks and last being free uniforms. But the preference of parents was in terms of free distribution of uniform, textbooks supply and Midday Meal.

6.11.11. Major finding related to suggest ways and means for improving quality education at high school and higher secondary level

1. Revised the Curriculum
2. Proper training for teachers
3. Up gradation on time
4. Awareness programmes

DPEP programme did the remarkable change to do use above means Supported study : **Uniyal (2007)** conducted a study on “Role of district primary education program in upliftment of primary education in Tehri Garhwal : a critical study”. Objectives of study were: 1. To evaluate the participation (co-operation) of the community in the activities of the district primary education program and universalization of education going in their respective areas (block, nyay panchayat). 2. To study the justification of opening a new primary school, alternative education Centre, vidhya kendra's etc. under DPEP in terms of enrolment of pupils. 3. To assess the teacher's attitude and their extent of satisfaction towards the DPEP and its management. Conclusion of the study: DPEP brought remarkable change and improvement to upgrade the quality of primary and improvement to upgrade the quality of primary education by providing academic and physical support and the program has succeeded to achieve its objectives to maximum level.

CHAPTER VII

SUMMARY AND IMPLICATIONS

7.0.0. INTRODUCTION

The present study entitled "A study of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for Universalization and Improvement of Quality of Education at Secondary Stage in Indore District" could be put under the area of "Educational Administration ". In the present study Administration based survey research, was used to find out the awareness and success of Rashtriya Madhyamik Shiksha Abhiyan, which was started in March 2009 with the aim of making secondary education of quality level, easily accessible and affordable to all. Investigator gathered data from district education office, government official sites and took the opinion of Principals, Teachers, Students and Administrators of RMSA, for work and success of Rashtriya Madhyamik Shiksha Abhiyan.

7.1.0. RMSA AT GLANCE

With the aim of making secondary education of good quality and easily accessible and affordable to all, Indian Government launched a scheme by the name "RMSA" in March 2009. The objective of this scheme was to enhance and improve quality of education. It envisaged making available secondary schools within reasonable distance for imparting quality education under the prescribed norm. Another aim of RMSA was also to remove the barriers like gender discrimination, socioeconomic and physical disability among the students.

Important physical facilities provided by RMSA are:

(i) Additional classrooms (ii) Art and craft room (iii) Disabled friendly (iv) Drinking water facility (v) Electricity/ telephone /internet connectivity (vi) Laboratories, and (vii) Libraries.

Improvement of quality through:

(i) Appointment of additional teachers to reduce Pupil Teacher Ratio (ii) Curriculum reforms (iii) In-service training of teachers (iv) Information Communication Technology enabled education, and (v) Teaching learning reforms.

Equity aspects addressed through:

(i) Special focus in micro planning (ii) Preference to Asharam school in up-gradation (iii) Preference to areas with concentration of SC/ST/Minority for opening of schools (iv) Special enrollment drive for weaker sections (v) More female staff in the school and (vi) Separate toilet blocks for boys and girls.

In 2014 few central schemes merged with RMSA, Subsuming of other centrally sponsored schemes of secondary education –Information and Communication Technology (ICT) in School, Girl's Hostel, Vocational Education, and Inclusive Education for Disabled at Secondary stage under RMSA

7.1.1. Goals, Objectives and Provisions of RMSA

The main goals and objectives of RMSA are following:

7.1.2. Goals

- All children in school,
- Bridging gender and social gap,
- All children retained in education,
- Education of satisfactory quality.

7.1.3. The major objectives of the RMSA

- To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.

- To improve access to secondary schooling to all young pupils according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality
- Achievement of the above objectives would also, inter-alia; signify substantial progress in the direction of the Common School System.

Recently RMSA was merged with Samagra Shikshain year 2018-2019.

7.1.4. Provisions in RMSA: Coverage of Special Focus Groups

- Girl's education
- Education of children belonging to SC/ST/OBC/Educationally backward minorities
- Education for children with special needs
- Out of school children
- Open schooling system

7.2.0. RATIONALE

The quality of education system defines not only the quality of citizens but its development as well. It is the only tool which makes man efficient, skilled and civilized. Stronger the education system stronger would be the nation. But we still lag behind from achieving the set goal of 100% literacy. It still remains a distant dream. Our government has been trying in many ways, means, methods, and schemes to achieve the goal. Some of them are as follows:

The 86th amendment to the Constitution of India provides free and compulsory education to the 6-14 year age group. Various schemes were also being launched by Government of India for making education compulsory.

In the New Policy of Education, 1986 'Operation Black Board' was launched. Even primary education was made free and compulsory up to the age of 14 years. This was included under the guiding principles of Indian Constitution. A research on OBB scheme was conducted by Jain (2007) which showed the positive responses in the form of reduction in 'drop-outs' & 100% 'enrolment'.

In the 21st century 'Midday Meal' scheme was also launched keeping in view the attendance of student and new enrolment. Parida (2007),Nielsen(2007), Rani(2007), Yadav (2013) and Chouhan(2015) conducted researches and ultimately reached at the same conclusion that attendance rose in enrolment, and drop-outs were reduced. Uniyal (2007) conducted a study on primary education (DPEP) which brought a remarkable change and improvement by providing academic and physical support. All these programmes have proved to be successful to a large extent. A study conducted by Babu(2013) on Rajiv Gandhi Mission showed that teachers, functionaries and parents thought that the mission had a greater impact on the quality of primary education.

The flagship programme Sarva Shiksha Abhiyanrun by Govt. of India for elementary education, equally focused on girls education, children with special needs and computer education, at the primary level enrolment increased and dropouts reduced. Singh (2012) evaluated that aids and appliances were even provided to children with special needs. Rajkumar (2012) founded that alternative schooling proved to be a better substitute of formal schooling.

The entire research showed that the mission had a greater impact on the quality of primary education. But the entire scheme was only based on the primary education. What about secondary education? Keeping in view the success of all these schemes the Govt. launched, a scheme named Rashtriya Madhyamik Shiksh Abhiyan for higher secondary education. RashtriyaMadhyamikShikshaAbhiyan (RMSA) was launched in 2009 to achieve universal secondary education in a mission mode. The vision of this programme was to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years (Secondary Education Planning & Appraisal Manual, NUEPA, 2012).

Few research reports on RMSA have been quoted below:

Deb &Das (2014), Gosh (2015), conducted studies on RMSA in West Bengal, indicated satisfactory results. The Indian Government conducted Joint Review Mission after every six months. Members of JRM found the issues which interrupted the mission, and presented

recommendation for the States. It specifically mentions the need for attention on female student enrolment. On analysis, the main reasons highlighted were the lack of structured planning. The proposals were found weak and unconvincing. Having co-educational schools with all facilities is progressive thinking, but they depend on convincing the parents of its benefits. This would lead them to learn study and work together bonding more effectively to transition to the post school world.

RMSA focused on quality enhancement and quality depends on teacher's competency and student's achievement. Many researches on government scheme based on teacher's proficiency and competency were done such as RMSA, SSA provided teacher training to betterment and quality improvement of education. Few studies have been quoted below:

Patil (2013) conducted a study entitled "Intervention of SarvaShikshaAbhiyan in Changing Academic Performance of Primary School Students". The main objective of study was to examine the changes in academic performance of students through SarvaShikshaAbhiyan. Researcher used descriptive longitudinal study where a survey was undertaken to collect the essential data of academic performance of students along with number of schools, basic facilities available in schools, number of residential schools, number of non-residential schools, number of teachers and teacher-student ratio. Primary school students of Bijapur district were considered as the sample. Conclusion of the study revealed that the factors like number of teachers and teacher-student ratio were responsible for achievement of students during 2008-2009. The three factors such as number of teachers, number of residential schools and teacher-student ratio influenced on achievement in the year 2009-10 and 2010-2011.

Banarjee (2006) conducted a study on "Understanding Inclusive Practice and Community Initiatives to make Education Accessible to all". Objectives of the study were: To study the various teacher training programs on inclusive education and assess the teachers own understanding of the practice of inclusion.. Main findings of the study were NGOs working in the field of IEDC have progressive perspective of inclusive education in their view that children with special needs need not be treated as a separate section of human beings. Resource teachers for inclusive education and regular teachers were of the view that educating challenged children with normal school children would provide opportunities to such children to develop an awareness of such children to develop an awareness of their abilities rather than their disability.

RMSA so far launched were mainly of all India character. RMSA focused on universalization of education and improving quality education. Universalization define as three factors enrolment, retention, and achievement, and quality indicators literacy, infrastructure, teacher competency, students outcomes etc. So What is the status of all the criteria in Indore district? This question remains to be answered. The present research focused on what are the changes in education(with respect to universalization of education and improving quality education) during after implementation of RMSA and what is the effect of RMSA programme in quality enhancement in Indore District. Following queries needs to be addressed in the context of Indore District:

1. After the completion of long year of this scheme, are the desired goals achieved?
2. Do the enrolment show any rise after the implementation of RMSA?
3. Do the literacy rate increased after the implementation of RMSA ?
4. Do the dropout rate decreased after implementation of RMSA?
5. Does the infrastructure of schools show any improvement? (building and furniture wise)
6. Does girl's education show any marked difference?
7. Is the open school system established ?
8. What are the reaction of teachers about RMSA work and success ?
9. What are the reaction of students about RMSA work and success ?
10. What are the reaction of functionaries about RMSA work and success?

The present study endeavors to find the appropriate answer to the above raised question.

7.3.0. STATEMENT OF THE PROBLEM

The present study was entitled as:

A STUDY OF RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) FOR UNIVERSALIZATION AND IMPROVEMENT OF QUALITY OF EDUCATION AT SECONDARY STAGE IN INDORE DISTRICT

7.4.0. OPERATIONAL DEFINITION

7.4.1. Rashtriya Madhymik Shiksha Abhiyan

Rashtriya Madhyamik Shiksha Abhiyan, was a flagship programme of government of India, launched in March 2009, With the aim of making secondary education of good quality and easily accessible and affordable to all.

7.4.2. Universalization of Secondary Education

Universalization of secondary education define as to fulfill three major criteria, namely, universal enrolment, universal retention achieving zero dropout rate, and universal performance .

7.4.3. Quality of Education

A quality education is defined by five elements: the learner's outside experiences (science exhibition NSS scout guide) , learning environment (infrastructure, teachers behavior) , content of education (curriculum), learning processes (teaching method), and education outcomes (achievement).

7.4.4. Secondary Stage

Secondary stage, the stage of education, traditionally found in formal education, beginning about at the age 11 to 13 and ending usually at the age 15 to 18.

7.5.0. OBJECTIVES OF THE RESEARCH

The objectives were divided into two parts first four objectives were based on universalization of education in Indore district and rest objectives were based on to see the effect of RMSA programme/work to improving quality of education and success in Indore district after implication of RMSA, with respect to perception and opinion of stakeholders.

Objectives of the present study were as follows:

1. To examine enrolment rate at secondary level after implementation of RMSA in Indore district during the period 2010-2021.
2. To study literacy rate after implementation of RMSA.
3. To analyze the dropouts rate and attendance rate after implementation of RMSA in Indore district during the period 2010-2021.
4. To examine the changes in academic performance of students after implementation of RMSA in Indore district during the period 2010-2021.

5. To study the existing educational programmes under RMSA with reference to girl's education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out of school children, opens schooling system.
6. To study the effect of RMSA in terms of teacher competency based on students & teachers perception.
7. To study the effect of RMSA in terms of physical and instructional facilities of school based on students, teachers and administrator opinion .
8. To study the views of students and teachers regarding the existing educational programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.
9. To study the problem faced by district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.
10. To study the views of district functionaries and the teachers during the execution of programmes under RMSA with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system
11. To study the contribution of RMSA in developing secondary education in Indore district.
12. To obtain suggestions from the district functionaries and the teachers regarding the education of children with reference to girls education, education of children belonging to SC/ ST/ OBC, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system.
13. To suggest ways and means for improving quality education at high school and higher secondary level.

7.6.0. DELIMITATION

1. RMSA is flagship program of central government. The current study is delimited to teacher competence which based on students and teachers perception.
2. The current study is also delimited to physical infrastructure with respect to quality of education.

3. Study was delimited to Indore district only.
4. Study was delimited on universalization of girls education in Indore district.
5. The current study is delimited government schools of Indore district.

7.7.0. SAMPLE

Sample of the study consisted of 155 secondary schools and among these 155 secondary schools, 15 schools were part of the sample which were selected by using simple random sampling technique (Lottery Method). Out of these 15 schools the investigator was able to collect the data from 13 schools and the remaining two (2) schools did not return the questionnaire back. All the students studying in these 13 Government schools (High and Higher Secondary) were part of the sample. In all there were 1251 students studying in these 13 schools belonging to (9th, 10th, 11th and 12th). Online survey was used for collection of data from Teachers and Principal. The investigator created a link which was forwarded to RMSA official WhatsApp group for teachers, Principal and administrator. A total of 150 respondents responded, out of which 105 were Teachers, 27 were Principals and one (1) was Administrator. Moreover, it is pertinent to mention here that these responding respondents belonged to different secondary schools of Indore and no formal technique was used in selecting the said sample. The description of sample is shown in the table below:

Table 7.1 : Overall Sample Description

Students	Teachers	Principals	Administrators
1251	105	27	01

7.8.0. TOOL DESCRIPTION

The selection of appropriate tools for present study depended upon various considerations, such as objectives of the study, the time schedule, availability of suitable tests, personal competence of the researcher to administer, scoring and interpretation of results and after all the nature of the proposed study. Taking these factors into consideration, the following tools were used for the purpose of data collection for the study:

Table 7.2: List of Tools

Sr.no	Questionnaire
1	Information Blank for collecting data (Attendance, enrolment etc)

2	Teaching Competency Scale
3	Students Perception Scale
4	Students Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan
5	Teachers & Principals opinion scale for Rashtriya Madhamik Shiksha Abhiyan (National level)
6	Teachers & Principals opinion scale for Rashtriya Madhamik Shiksha Abhiyan (Indore district)
7	Administrator opinion scale for Rashtriya Madhamik Shiksha Abhiyan
8	Open-ended Interview Schedule (for coordinator)

7.8.0.CONSTRUCTION OF TOOLS

The tools for the present study which were Non-Standardized were developed by the researcher herself after meeting with experts several times. The initial draft of the tools were shown to different experts from time to time and were modified according to their suggestions received by the researcher. The summary about the final draft of the tools has been discussed under different headings below:

7.8.1. Information Blank for collecting data

Information blank was designed by the investigator to collect the data regarding schools list, upgraded schools list, enrolment data, result report sheet, literacy data, general information of students and teachers.

Table 7.3 : Information blank

Sr. no	Officially Data	Duration
1	Enrolment	2009 to 2020
2	Examination result sheet	2009 to 2020
3	Literacy data	2009 to 2020
4	Attendance record	2009 to 2020
5	Government school	2009 to 2020
6	Upgraded schools	2009 to 2020
7	Teachers training duration	No of training provided in one year
8	Teachers general information	Present year (when survey was done)

9	Students general information	Present year (when survey was done)
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7.8.2. Teaching Competency Scale

The initial draft of the rating scale (5 point), to see the effect of in-service teacher training provided by RMSA. Initially there were 154 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (5 point) for teachers was prepared which consisted of 65 statements/items. The statements were based on different aspects of the teaching competency (Class discipline, Teaching Learning content, Reinforcement in class, presentation, and technology) etc. All the 65 statements were positive in nature. The following table gives the description of Teaching Competency Scale:

Table 7.4 : Teaching Competency Scale

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Previous Knowledge of the Students	02	02	0
2	Presentation in the classroom	03	03	0
3	Presentation of the Topic in the Class	04	04	0
4	Use of A-V aids in the Classroom	06	06	0
5	Satisfying the students Curiosity in the classroom	04	04	0
6	Class Discipline	05	05	0
7	Classroom Evaluation Process	04	04	0
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	03	0
9	Status of subject knowledge in the class	04	04	0
10	Inclusion of useful examples related to daily life in lesson presentation	06	06	0
11	Homework and Class work	07	07	0
12	Reinforcement status in the classroom	05	05	0
13	Special efforts in class for Special Child	07	07	0
14	Class work Observation Process	03	03	0

15	Special Efforts to get students to solve the problems in the classroom	02	02	0
	Total	65	65	0

7.8.3. Students Perception Scale

The initial draft of the rating scale (5 point), to see the effect of in-service teacher training provided by RMSA consisted of 54 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (5 point) for students was prepared which consisted of 30 statements/items. The statements were based on different aspects of the teaching methodology and teacher's behavior. Out of the 30 statements, all were positive and 0 were negative. The following table shows the complete description of the scale:

Table 7.5 : Students Perception Scale

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Teaching Methodology	19	19	0
2	Teacher's Behavior	11	11	0
	Total	30	30	0

7.8.4. Students Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Student's opinion scale was designed by the investigator to assess the success of RMSA in the Indore. The initial draft of the scale (3 point) consisted of 26 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (3 point) for students was prepared which consisted of 20 statements/items. The statements were based on different aspects such as School Facilities, Students Achievements, and Students Attitude towards School. Out of the 20 statements, 19 were positive and 01 was negative. The following table shows the complete description of the scale:

Table 7.6: Summary of Final Draft of Student's Opinion Scale regarding RMSA work and success

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	School facilities	11	11	0
2	Students achievements	05	05	0
3	Students attitude towards the Schools	04	03	01
	Total	20	19	01

7.8.5. Teacher's and Principal Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Teacher's & Principals opinion scale was designed by the investigator to assess the overall success of RMSA at national level and in Indore district. Investigator developed 2 scales first. The first scale was used to know the overall progress of RMSA at national level. The final draft of the scale consisted of 20 Statements/items on (5 point) rating scale for teachers and principals. The second scale was used to know the progress of RMSA in Indore district only, the final draft of the scale consisted of 20 Statements/items which were on 5 point rating scale (5 point). The statements were based on different aspects of the School Up gradation and physical facilities, Curriculum development, Teachers competency /training etc. Out of the 40 statements 37 were positive and 03 were negative.

Table 7.7: Summary of Final Draft of Teacher's and Principal Opinion Scale regarding RMSA work and success (National Level)

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	School Up gradation and physical facilities	03	03	0
2	Curriculum development	02	02	0
3	Teachers competency /training	07	05	02
4	Evaluation of RMSA	02	02	0
5	Intensive and life skills programmes	02	02	0
6	Quality enhancement/success of RMSA	04	04	0
	Total	20	18	02

Table 7.8: Summary of Final Draft of Teachers and Principal Opinion Scale regarding RMSA work and success in Indore district

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Girls education	01	01	0
2	ICT	02	02	0
3	School Up gradation and physical facilities	01	01	0
4	Curriculum development	01	01	0
6	Open school/model school	04	04	0
7	Inclusive education	02	01	01
8	Quality enhancement/success of RMSA	08	08	0
	Total	20	19	01

7.8.6. Administrator Opinion Scale for Rashtriya Madhamik Shiksha Abhiyan

Administrator opinion scale was designed by the investigator to assess the overall success of RMSA. 14 Statements/ items were selected in the final draft of the rating scale (5 point) for administrators. The statements were based on different aspects of the girl's education, ICT, school up gradation, etc. Out of the 14 statements, 14 were positive and none negative.

Table 7.9: Summary of Final Draft of Administrator opinion scale regarding RMSA work and success

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Girls education	03	03	0
2	ICT	03	03	0
3	School Up gradation ,physical facilities enrolment	03	03	0
4	Curriculum development	01	01	0
5	Teachers Training/competency	02	02	0
7	Inclusive education	01	01	0
8	Language development	01	01	0

	Total	14	14	0
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7.8.7. Open-ended interview schedule for Experts for the Evaluation of role of RMSA in enhancing quality education

The initial draft of the interview schedule questionnaire for experts for the evaluation of Role of RMSA in enhancing quality education. 15 open-ended questions were framed at initial stage. After consulting experts on different days and acting upon their expert advice and feedback, the initial draft of the questionnaire was then modified and redrafted. The final draft of the open-ended questionnaire consisted of 14 questions. These 14 questions were based on different aspects of the RMSA work on different sector(s) of education, open-ended interview schedule based on ICT, School Up gradation, Curriculum related, Teachers Training.

Table 7.10: Summary of Final Draft of Open ended interview schedule for Experts for the Evaluation of role of RMSA in enhancing quality education

Aspect no	Aspect name	No of questions
1	ICT	04
2	School Up gradation	03
3	Curriculum related	04
4	Teachers Training	03
	Total	14

7.9.0.PROCEDURE OF DATA COLLECTION

The data were conducted by three ways (i) Field survey (ii) Online survey and (iii) Interview

- I. Field survey:** the investigator collected the data from District Education Office and government schools. The researcher met the principals of the selected schools with an introductory letter from his Guide and RMSA coordinator, and discussed his research problem with them. Taking the permission from the principals the investigator met the students of different schools in different blocks at different days and discussed his

research problem and gave them clear instruction regarding the collection of data. The students assured full cooperation and were cooperative during the data collection. The investigator assured them that their responses will be kept confidential and will be used for research purpose only.

- II. Online survey :** Investigator conducted online survey for collection of data from teachers. The investigator used an application named survey sparrow for collection of online data from teachers. Link was provided to RMSA coordinator and was shared in official RMSA WhatsApp group. Teachers and Principal used the link for completion of the survey.
- III. Interview:** For suggestions/issues and to check the progress in Indore district, the Investigator used open ended interview schedule.

7.10.0. DATA ANALYSIS

The data were analyzed by using Frequency, mean, graphs and Percentage. Moreover, Content Analysis was used for Open-ended questionnaire for the analysis of data.

7.11.0. FINDINGS

The findings of the study were as follows:

7.11.1. Major Findings related to examine enrolment rate at secondary level after implementation of RMSA in Indore district during the period 2010-2021

The investigator evaluated the first objective of the study and the data related to the first objective was obtained from district education office. After critically scrutinizing the data the investigator reached the conclusion that in year 2010-2015 no remarkable change was found with respect to enrolment neither it increased dramatically nor it decreased drastically, it remained stable. But girls enrolment increased remarkable after implementation of RMSA.

7.11.2. Major Findings Related to study literacy rate after implementation of RMSA

The literacy rate of Indore among Males is 87% while literacy among Females is 74%, the overall literacy rate of India according to Census 2011 was 74% and while making a comparison Indore stands above the national average with respect to literacy in census 2011. As par NSC (2017) survey India's literacy rate 77.17% and Madhya Pradesh literacy rate 73.7%, and Indore projected literacy rate (2021) also 85.87%. Again while making a comparison Indore stands above the national average with respect to literacy in NSC (2017)

survey , As per the census data, the female literacy of Indore district has observed a continuous increasing trend from 64% to 74% from 2001 to 2011 census, and projected female literacy rate (2021) also 81%. Female literacy rate improved after implementation of RMSA .

7.11.3. Major Findings related to analyze the dropouts rate and attendance rate after implementation of RMSA in Indore district during the period 2010-2021

The data gathered shows that from year (2011-2015) dropout rate has increased, from Year (2015-2021) there were fluctuations in dropout rate but the final difference shows the number of dropouts decreased with the passage of time. Attendance rate also shows that more than 95% of students were attending the class as well with respect to previous year's attendance which was up to 75%. Girls dropout rate decreased.

7.11.4. Major Findings related to examine the changes in academic performance of students after implementation of RMSA in Indore district during the period 2010-2021

After data analysis the investigator reached the conclusion that mean of academic performance in high school (72.94%) & higher secondary school (78.6%) duration 2011-2020 i.e. implication period of RMSA. The students achievement steady increased.

7.11.5. Major Findings related to existing educational program under rmsa with reference to girl education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out of school children, open schooling system

After analysis the programme content its founded totally welfare for

10. Girls education and If proper channeling will be done girls enrolment will be increased and dropout definitely decreased
11. Adolescent group and If proper channeling will be done in future will get skilled citizen
12. Disadvantage group and If proper channeling will be done disadvantage groups will comes in main stream.
13. Students and If proper channeling will be done the dream of digital India may be completed
14. Teachers and If proper channeling will be done the competent teachers will get who is essential part to build the nation
15. Adolescents group and If proper channeling willdone , they will understand importance of HEALTH & LIFE SKILLS.

16. SC/ ST/ OBC/ Educationally Backward Minorities and If proper channeling will be done , enrolment will be increased and dropout rate will be decreased and improve literacy rate.
17. Out-of school children and If proper channeling will be done out of school children back to the mainstream of formal education, enrolment will be increased and dropout rate will be decreased and improve literacy rate.
18. Open Schooling System and If proper channeling will be done the Open Schooling System work on Universalization of Secondary Education then enrolment will be increased and dropout rate will be decreased and improve literacy rate.

7.11.6. Major Findings related to effect of RMSA in terms of teacher competency based on students & teachers perception

Findings related to teacher's competency was divided into two parts:

Teachers views related to teachers competency and students view related to teacher's competency. Teacher's competency scale was based on 15 statements and the major findings of the scale have been discussed below:

- **Previous Knowledge of the Students**
 - ❖ 100%)Teachers are using the previous knowledge of the students to teach them the new concepts using new methods and techniques in the classroom.
 - ❖ 84% the Teachers are using the previous knowledge as a tool to present the new knowledge to the students.

- **Presentation in the classroom**
 - ❖ 100% teachers agreed that more efforts are being made to bring creativity in the preface of the lesson, such as the use of Q & A, story, poem, short drama etc. to develop the curiosity among the students.
 - ❖ 82% teachers were infavour that Students actively participate during the preface of the lesson.

- **Presentation of the Topic in the Class**

- ❖ 96% teachers agreed with the statement that they use topic-related daily life examples in teaching.
 - ❖ 78% teachers agreed that there has been an increase in the use of audio visual material presentation related to the topic.
- **Use of A-V aids in the Classroom**
 - ❖ 78% Teachers are facing less difficulty in using new technology in the class
 - ❖ 50% Teachers are able to integrate audio material such as radio or language lab usage, etc. with the class efficiently.
 - ❖ 54% Teachers are using audio-visual materials, students are able to construct concepts or explain the concept of an object.
- **Satisfying the students Curiosity in the classroom**
 - ❖ 100% Teachers are satisfying the curiosity of the students by giving them appropriate answers to their questions in the classroom.
 - ❖ 82% of teachers are using modern technology. Teachers are able to satisfy the curiosity of the students.
- **Class Discipline**
 - ❖ 90% of the teachers agree with the statement that Classes are more disciplined than before, Discipline is being transformed into self-discipline.
 - ❖ 90% of teachers agree that Work has increased as per rules and students have become aware of the rules.
 - ❖ 86% of teachers agree with the statement that Ethical accountability has increased among students.
- **Classroom Evaluation Process**
 - ❖ 95% of teachers were of the view that different objective types of questionnaire were included for the class evaluation process.
 - ❖ 96% of Teachers agree that they conduct surprise tests for students for evaluation purposes.
- **Developing Consciousness towards the attentiveness of Teachers and Students.**

- ❖ 92%of teachers agree that after the training, there has been an increase in the use of such methods in the classroom, such as (jerk method), which is observing the students' attention
- **Status of subject knowledge in the class**
 - ❖ 100% of teachers agree with the statement that while teaching, knowledge of a subject or matter is not limited to textual knowledge (Books only). Instead, teachers are trying to relate daily examples more closely to the present.
 - ❖ 92%of teachers agree with the statement that to impart the knowledge of the subject, Teachers use different methods of teaching such as Problem Solving Method, Discovery Method, Drama Method, Role Play Method and other methods etc
- **Inclusion of useful examples related to daily life in lesson presentation**
 - ❖ 95% of teachers agree with the statement that Examples related to daily life have become more inclusive in the curriculum/ topics taught.
 - ❖ 95%of teachers agree with the statement that there has been an increase in the number of examples related to daily life, which can also lead to their moral, spiritual, social development.
- **Homework and Class work**
 - ❖ 92%of Teachers agree with the statement that teachers provide essay type questions to the students as their homework, which are based on Analysis, Differentiation and Illustrated Presentation.
 - ❖ 91% of teachers agree with the statement that Teachers design such questions as homework to the students which compel them to work harder and harder
- **Reinforcement status in the classroom**
 - ❖ 86%of teachers agree with the statement that while giving reinforcement in the classroom individual differences are taken due care of.
- **Special efforts in class for Special Child**

- ❖ 82% of teachers agree with the statement that there was an increase in classroom procedures for academically gifted students to develop their leadership skills.
 - ❖ 87% of teachers agree with the statement that Teachers try to give simple and useful homework to educationally backward students.
 - ❖ 91% of teachers agree with the statement that Efforts in the classroom have increased to increase the achievement of the students in their capacity
- **Class work Observation Process**
 - ❖ 94% of teachers agree with the statement that Teachers are able to use the methods of observing class work with ease and dexterity.
 - ❖ 92% of teachers agree with the statement that Teachers are able to observe the work of every student of the class easily.
- **Special Efforts to get students to solve the problems in the classroom**
 - ❖ 100% of teachers agree with the statement that after getting the training the confidence of the teachers has increased to solve the problem.

Second part of the scale consisted of student's views about teacher's competency which is discussed below:

- **Teaching Methodology**
 - ❖ 94% of the students agree that the teachers Prompt the students to find the answers to the questions while classroom teaching
 - ❖ 94% of the students agree that the teachers ask additional questions from the students to develop their curiosity
 - ❖ 94% of the students agree that Teachers after understanding the learning difficulties of students provide them with remedial classes.
 - ❖ 86% of the students agree that the teachers are well versed in their subjects.
 - ❖ 95% of the students agree that the teachers teach the subject in such a way that it is easily understood by all.
 - ❖ 89% of the students agree that the teachers use the Audio Visual aids effectively to suit the needs of the class.

- ❖ 95% of the students agree that during teaching teachers use different resources besides using textbooks.
- ❖ 94% of the students agree that Teachers while teaching provide examples which have real life implications.
- ❖ 94% of the students agree that the teachers use examples related to daily life to teach the different subjects.
- ❖ 88% of the students agree that the teachers are using new technologies such as Internet / Educational Satellites (EDUSAT) /Smart Class etc.

- **Teacher's Behavior**

- ❖ 94% of the students agree that the encouragement given by teachers in the class is positive, which increased the achievement of students
- ❖ 94% of the students agree that the Classroom assessment process remains transparent.
- ❖ 96% of the students agree that the teachers listen to their Students with utmost honesty.
- ❖ 96% of the students agree that the teachers do their work with great honesty.
- ❖ 97% of the students agree that they always talk positively.
- ❖ 96% of the students agree that the teachers love discipline.

7.11.7 Major Findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA based on students Opinion

For knowing the RMSA work and success, the investigator prepared opinion scales for students, teachers, principals and for administrators & got the following findings:

Major findings from Student's Opinion Scale

- **School Facilities**

- ❖ 93 % students agreed that the quality of teachers has improved
- ❖ 80% students agreed that the library in their school has gone well.
- ❖ 77% students agreed that the labs in their school are up to mark.
- ❖ 83% students agreed that school had good playgrounds.

- ❖ 89% students agreed that the physical structure like desk, chair, and furniture are better than past.
- ❖ 82% students agreed that there are clean toilets in their schools.
- ❖ 58% students agreed that they participate in Scout Guide / NCC / NSS / Sports etc.
- ❖ 42% students agreed that they go to the excursion, science fair, and exhibition.
- ❖ 68% students agreed that parent's teacher meeting are done in school.
- ❖ 87% students agreed that guidance and counseling are also done from time to time by the teacher.

- **Students achievements**

- ❖ 87% student agreed that their achievement has increased.
- ❖ 87% students agreed that their participation in their school has increased.
- ❖ 48% students agreed that they have represented at national or state level.

- **Students attitude towards the Schools**

- ❖ 96.6 %of the students agreed that encourage their friends to come to their schools.
- ❖ 98% of the students agreed that they have a strong desire to come to school.
- ❖ 83% of the students agreed that they do not feel ashamed to come school.
- ❖ 67% of the students agreed that others are also willing to come here (School).

7.11.8 Major findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA based on Teachers and Principals Opinion

The major findings have been put below:

- **School Up gradation and physical facilities**

- ❖ 72.14% Respondents strongly agreed that they are satisfied with the physical improvements like new buildings.
- ❖ 46.25% Respondents disagreed that new technology is not being used during training.

- ❖ 68.83% Respondents agreed that the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan will bring the level of government schools at par with that of reputed private schools.
- **Curriculum development**
 - ❖ 81.49% Respondents agreed that teachers participate in curriculum development.
- **Teachers competency /training**
 - ❖ 81.92% Respondents agreed that there has been an improvement in teaching efficiency due to the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 47.56% Respondents agreed that Training provided under the Rashtriya Madhyamik Shiksha Abhiyaan is accurate.
 - ❖ 79.31% Respondents agreed that teachers training has been successful in quality enhancement.
 - ❖ 81.72% Respondents agreed that all subject should be included in the training.
 - ❖ 74.69% Respondents agreed that the practical training is given by RMSA.
 - ❖ 80.77% Respondents agreed all teachers are given opportunities in the teacher training programs.
- **Evaluation of RMSA**
 - ❖ 69.91% Respondents agreed that Rashtriya Madhyamik Shiksha Abhiyan is doing its work smoothly.
 - ❖ 67.74% Respondents agreed that all the students are getting the benefit of other schemes being run in the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 37.21% Respondents agreed that the schemes run by Rashtriya Madhyamik Shiksha Abhiyan are evaluated from time to time,
 - ❖ 74.03% Respondents agreed that teachers who have taken the training are evaluated from time to time by RMSA.
- **Intensive and life skills programme**
 - ❖ 80.95% Respondents agreed that they have been benefited from the life skills training of the RMSA.

- **Quality enhancement/success of RMSA**

- ❖ 81.05% Respondents agreed that the quality of education has improved due to the Rashtriya Madhyamik Shiksha Abhiyan.
- ❖ 71.91% Respondents agreed that the Rashtriya Madhyamik Shiksha Abhiyan is also successful like Sarva Shiksha Abhiyan.
- ❖ 83.14% Respondents agreed that the achievement of the students of government schools has increased due to the programs being run by the Rashtriya Madhyamik Shiksha Abhiyan.

7.11.9. Major findings related to Effect of RMSA in terms of physical and instructional facilities of school, & views of district functionary the existing educational program under RMSA Girls education based on Administrator Opinion

- ❖ The responder agreed that there is satisfactory Role of RMSA in the Central scheme girl's hostel with reference to the improvement of quality in secondary education.
- ❖ The responder agreed that the Role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory.
- ❖ The responder agreed that the Role of RMSA in the necessary needs like equipment/study materials in the existing educational program under RMSA with reference to girl's education is satisfactory.

- **ICT**

- ❖ The responder agreed that the Role of RMSA in Central scheme ICT School with reference to improvement of quality in secondary education is satisfactory.
- ❖ The responder agreed that the Role of RMSA in teacher/ students towards innovative teaching (smart class) in terms of qualitative education is satisfactory.
- ❖ The responder disagreed with the Role of RMSA in teacher/ students toward special distribution (Tablet distribution) in terms of qualitative education.

- **School Up gradation/ Physical facilities/Enrolment**

- ❖ The responder Strongly Agreed with the Role of RMSA in Enrolments with reference to improvement of quality in secondary education is satisfactory
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards merit scholarship/girls incentives in terms of qualitative education is satisfactory.
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards infrastructure in terms of qualitative education is satisfactory
- **Curriculum development**
 - ❖ The responder agreed that the Role of RMSA in Curriculum reform with reference to the improvement of quality in secondary education is satisfactory.
- **Teachers Training/competency**
 - ❖ The responder agreed with the statement that the Role of RMSA in teaching competency with reference to the improvement of quality in secondary education is satisfactory.
- **Inclusive education**
 - ❖ The responder agreed with the Role of RMSA in teacher/ students towards inclusive education in terms of qualitative education is satisfactory.
- **Language development**
 - ❖ The responder agreed with the statement that Role of RMSA in Language development with reference to the improvement of quality in secondary education is satisfactory

7.11.10. Major Findings related to contribution of RMSA in developing secondary education in Indore district based on teachers and principals opinion

- **Girls education**
 - ❖ 82.42% Respondents agreed that In Indore district, the scholarship given by RMSA and the allowance given to the girls is helpful in increasing enrolment.

- **ICT School**
 - ❖ 65.59% Respondents agreed that Central Plan ICT is working successfully under Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
 - ❖ 48.81% Respondents disagreed that the smart class programmes in government schools of Indore district which come under ICT are not working successfully.

- **Up gradation and physical facilities**
 - ❖ 77% Respondents agreed that in Indore district, full support is provided by RMSA in the school construction and upgrading of the system.

- **Curriculum development**
 - ❖ 52.33% Respondents disagreed with the statement that the teachers of Indore district are not participating in curriculum construction program of RMSA.

- **Open school/model school**
 - ❖ 64.48% Respondents agreed that open school scheme is working successfully under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
 - ❖ 77% Respondents agreed that Programmes which are being undertaken in model schools are leading to all-round development of children.
 - ❖ 81% Respondents agreed that the teaching quality in the model school is excellent.

- **Inclusive education**
 - ❖ 78.57% Respondents agreed that Inclusive education has developed in Indore district under the Rashtriya Madhyamik Shiksha Abhiyan.
 - ❖ 51.64% Respondents agreed that in Indore district, education of differently able and learning disabled students is not being done honestly.

- **Quality enhancement/success of RMSA**
 - ❖ 71.30% Respondents agreed that the quality of education has improved in the programs being run under RMSA.

- ❖ 73.15% Respondents agreed that Language development programs are being conducted in Indore district under the RMSA making meaningful efforts for the quality development of education.
- ❖ 81.9% Respondents agreed that Enrolment of girls in government schools has increased after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
- ❖ 72.17% Respondents agreed that the study material given at the time of training by the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is complete with quality.
- ❖ 75.26% Respondents strongly agreed that there has been a decrease in the number of dropout students in Indore district.
- ❖ 57.96% Respondents strongly agreed that the training imparted in vocational education conducted under the Rashtriya Madhyamik Shiksha Abhiyan in Indore district is not completely qualitative.
- ❖ 77.17% Respondents agreed that the parents Teachers Association meeting held in Indore district is a meaningful effort to enhance the quality of education.
- ❖ 87.40% of educators agreed that the quality of education has improved after the Rashtriya Madhyamik Shiksha Abhiyan in Indore district.
- ❖ 87.21% Respondents agreed that RMSA is working successfully in Indore district.

7.11.11. Major Findings related to contribution of RMSA in developing secondary education in Indore district based on administrator interview schedule

The contributions by RMSA in Indore district :

10. Bridge courses for weaker students
11. Special grants for those school less than 50 students
12. Teacher training
13. Smart class in government schools
14. Online classes in COVID pandemic
15. Books and study material provided
16. Umang Helpline-14425
17. ICT projects
18. Girls Hostel

7.11.12. Major finding related to problem faced by district functionaries and the teachers during the execution of programmes under rmsa with reference to girls education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system

After the analysis the views of functionary and teachers come out some major problems which were making hindering the execution of programme:

8. Lack of human resources
9. Teachers were overloaded
10. Policy is not permanent
11. Lack of information
12. No proper training for master trainees
13. No use of feedback of teachers trainee
14. No proper channeling of the allotted fund

7.11.13. Major finding related to suggestions from the district functionaries and the teachers regarding the education of children with reference to girls education, education of children belonging to sc/ st/ obc, educationally backward minorities, education of children with special needs, out-of-school children, open schooling system

Major suggestions of functionary and teachers were:

7. Fill the vacant post
8. Upgrade the building proper time
9. Separate campus for girls
10. Prepare recruitment calendar
11. Weight age life skills trainings
12. Provided ICT appliances also

7.11.14. Major finding related to suggest ways and means for improving quality education at high school and higher secondary level

5. Revised the Curriculum
6. Proper training for teachers
7. Up gradation on time
8. Awareness programmes

7.12.0. CONCLUSION

- ❖ **Enrolment:** Over all Enrolment in schools under RMSA program in Indore district during the period 2010-2021 was at equilibrium stage, neither had it gone sky rocketing high nor it went down. But girls enrolment increased.
- ❖ **Literacy Rate:** After analyzing the data it was found that the literacy rate of Indore is above the national average. As well as female literacy also incased .
- ❖ **Dropout and Attendance Rate:** It was found that overall Dropout rate and girls dropout rate have decreased and Attendance rate has increased.
- ❖ **Academic Performance :** It was found that the Overall Academic Performance has increased during a particular duration.
- ❖ **Teaching Competency:** On analyzing the data it was found that majority of the responding respondents (85%) were in favour that after receiving the teacher training, the teaching competency has enhanced among them substantially. Moreover, it was also found that majority of the students (80%) were also infavour that teaching competency among the teachers has enhanced substantially.
- ❖ **RMSA programme :** Programmes was good for improving quality education
- ❖ **RMSA Work & Success:** All four opinion scales showed that responding respondents do agree that RMSA has made a significant contribution in Indore district with respect to enhancing quality education. Interview showed problem facing by machinery in ground level and success of RMSA in Indore district.
- ❖ **Problem for execution the programme :** Functionaries faced the problem because lack of the sources.
- ❖ **Suggestion given by the functionaries :** suggestion given by functionary was very useful to improve quality education.

7.13.0. EDUCATIONAL IMPLICATIONS

The findings of the study will provided the overall picture of the impact of RMSA in Indore district. Findings further indicate good work of RMSA programme especially in Indore district. These findings can serves a reference points for the government for bringing about suitable changes in the future programmes for overall enrolment, literacy achievement , attendance infrastructure and teacher trainings.

7.13.1. FOR POLICY MAKER

Research finding of present research to support what kind of improvement and need necessary for the success of any policy. The present study revealed the impotence of *teacher* training programs in enhancing the quality education. When policy implements first look at up what is physical and human resource availability. Most of the time campaign failed because of lack of human resources. Most of the time, education machinery complains lack of facilities and human resources. So when implement the policy its necessary for proper human resource available on proper channel, otherwise no campaign will get the success. *Every* state faced the problems recruitment in the education sector. Most of the post and place are empty. *So* first according the human resources, make the policy.

RMSA is big campaign. Its needs huge human resource for training, curriculum framing, management. But they did not have such kind of human resources. In school did not have sufficient teachers. So how to improve quality?

The Second important point should be noticed by the policy maker or constructor. Teachers are overloaded. Government teacher not only work at school, but he/she is doing extra filed work also, like an election campaign, population survey. In year 2020-2021 they were busy as a health worker and completed the survey for covid19. In same time private school teachers started their online session. So how can be mentioned the quality in all sectors? So policy maker also considers point and make policy for betterment.

Third important point for policy maker, All know policy maker well-known educationist and they aware about the needs of the nation and society. They crated huge hope sand build positive *scenario*, but limited time period. Which is not possible, *the ground level reality* is different. So policy *takes* time to complete their goals. *So* policy should be permanent, change accepted according to demand.

7.13.2. FOR ADMIN FUNCTIONARIES

Not only the important the policy making for the Nation, its way how to implement. So policy implementer, ministers, administrative officers has responsibility they *know* the reality of ground level. After policy making which point or crucial. In RMSA was started for quality enhancement at secondary level. So it implemented 5 day training, and 1 day training for improvement of teaching competency, and enhance the professional qualities. The master trainer gave the training who has long experience on filed, there is no certificate program of trainers. Trainer also need training and capability to trend the teachers. So the policy implementer also provides the training the machinery who works on filed.

Police Implementer may know they ground level reality and work on it, so any campaign worked long time it did not fail. It's very big task of limited human resource they completed goal, so its take time so be patience.

finding shows that if implementation was good and planned manner, results was worthy .

7.13.3. FOR SCHOOL MANAGEMENT AND TEACHERS

The policy and campaign get success, when the machinery help *implements*. *School* management and teachers essential part of education policy so without *criticizes* any one they take campaign in positive way automatically *get* good results policy successes and achieve all desirable goals. the findings shows teacher training programme enhance the quality of education so government promote the teacher training .

7.13.4. FOR STUDENTS

Government scheme beneficial for students . But lack of information they do not benefited , and negative atmosphere develop, the present research finding shows the success of government scheme, and remove the obstacle of students mind .

7.14.0. SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings of the present study the following directions are suggested for further research:

- The present study was restricted to Indore district only, it may be extended to other districts of Madhya Pradesh as well.
- The present study was restricted to only few aspects of RMSA, it can be replicated by taking other aspects into consideration as well.
- The presented study showed overall achievements of students in duration 2010-21 it can be extended to see the achievements of girls and Sc/St students also .
- The present study can serve as a medium to find out the achievements of RMSA between different districts or different states.
- The present study limited the overall dropout rate and girls dropout rate it can be extended to see the dropout of Sc/St students also .
- The present study worked on the overall achievements, Since RMSA was for class 9 and 10, & in this the emphasis was especially on improving the quality of science and mathematics subjects. Researcher will Study of achievement of students in

Mathematics and Science in class 10th. In class 10 will get the board results subject wise and year wise. By taking the data of the research years taken in the research scholar, & can analyze the changes in the achievement

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