**AN ANALYSIS OF RMSA SCHOOLS IN KOZHIKODE DISTRICT**

**RAGI T.**

Dissertation submitted to the
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**UNIVERSITY OF CALICUT**

**2015**

**DECLARATION**

 I, RAGI.T, do hereby declare that this dissertation “AN ANALYSIS OF RMSA SCHOOLS IN KOZHIKODE DISTRICT” has not been submitted by me for the award of a Degree, Diploma, Title, or Recognition before.

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 I, Dr. P. REKHA, do hereby declare that this dissertation “AN ANALYSIS OF RMSA SCHOOLS IN KOZHIKODE DISTRICT” is a record of bonafide study and research carried out by RAGI.T, under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title, or Recognition before.

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**CHAPTER I**

**INTRODUCTION**

* Need and significance of the study
* Statement of the problem
* Definition of key terms
* Objectives of the study
* Methodology
* Scope and limitations of the study
* Organization of the report

Education is the backbone of every nation. It is the vital human activity and the most rewarding investment. It is also considered as the foundation stone of intellectual power which shape the power profile of a nation. It is rightly said that progress of a country depends upon the quality of its system of education.

 Primary education is the backbone of the whole educational system of a nation. The child of today is the builder of a nation. It is only possible through a well-designed and effectively implemented primary educational programme because it ensures the harmonious development of the child which contributes a lot to economic, social and cultural development of a nation.

Secondary education is a crucial stage in the educational hierarchy, as it prepares the student for higher education and also for reaching the world of earning livelihood. The strict enforcement of the particular learning system at the secondary and higher secondary stage will enable the students to compete for higher education successfully and jobs globally. Therefore it is a great need to strengthen this stage by providing greater access and also by improving quality in a significant way.

Government of India appointed different commissions for the development of education in India after Independence. The secondary education commission or Mudaliyar commission (1952-53) was the first commission appointed to review the problems of secondary education in India. It was asked to enquire into and report on the present position of secondary education in India, in all as aspects and to suggest measures for its reorganisation and improvement. The report of this commission is described as the Bible of the secondary education in India.

The Kothari commission was appointed by the Government for the development of education at all stages and in all aspects. The commission included the whole educational system - mainly primary, secondary and university education and allied problems.

The National policy on Education (NPE) visualise a national system of education, it implies that all students irrespective of caste, creed, location and gender have access to education of comparable quality. It envisages a common educational structure for the entire nation.

Education has been accorded a high priority as an integral part of county's developmental process. Due to concerted efforts during last 50 years a fourfold increase has been registered in the total number of literates. Together with the qualitative expansion of educational facilities, there greater emphasis on qualitative improvements. In 1976, through a constitutional amendment, education became a joint responsibility of the centre and states.

The constitution also incorporates certain provisions which directly related to education. Article 45 states that "the state should endeavour to provide, within a period of ten years from the commencement of this constitution, free and compulsory education for all children until they complete the age of fourteen." Later 86th constitutional Amendment Act was passed by the parliament in 2002. Article 21A was inserted in the constitution which makes Right to Education, a fundamental right.

Since universalization of elementary education has become a constitutional mandate, it is absolutely essential to push this vision to move towards universalization of secondary education, which has already been achieved in a large number of developed countries and several developing countries.

The National Curriculum Framework 2005 is a country wide agenda for activated school education formulated by NCERT in 2005. Its purpose is to evolve a national system of education and cultural milieus while ensuring a common core of values along with academic component.

The Government of India initiated different schemes to support the children of secondary and higher secondary schools at different points of time. The schemes such as Integrated Child Development Service (ICDS) scheme, School Health Programme and many more have been launched. One of the efforts in this regard has been the launch of the Sarva Shiksha Abiyan (SSA) which means education for all. SSA is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE) covering the entire country in a mission mode. The ongoing SSA programme bring elementary education to millions of children has been successful to large extent and has thus created a need for strengthening education across the country with the successful implementation of SSA, a large number of passing out from Upper Primary classes created huge demand for secondary education.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of Government of India (2009) to enhance access to secondary education and to improve its quality. The implementation of the scheme is started in 2010 to generate human capital and provide sufficient condition for accelerating growth and development of equity and also quality of life for everyone in India. The vision of RMSA is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

**Need and significance of the study**

RMSA is a centrally sponsored scheme of Ministry of Human Resource Development (MHRD), Government of India, for the development of secondary education in public schools, throughout India. It was launched in March 2009.The main objectives of this programme are to improve the quality of education imparted at secondary level through making all secondary schools confirm to prescribed norms, to remove gender, socio, economic and disability barriers, universal access to secondary level education by 2017 etc. The Rashtriya Madyamik Shiksha Abhiyan (RMSA) is a process based, time bound and target oriented programme. This has been undertaken by the nation in an abhiyan mode and it covers all the States and Union Territories, so that the entire population, children under the age group of 14-18 get the opportunity of climbing the ladder of higher education as well as prepare themselves for improving their life and living. Due to the diversities in culture and tradition as well as heterogeneity in educational states and problems, the plans of RMSA developed by the states/union territories are highly contextual. RMSA emphasise the role of communities, government and non-government agencies in planning and implementation of the activities. Therefore a very careful analysis of the district and state plan is necessary.

The educational scenario of Kerala is entirely different from that of other states of the country. As far as quality of education is concerned, Kerala is in an average position. To provide secondary schools within 5 kilometers and higher secondary schools within 7 to 10 kilometers is one of the objectives of RMSA. For fulfilling these objectives, in Kerala, 142 Upper Primary schools were upgraded.

 From the beginning to present day the RMSA programme faces a number of challenges, such as lack of teachers, poor class room condition, lack of laboratory and library, no separate toilet block for girls etc. Media also reported that, this system is with a number of challenges and need urgent action for the solution of its problem from the authorities. Keeping this in mind, the investigator conducted a field work in some of the RMSA schools to know about the present condition of the schools. This led the investigator to conduct a study on RMSA schools in Kozhikode district. Thus the title of the study is as follows.

**Statement of the problem**

The problem under investigation is entitled as “AN ANALYSIS OF RMSA SCHOOLS IN KOZHIKODE DISTRICT.”

**Definition of key terms**

Some of the key terms that need clarifications are defined below.

**Analysis**

A detailed examination of the structure and content of something (Robinson, Davidson, 1997).

A detailed examination of the RMSA schools in Kozhikode district is done in the present study.

**RMSA**

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of Government of India, launched in March 2009, to enhance access to secondary education and improve its quality. The vision of RMSA is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

As a part of RMSA programme, the Government Upper Primary schools were upgraded in to high schools. In the present study investigator made an attempt to analyse the upgraded RMSA schools in Kozhikode district.

**Objectives of the study**

The main objectives of the study are as follows:

* To analyse the infrastructural facilities of RMSA schools in Kozhikode district.
* To analyse the qualitative aspects of RMSA schools in Kozhikode district with respect to:
* Teachers
* Equity
* Financial assistance to the institution
* Student support
* Others
* To collect suggestions from the stakeholders for the improvement of RMSA schools.

**Methodology**

The aim of the present investigation was to analyze the RMSA schools in Kozhikode district. Survey method was adopted to the study.

**Sample selected for the study**

 The sample of the study consisted of 248 students, 29 teachers and Headmasters of RMSA schools and District Project Officer of Kozhikode district. The 6 RMSA schools in Kozhikode district are - GHS Vanmugam, GHS Perambra plantation, GHS Raroth, GHS Vengapatta, GHS Kavilumpara, and GHS Cheruvannoor.

**Tools used for the study**

The investigator used the following tools for the data collection.

* An interview schedule for District Project Officer
* Checklist for Headmasters
* Questionnaire for Teachers and Students

**Data analysis**

 The analysis of the data was done qualitatively.

**Scope and limitations of the study**

The present study aimed at an analysis of RMSA Schools in Kozhikode district. For the study the investigator selected 6 RMSA schools in Kozhikode district.

Secondary education is a crucial stage in educational hierarchy, as it prepares the student for higher education. The Government introduced different schemes to enhance the quality and equity of Secondary education. The Rashtriya Madyamik Shiksha Abhiyan (RMSA) is a project of Ministry of Human Resource Development for strengthening Secondary education. For this purpose RMSA has started secondary schools, where it is lacking. As a part of this programme the Government Upper Primary schools were upgraded in to high schools, especially in the remote area. In the present study investigator selected Kozhikode district only. The main intention was to understand the existing conditions of RMSA schools and how far it achieved its real objectives. Thus the investigator decided to conduct an analysis of RMSA schools in Kozhikode district.

**Organization of the report**

The report of the study is organized in to five chapters, arranged under the following heads.

**Chapter I** deals with the brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology and scope and limitations of the study.

**Chapter II** presents the review of related literature and related studies.

**Chapter III**  deals with the methodology of the study, the tools used, sample for the study and data collection procedure of the study.

**Chapter IV** deals with the analysis and interpretations of data and discussion of its results.

**Chapter V** presents the summary of the study, major findings, educational implications and suggestions for further research in the area.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* Theoretical overview
* Review of related studies

Review of related literature is an important aspect of investigation. The proper study of related literature would enable the investigator to locate and go deep in to the problem.

 Review of related literature consisted of two heads- one is theoretical overview and the other is review of related studies.

**Theoretical Overview**

The theoretical overview of RMSA is given below.

**Conceptualization of RMSA**

RMSA is a project of Ministry of Human Resource Development for strengthening secondary education infrastructure across the country. The Ministry has allotted RS. 20,120 crore, during the XIth five year plan for this project. The aim of RMSA is to achieve the goal of universalization of secondary education. RMSA has been launched by 2010 with the completion of Sarva Shiksha Abhiyan (SSA) programme (http://www.rmsaindia.org). RMSA will take secondary education to every nook and corner of the country by ensuring a secondary school within a radius of 5 km for every neighborhood. RMSA will expand and improve the standards of secondary education. This project is an effort to practicalize the vision of universal education of United Nations millennium development goals.

 This scheme will be implemented in a mission mode with a National Mission headed by the Union Minister for HRD and Project Approval Board headed by Secretary of School Education and Literacy to appraise and approve state plans. Similarly State Mission under Chief Minister of the state and territories will set up.

**Vision of RMSA** (vision 2020)

The vision of secondary education is to make good quality education available, accessible and affordable to all young person in the age group of 14 -18 years. With this vision in mind the following are to be achieved.

* To provide a secondary schools within a reasonable distance of any habitation which should be 5 kilometers for secondary schools and 7-10 kilometers for higher secondary schools.
* Ensure universal access of secondary education by 2015 [GER of 100 %] and universal retention by 2020.
* Providing access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC/ST/OBC and Educationally Backward Minorities (EBM).

**Goals and objectives of RMSA**

 In order to meet the challenges of Universalization of Secondary Education (USE), there is a need for paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are universal Access, Equality and social justice. Universalization of Secondary Education gives opportunity, to move towards equity. The concept of ‘common school’ will be encouraged. If these values are to be established in the system, all types of schools, including, unaided and private school will also contribute towards Universalization of Secondary Education (USE) by ensuring adequate enrolments for children from privileged society and the children Below Poverty Line (BPL) families.

It is well recognized that eight years of education are insufficient to equip the child for the world of work as also be a competent adult and citizen. The pressure on secondary education is already being felt due to the success of Sarva Shiksha Abhiyan.

The above goals translate in to following main objectives;

* 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 persons according to norms - through proximate location. (secondary schools within 5kms and higher secondary schools within 7-10kms) efficient and safe transport arrangement / residential facilities depending on local circumstance including open schooling. However in hilly and difficult areas these norms can be relaxed preferably residential school may be set up in such areas.
* To ensure that no child should be deprived of secondary education of satisfactory quality due to gender discrimination, disability and barriers.
* To improve the quality of education resulting in enhanced intellectual, social and environmental setting.
* To ensure that all students pursuing secondary education of good quality.
* Achievement of the above objectives would also inter alia signify substantial progress in the direction of the common school.

**Approach and Strategy for Implementation of RMSA**

In the context of 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 challenges of number of students, credibility and quality. It requires assessment/provision of educational needs , physical infrastructure, human resource, academic inputs, and effective monitoring of implementation of the programme. 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.

**Access**

There is a wide disparity in schooling facilities in different regions of the country. There are disparities among private schools and between private and government schools. 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 / UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State /UT but also where ever necessary of the locality. The norms for secondary schools should be generally comparable to those Kendriya Vidyalayas.

Development of the infrastructure facilities and learning resource will be carried out in following ways.

* Expansion/strategy of existing secondary schools and higher secondary schools shift in existing schools.
* Upgradation 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.
* Upgradation of secondary school to higher secondary school based upon the requirement.
* Opening of new secondary schools/higher secondary schools in unserved areas based on the school mapping exercise. All these building will have mandatory water harvesting system and will be disabled friendly.
* Rain harvesting system will be installed in existing school building also.
* Existing school buildings will also be made disabled friendly.
* New schools will also be set up in PPP mode.

**Quality**

* Provide required infrastructure like Black Board, Furniture, Libraries, Science and mathematical 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 NCF , 2005 norms .
* Residential accommodation for teachers in rural and difficult hilly areas, preference will be given to accommodation for female teachers.

**Equity**

* Free lodging / boarding facilities for student belonging to SC/ ST / OBC and minority communities.
* Hostel / residential school, cash incentive, uniform, books, separate toilet for pupils.
* Provide scholarships to meritorious / needy students at secondary level.
* Inclusive education will be the hall mark of all activities. Efforts will be made to provide all necessary facilities for the differently abled children in all 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.

**Institution Reform and Strengthening of Resource Institution**

Making necessary administrative reforms, in each state will be pre- condition for central assistance .These institutional reforms include.

* 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 /decentralization.
* Provision of necessary provisional and academic inputs in the secondary education system at all levels – from the school level upward, and
* Streaming financial procedures for speedy flow of funds and their optimal utilization.
* Necessary strengthening of resource institution at various levels Eg:
* NCERT {including RIEs} NIEPA and NIOS at the national level.
* SCERTS, State Open Schools, SIEMATS etc., at the state level and
* University Department of Education, Reputed Institutions of Science / Social Science / Humanities Education and College of Teacher Education [CTEs] /Institutions of Advanced Study in Education [IASEs] Funded under the centrally sponsored scheme of Teacher Education.

Involvement of Panchayathiraj and municipal bodies, community, teachers, parents and other stakeholders in management of secondary monitoring and evaluation.

Central Government operates four centrally sponsored schemes

1. ICT@school for providing assistance to State Government for computer education and computer aided education in secondary and higher secondary schools.
2. Integrated Education for Disabled Children (IEDC) for assisting State Government and NGOs in main streaming the disabled children in school education.
3. Strengthening Boarding and Hostel facilities for Girls Students of Secondary and Higher Secondary (Access and Equity) for providing assistance to NGOs to run Government school in the rural areas.
4. Quality improvement in schools–provision of assistance to a State Government for introduction and improvement of science education in school, for environment education population education in addition to supporting International Science Olympiads. This entire scheme in the present or modified forms will subsume in the new scheme.
5. Provision of earning while learning for financially weaker children by preparing theme for self-employment or part-time employment. State /UT may establish vocational training centers [VTC] and institution at block and district level.

 Number of Kendriya Vidyalaya and Jawahar Navodaya Vidyalaya will be increased in view of their importance as pace-setting school and strengthening their role.

**Planning and fund flow under Rashtriya Madhyamic Shiksha Abhiyan**

**Perspective Plan and Annual Plan**

District will be the unit of planning for implementation of scheme. Based on the school level plan each district will prepare a perspective plan and annual plan. The perspective plan will be a plan for universalization within the time frame of RMSA.

**District plan**

Details are:

* Preparatory steps by the state Government
* Targets for GER {separate target for SCs/STs/Girls /Minorities and Rural Population }
* Participation of women /SCs/STs –parents of differently abled children, Educationally Backward Minorities and Other disadvantaged groups in the planning process
* A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive
* Evidence of school - based cultural / sports activities etc.

**Financing Pattern and Opening of Bank Account**

The central Government will bear 75% of the cost to implement the entire component (where funding is to be done on sharing basis between central and states under the scheme) for all states /UT except North Eastern States during the 11th Five Year Plan. For the North Eastern States, 90% of such cost will be borne by the Central Government.

The State Government and Union Territories will bear 25 per cent of the cost to implement the entire component [where funding is to be done on sharing basis between Center and States under the scheme] during the 11th Five Year Plan. The North Eastern states will bear 10 per cent of such cost.

The State Government will design a comprehensive Financial Management System for the transfer and use of funds through the existing SSA society. This must ensure transparency, efficiency, and accountability, and track, the use of funds towards the financial outcomes.

Separate bank account shall be opened for funds under the scheme at the State, District, and School level .The accounts shall be opened in public sector bank. The Head Master, or Principal and Vice Principal of the School Education committee will be join holder of the account at school level. The District Programme Coordinator will be a joint holder of the account at the District level.

For the 12th Five Year Plan, the sharing pattern between Central and State will change to 50:50. For the North Eastern States, sharing pattern will be 90:10 for both 11th and 12th Five Year Plan.

**School Infrastructure, Learning Resource, Teacher and Other**

It is imperative to have projection of additional enrolment at secondary stage and the target during the 11th plan period, based upon which strategy to accommodate additional enrolment could be decided. Keeping mind the basic objective of access within 5 kilometers of every habitation the following strategies need to be followed.

* Strengthening of existing secondary school and deploying desired number of subject wise teachers.
* Opening of additional classrooms in the existing school and laboratories and deploying desired number of subject wise teachers etc. If required on the basis of micro planning.
* Upgradation of existing primary schools with required infrastructure and teachers on the basis of habitation level micro planning :-for which Ashram school will be given preference

 Following are the illustrative list of components.

Table 1

*List of Physical Infrastructure - Non- Recurring*

|  |
| --- |
| Physical Infrastructure – Non-Recurring |
| Classrooms/Additional Classrooms  | Classroom -pupil :1:40Minimum ratio-1:25Classroom size –as per State norm At least two additional classrooms should be built in one secondary school.At least four additional class rooms two sections, each classes IX &X should be built in one up graded upper primary school.Should involve elements of community contribution.Grants will be available only for those school which have existing building of their own cost of construction will include furniture , fixture, fittings , circulation , area [verandah] etc.  |
| Science laboratory  | One integrated science laboratory for Physics, Chemistry, Biology and Mathematics Room size – as per State norm.Should involve element of community contribution. Grants will be available only for those schools which have existing building of their own cost of construction will include furniture, fitting, fixtures, circulation area etc.  |
| Lab Equipment’s  | Necessary equipment for Physics, Chemistry, Biology and mathematics will be needed initially to facilitate academic activities  |
| Head master / Principal room  | One room for principal Room will also be used for meeting room.Room size should be adequate as per State Government, norms for holding meetings.Should involve elements of community contribution.Grants will be available only for that school which has existing building of their own.  |
| Office room  | One room of adequate size as per State Government norm for office staff and teachers.Should involve element of community contribution.Grants will be available only for that school which has existing building of their own.Cost of construction will include furniture, fixtures fitting, circulation area etc.  |
| 1. Girls activity room/
2. Computer room / laboratory /
3. Art/craft/ culture laboratory
 | One room of adequate size as per state govt.Should involve element of community contribution.Grants will be available only for those schools which has existing building of their own.Cost of construction will include fixtures, fittings etc.  |
| Library  | Library will be established and run in a room of adequate size as per the norms fixed by the state Government or Raja Ram Mohan Roy library foundation, the nodal agency of Govt. of India to support public library services and systems.Cost of construction will include furniture, almirah, racks, fixtures, fittings, circulation, etc. Community should be approached to provide books and furniture etc. in the library. |
| Toilet and drinking water facilities  | Requisite number of toilet blocks in each school, separately for Boys Girls , staffs , and teachers , and differently abled children .Adequate drinking water facilities in every school. Proper drainage system in every school etc.  |
| Furniture &fixtures  | * As far as possible , existing furniture should be repaired.
* Actual requirements for classrooms, laboratories, libraries and other facilities will be worked out on the basis of approved scales of funded by the state government.
* Principal Room.
* Office and teacher room.
* Due regard should be paid to usefulness and economy.
* Luxury items should not be purchased.
* Community will be approached to provide furniture in the schools.
* Purchase if any will be done through state owned small scale industries or NSIC.

  |
| Development of playground if available in school  | * School not having play ground will use play ground in neighborhood schools or the community playground.
* Community, PRIs, MP LAD, and MLA LAD may also contribute towards development and maintenance.
* Ministry of Youth Affairs and Sports will also be approached.
 |
| Boundary wall  | * Community, PRIs, MP LAD, MLA LAD private sector may contribute to the construction and maintenance of boundary wall.
* Department of Environment and Forest may be approached to develop social forestry in schools.
 |

Table-2

 *List of Physical Infrastructure - Recurring*

|  |
| --- |
| Physical Infrastructure - Recurring |
| Repairing and renovations - major and minor  | * Repairing and renovations will primarily be undertaken through involvement of community or private sector
* On the basis of approved estimate by state government following grants may be considered under special circumstances. In case of major one time total amount of expenditure should not exceed Rs.2.00 lakh per school, in case of two sections in school and Rs.4.00 lakh per school in case of four sections in school. In case of minor total amount expenditure should not exceed Rs25000 in a year.

 Following works can be undertaken * School
* Toilet
* Play ground
* Campus
* Conservancy services
* Electrical fittings
* Furniture on repair and fixtures etc.
* Expenditure on repair and maintenance of building would not be included for calculating the 33% limit for civil works.
* Grants will be available only for those schools which have existing building of their own

  |
| Repair/replacement of laboratory equipments Purchase of lab consumable article  | * Science lab for classes IX-X.
* Replacement and or repairing of laboratory equipments.
* Purchase of consumables / chemicals etc.
* Up keep of laboratories.
* Any other activity relating to science and mathematics.
* Annual grants of Rs.25,000/- per school annum or as per the additional requirements.
 |
| Purchase of books periodicals, news papers  | * Purchase of book with due reference to the list of books recommended by the KVS (or)
* List recommended by the state government (or)
* Rs10,000 per annum or the actual expenditure whichever is less.
* Text books and reference books for teachers should also be included.
* (Or) as per the scheme formulated by Raja Ram Mohan Roy library foundation, the nodal agency of government of India to support public library services and systems.
 |
| Study tours / excursion trips  | * State government community/ parents/ private sector may sponsor or contribute.
* Study tours should be organized by the schools every year.
* Willing students should be allowed to participate.
* Adequate measures for safety and security of the students, especially girls should be made.
 |

**School annual grants-Recurring**

* Sports, music, dance, painting, culture, teaching aids.
* Equipment’s for teaching geography as elective.
* Drawing equipment’s and painting materials.
* Map, charts and specified instruments.
* Sports equipments.
* To meet petty and contingent expectation to organizing meetings, conveyance stationeries.
* Petty repairs and maintenance.
* Water, electricity, and telephone charges, internet charges, other rates and taxes.
* Other expenditure.
* State government / community / PRIs / private sector may also contribute grants of Rs.15,000/ per annum or actual expenditure whichever is less to meet water and electricity charges.

Table 3

*List of Teachers, Staff and Lab Attendant*

|  |
| --- |
| Teachers, Staff and Lab Attendant |
| Teachers  | * Subject wise TG/PG teacher.
* PTR OF 1.30.
* Teachers will be employed by the society implementing RMSA.
 |
| Lab attendant | * One lab attendant.
* Will be employed by the society implementing RMSA.
 |
| Daftary  | * One daftary for office work
 |
| Watchman  | * One night watchman.
* May be appointed by community PRI/Parents – Teacher Association.
 |
| In service training of teachers and head of schools | * Training of Teacher/Principal/Vice Principal for 5 days every ear.
* Rs.200/- per teaches per day.
* Unit cost is indicative, would be lower in non- residential training programmes.
 |
| Residential quarters for teachers | * 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.
* Rs-6.00 lakh per quarters subject to availability of fund.
* Preference for Female Teachers.
 |

Table 4

*List of Others*

|  |
| --- |
| Others |
| Science exhibition in district headquarters or in a place within the district  | * The DPC in each district will organize science exhibition
* All the schools will be invited to participate
* Local JNV and KV will also be associated
* The community, PRI, NGOs, intellectuals etc. will be invited
* Provision for felicitation / award to best exhibitor will be made
* State government /community / PRI / private sector etc. may sponsor and contribute
 |

**Management structure at National Level**

The programme will be implemented in mission mode. Mainstream structure will primarily be used for implementing the programme. The Department of School Education and Literacy and Ministry of Human Resource Development will be implementing at the National level.

There will be a National mission on Madymik Shiksha Abhiyan, headed by the honorable Human Resource Development Minister with representatives of States, Head of the Resource Institution and Experts as member. The Secretary, Department of School Education and Literacy will be the vice chairperson of the mission. The Joint Secretary (Secondary/ Education) shall be the member secretary.

There will be an executive committee called as Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy. PAB will constitute the following.

* Secretary (Secondary Education and Literacy) Ministry of Human Resource Development – chairman.
* Representative of Planning Commission.
* Joint Secretary (Secondary Education) in charge of RMSA, Ministry of Human Resource Development-member.
* Joint Secretary and financial advisor Ministry of HRD- member.
* Secretary, in charge of Secondary Education of the concerned State Government and UT administration – members.
* Vice – Chancellor, National University of Educational Planning and Administration-member.
* Director-National Council of Educational Research and Training-member.
* Chairman Central Board of Secondary Education-member.
* Chairman National Institute of Open Schooling-member.

**Management structure at State Level**

There will be a state mission authority for Rashtriya Madyamik Shiksha Abhiyan. All activities in the secondary education sector should be under state mission authority. This will facilitate decision making at the state level. The mission mode signifies a focused and time bound arrangement for decision making and the presence of planning and finance on these bodies at state level to facilitate the process.

 There will be a state mission on RMSA which will be called as a Governing Council, headed by the honorable Chief Minister of the State with head of the Resource Institution and expert as member. The Minister in charge of School Education and Chief Secretary of the state will be the vice chairperson of the mission. The Secretary in charge of secondary education will be the member Secretary.

 There will be an executive committee in every state and Union Territory on RMSA headed by the Secretary in charge of secondary education. The state mission director will be the member Secretary to the executive committee.

 Specific composition of School Management and Development Committee may be decided by the state.

**Conclusion**

The theoretical overview helped the investigator in various ways. The review of literature helped the problems to be further investigated in the field. Hence, the investigator selected the present topic an analysis of RMSA schools in Kozhikode District.

**Review of related studies**

Vineesha and Nath (2009) conducted a study on quest for quality enhancement in view of Rashtriya Madhyamic Shiksha Abhiyan. It was a thematic study. This study emphasized the importance of secondary education and its status in the country. The study focused on the vision, goal, objectives, and strategies for implementation, financial pattern and institutional reform of RMSA. It also focused on the feasibility of RMSA in the Kerala context. The study indicated that the teacher education colleges and University Education Department played a very important role in making the new generation teachers. They also made certain suggestions for the enhancement of quality of secondary education.

Tyagi (2009) studied on administration of secondary education need for total reform. This paper is based on a country wide survey of administration of school education in India. The paper discusses the status of policy reforms over the years and their implications on educational administration. It notes that administrative structures and practices of secondary education have failed to respond to the increases in enrolment and monitoring of quality. It identifies some key areas of structure and function that need urgent reform in the context of universalizing secondary education and the launch of the Rashtriya Madhyamik Shiksha Abhiyan.

Nath (2010) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan : what ? why? how?. The study emphasized the importance of secondary education. The study focused the structural aspects at National, State, Block and school level. The main objectives, guiding principles and centrally sponsored schemes of RMSA were mentioned in the study. Girl’s education and empowerment is given very high place in the mission.

Lewin (2011) studied on beyond universal access to elementary education in India : Is it achievable at affordable costs ? This research Monograph explores some of the key issues in managing the growth of secondary schooling. These include the constraints on expansion that arise from current levels of elementary school graduation, the costs and affordability of secondary schooling, the infrastructure needs, and increased teacher supply, policy dialogue around secondary school expansion is a central concern, if India is to close the gap between itself and China and other rapidly developing countries in educating most of its population beyond the elementary level.

Lewin (2011) studied on expanding access to secondary education: can India catch up?. This study explores the sum of the key issues in planning and managing the RMSA programme. The study focused the structural aspects of secondary school and its expansion. The objectives and its vision are clearly mentioned in the study.

Lal and Singh (2012) conducted a study on relevance of RMSA in Universalization of Secondary Education in North-East in India. The implementation of the scheme has started from 2009-10. North-East region of India is not so much linked with the rest of India, because it is less accessible to shortage of rail and road due to uneven physiographic condition. So this part of country has not equal participation with national progress and development. Though this part of the country is full of natural and social diversity, yet due to ethnic, regional and disputes based on language and other factors has stagnated the current of regional development. If we become able to solve these problems, there will be a broad scope of the development for this region. In these ways North-East India can march towards happiness among people with symbiotic relationship between different community and people of different region, religions and languages. This paper deals about how the RMSA would meet the challenges and create environment of inclusive and sustainable development of the region.

Bhutia (2013) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Sikkim: Its problem and prospects. The scheme is also launched in Sikkim however it is yet to step in to light due to various geographical and infrastructural problems. The study has made an analysis on the problems and prospects of RMSA in the state.

Sangeetha and Kumar (2013) conducted a study on support of Rashtriya Madhyamic Shiksha Abiyan (RMSA) to achieve EFA goal. The study mainly concentrated on the process and provisions of EFA goal and Rashtriya Madhyamic Shiksha Abiyan. The study concluded that it was our responsibility to provide EFA and RMSA to achieve globalized goal of EFA. Because RMSA programme was providing major support to education for all (EFA).

Deb, Das and Ghosh (2015) conducted a study on perspicacity on Rashtriya Madhyamic Shiksha Abiyan among students of Kolkata District of west Bengal. The objective of the study is to examine the appraisal about RMSA among students of Kolkata district, west Bengal. The present study is based on intensive individual survey conducted during January to October - 2013 in 20 different secondary schools of north, south, east and west parts of Kolkata district. The sample size of the study was 200 among secondary class IX and X. Random sampling was conducted. Pre-structured questionnaire with 21 different open/close ended questions were used to collect the data from the sample. Descriptive and inferential statistics like correlation and multiple regression analysis were used to analyze data. The finding of the study showed that there was significant relation between casual variable and dependent variable.

Anil (2015) reported that RMSA schools in our Kerala faces so many problems for their working. Most of the schools were not have basic facilities, adequate teaching staff and problems in salary of teachers. Out of the 142 RMSA schools in Kerala. The RMSA schools of remote area namely Idukki, Kasargod, Wayanad were facing so many threats.

**Conclusion**

The above studies helped the investigator in various ways. The review of these studies threws light on the problems to be further investigated, the method to be adopted and the tools to be used etc. There are very few studies related to RMSA programme. Among this, only one study could be identified in Kerala. The strength and weakness of RMSA programme are not studied yet eventhough the system with a number of problems. Hence the investigator selected the problem regarding an analysis of RMSA schools in Kozhikode District.

**CHAPTER III**

**METHODOLOGY**

* Design of the study
* Sample selected for the study
* Tools used for the study
* Data collection procedure
* Statistical techniques used

Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend upon the method adopted. "A preplanned and well described method will provide the researcher a scientific and feasible plan for attending and solving the problem under investigation" [ Koul,1993].

The present study is an analysis of RMSA Schools in Kozhikode district.

The methodology followed by the investigator is given under the following headings.

Design of the study

Sample used for the study

Tools used for the study

Data collection procedure

**Design of the study**

The aim of the present investigation was to find out an analysis of RMSA Schools in Kozhikode district. Survey method is followed for conduct of the study.

**Sample used for the study**

Sampling is the fundamental in any form of research intending to draw generalization for specified population. According to Cornell (1960) the term sampling stands for the process by which a relatively small number of individuals, objectives, or events is selected or analysed in order to find out something about the entire population from which it was selected.

There are 142 RMSA Schools in all over Kerala. In the present study the investigator selected six RMSA Schools in Kozhikode District. The sample from these six RMSA schools for the study was 248 students, 29 teachers and Headmasters and Project Officer of Kozhikode district.

The details of the sample selected for the study are given in table 5.

Table 5

*List of RMSA schools and samples from Kozhikode district*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** |  **Name of School** | **HM** | **Teachers** | **Students** |
| 1 | G H S Vanmugam | 1 | 4 | 50 |
| 2 | G H S Cheruvannoor | 1 | 5 | 50 |
| 3 | G H S Kavilumpara | 1 | 5 | 25 |
| 4 | G H S Raroth | 1 | 5 | 50 |
| 5 | G H S Vengapatta | 1 | 5 | 42 |
| 6 | G H S Perambra Plantation | 1 | 5 | 31 |
|  | Total | 6 | 29 | 248 |

**Tools used for the study**

The following tools were used by the investigator for the collection of data.

* Interview Schedule for collecting data from District Project Officer, Kozhikode.
* Check list is used for collecting data from Headmasters of RMSA schools in Kozhikode district.
* Questionnaire is used to collect data from teachers and students of the RMSA Schools in Kozhikode District.

**Description of tools used for the study**

**Interview Schedule**

The investigator prepared an interview schedule for District Project Officer, Kozhikode. The main intention of the interview was to know the facilities provided to the RMSA schools and his suggestions for the improvement of these schools. There were 10 questions included in the interview schedule.

A copy of interview schedule is appended as appendix IV.

**Checklist**

Check list is prepared on the basis of infrastructure facilities and quality aspects provided by the RMSA schools. It contain 16 items. There are 5 items under the infrastructural facilities and 11 items are under the qualitative aspects.

**Infrastructural aspects**

The infrastructural facilities are provided for the improvement of RMS schools.

* Classrooms
* Library
* Laboratory
* ICT enabled education
* Drinking water facility

**Classrooms/additional classrooms**

At least two additional classrooms should be built in one secondary school. The four additional classrooms, two classes for class IX and X should be built in one upgraded Upper Primary school.

Classroom pupil - 1 : 40

Minimum ratio - 1 : 25

**Library**

Library established and run in a room of adequate size as per the norms fixed by the State Government or Raja Ram Mohan Roy library foundation.

**Laboratory**

One integrated Science laboratory for Physics, Chemistry, Biology and mathematics.

**ICT enabled education**

Audio-video programmes and multimedia package in Science, Mathematics, Social Science and Languages.

* Use of wide variety of software applications and tools.

**Drinking water facilities**

Adequate drinking water facilities is to be provided in every school.

**Qualitative aspects**

Qualitative aspects are provided for improving the quality of secondary education.

* In service training of teachers.
* Special emphasis on Science, Mathematics and English.
* Curricular reforms.
* Adequate fund.
* Integrated education for differently abled children.
* Special care for socially and economically backward class.
* More lady teachers.
* Vocational education.
* Separate toilet for girls.
* Hostel facility for girls.
* Special scholarship.

**In service training of teachers**

* Training of teacher/principal/vice principal for 5 days every year.
* 3 day orientation programme on social and national concerns relevant in school education.
* 2 day orientation programme on continuous and comprehensive evaluation.
* Rs.200 /per teacher per day as remuneration.

**Special emphasis on Science ,Mathematics and English**

* To provide special coaching classes for Science and mathematics. And also provide classes for fluency in communication.
* Strengthening practical aspects of Science and Mathematics using Science and Mathematics kits for demonstration and providing hands on and minds on experience

**Curricular reforms**

* Maximum RS-10, 00000 proposed for curricular reforms in tune with NCF 2005.
* Development of training packages/modules for orienting teachers on the subject specific pedagogy and emerging concerns in accordance with the NCF 2005
* Supplementary reading material, online courses, support material etc. for secondary teachers.

**Adequate fund**

The sharing pattern of fund between Central and State is 50:50.

School grant RS-50,000 for Government schools

* Minor repair Rs.25,000
* School festival RS-25,000
* District book fare RS-1,00000

**Integrated education for disabled children**

* Inclusive pedagogy.
* Provide all necessary facilities for the differently abled children in all schools.

**Special care for weaker section**

* Education for SCs, STs ,Educationally backward minorities and other disadvantaged groups.
* Representation of SCs and STs, in SDMC.(School Development and Management Committee).

**More lady teachers**

* Deployment of more lady teachers in schools.

**Vocational education**

* Include vocational subject in secondary education.

**Separate toilet for girls**

Requisite number of toilet blocks in each school separately for girls.

**Hostel facility for girls**

Provision of girls hostel/residential school in remote and difficult areas

**Special scholarship**

Separate scholarship for girls, SCs. STs , OBC and Minorities.

 A copy of check list is appended as appendix I.

**Questionnaire**

A questionnaire was prepared to understand the infrastructural facilities and quality dimensions of RMSA schools. This tool was given to both teachers and students. The questionnaire for teachers consisted of 40 items. The main aim of the questionnaire was to know all aspects of RMSA schools. The questionnaire are categorized in to Infrastructural facilities, Equity, Teachers, Student Support, SDMC, Funding and Other aspects of RMSA schools.

 The questionnaire for students was consisted of 16 items. These items are mainly for understanding the facilities provided to students of RMSA schools. The infra structural facilities, equity, student support, various aspects of teachers etc are included in the questionnaire.

A copy of questionnaire for teachers and students is appended as appendix II &II

**Data collection procedure**

The investigator sought permission from the District Project Officer, Kozhikode of RMSA schools for data collection. For this purpose the investigator approached him with a letter for permission and tools. The investigator made an interview with District Project Officer in charge of RMSA school in Kozhikode district.

The investigator met Headmasters of each school. After making an official conversation, the investigator gave a checklist to HM for checking the facilities in the school.

The investigator also collected data from teachers working in RMSA schools. The investigator gave a questionnaire to each teacher and asked for their response in each question and at last provides a space for their valuable suggestions.

The investigator met the students with sufficient number of tools. After making a rapport with students, investigator gave a brief description about the questionnaire and administered the tool. The investigator assured that response given by them will be kept confidential and sufficient time for response given to the pupils. To answer all the items, in the questionnaire. Data were collected from samples within the time and entered in a consolidation sheet for further analysis. The analysis of data is given in the next chapter.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATIONS**

This chapter deals with the statistical analysis of the collected data and its interpretations. The collection of data was done with the help of relevant tools. Analysis means studying the material in order to determine the inherent facts or meaning. Interpretations means critical examination of the result of analysis. The present study “An Analysis of RMSA Schools in Kozhikode District” had the following objectives.

* To analyse the infrastructural facilities of RMSA schools in Kozhikode district.
* To analyse qualitative aspects of RMSA schools in Kozhikode district with respect to:
* Teachers
* Equity
* Financial assistance to institution
* Students support and
* Others.
* To collect suggestions from the stakeholders for the improvement of RMSA schools.

By keeping these objectives in mind the investigator collected and classified the data. Then they were subjected to analysis..The analysis of data and the results are given below.

Data and Results of the Infrastructural facilities of RMSA Schools of Kozhikode district from the opinion of Head Masters given in table 6.

Table 6

*Data and Results of the Infrastructural facilities of RMSA Schools of Kozhikode district from the opinion of Head Masters(N=6)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Infra structural components | GHS Vanmugham | GHS Kavilumpara | GHS Cheruvannoor | GHS Raroth | GHS Vengapatta | GHS PerambraPlantation |
| 1 | Class rooms  | - | - | - | - | - | Yes |
| 2 | Library | - | - | -- | - | - | - |
| 3 | Laboratory | - | - | - | - | - | - |
| 4 | ICT enabled education | - | - | - | - | - | - |
| 5 | Drinking water facility | - | Yes | Yes | - | Yes | - |

It is shown from the table that there are five components included in the infrastructural facilities namely, classrooms, library, laboratory ICT enabled education and drinking water facilities. From the opinion of Headmasters, library, laboratory and ICT enabled education are not provided in any of the RMSA schools in Kozhikode district as per the norms of the RMSA. In the case of adequate number of classrooms, only one school - GHS Perambra plantation shows better results. All other five schools are very poor in the number of class rooms as per the norms of RMSA. Three out of six schools, namely GHS Kavilumpara, GHS Cheruvannoor and GHS Vengapatta provide drinking water facility to students. Data and Results of the Infrastructural facilities of RMSA schools of Kozhikode district from the opinion of Teachers is provided in table 7.

Table7

*Data and Results of the Infrastructural facilities of RMSA schools of Kozhikode district from the opinion of Teachers (N=29)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Infrastructural components | GHS VanmughamN=4 | GHS KavilunparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapattaN=5 | GHS Perambra PlantationN=5 |
| 1 | Classrooms  | \_ | \_ | \_ | \_ | \_ | 4 |
| 2 | Library  | \_ | \_ | \_ | \_ | \_ | \_ |
| 3 | Laboratory  | \_ | \_ | \_ | \_ | \_ | \_ |
| 4 | Art craft room | \_ | \_ | \_ | \_ | \_ | \_ |
| 5 | Computer room | \_ | 1 | 1 | \_ | \_ | \_ |
| 6 | Drinking waterfacility | \_ | 5 | 3 | \_ | \_ | \_ |
| 7 | ICT enabled education | 1 | 1 | 2 | \_ | \_ | \_ |

From table 7, it is found that library, laboratory and art and craft rooms are not there in any of the RMSA schools from the opinion of teachers. Classroom is good only in one out of six schools. Four out of 29 teachers of GHS Perambra Plantation is satisfied with their class room. Computer rooms are not there in four out of six RMSA schools. Teachers of GHS Kavilumpara (1) and GHS Cheruvannoor (1) opined that computer room provided in their schools. Drinking water facility is not provided in four out of six schools. Teachers of GHS Kavilumpara is fully satisfied with this facility in their school. But Three out of Five teachers of GHS Cheruvannoor is satisfied with the drinking water facility available in their school. With respect to the ICT enabled education, teachers of Three out of Six schools, namely GHS Vanmugham (1/4), GHS Kavilumpara (1/5) and GHS Cheruvannoor (2/5) provided better results in their schools. All the other three schools - GHS Raroth, GHS Vengapetta, GHS Perambra Plantation- ICT enabled education is not provided to students. Data and Results of the Infrastructural facilities of RMSA Schools of Kozhikode district from the opinion of Students is provided in table 8**.**

Table 8

*Data and Results of the Infrastructural facilities of RMSA Schools of Kozhikode district from the opinion of Students (N=248)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Infrastructuralcomponents | GHS Vanmugham N=50 | GHS KavilumparaN=25 | GHS cheruvannoorN=50 | GHS RarothN=50 | GHS VengapattaN=42 | GHS Perambra plantationN=31 |
| 1 | Class rooms  | 1 | 2 | \_ | \_ | \_ | 31 |
| 2 | Library | 1 | 1 | \_ | \_ | \_ | \_ |
| 3 | Laboratory  | \_ | \_ | \_ | \_ | \_ | \_ |
| 4 | Drinking waterfacilities | \_ | 2 | \_ | 2 | 4 | \_ |

Table 8 shows that, laboratory is not present in any of the six RMSA schools. Very few students opined that the class rooms are there in GHS Vanmugham (1) and GHS Kavilunpara (2). But this facility is fully provided in GHS Perambra Plantation.

Only one student supported the library facilities in GHS Vanmugham and GHS Kavilumpara. This facility is not there in other four schools. Drinking water facility is not provided in GHS Vanmugham, GHS Cheruvannoor and GHS Perambra Plantation. Students of GHS Kavilumpara (2), GHS Raroth (2) and GHS Vengapetta (4) are supporting this facility in their schools.

**Discussion**

Infrastructural facilities include class rooms, library, laboratory, ICT enabled education and drinking water facility. From the opinion of Headmasters, teachers and students it is clear that the library, laboratory and ICT enabled education are not provided in any of the RMSA schools in Kozhikode district. In the case of adequate number of class rooms, only one school –GHS Perambra Plantation-shows better result. All other schools are very poor in this regard. Drinking water facility for students is provided in three RMSA schools, namely, GHS Kavilumpara, GHS Cheruvannoor and GHS Vengapetta. The remaining schools are not providing drinking water facility to students.

Data and results of qualitative aspects of RMSA schools in Kozhikode district are given below in table 9.

Table 9

*Data and Results of Qualitative aspects of RMSA Schools in Kozhikode district*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Qualitative components | GHS vanmugham | GHS Kavilumpara | GHS Cheruva- nnoor | GHS Raroth | GHS Vengapatta | GHS Perambra Plantation |
| 1 |  Inservice training of teachers | \_ | yes | yes | \_ | yes | yes |
| 2 | Special emphasis to Science, Mathematics and English  | \_ | \_ | yes | \_ | \_ | \_ |
| 3 | Curricular reforms | \_ | yes | yes | \_ | yes | yes |
| 4 | Adequate fund | \_ | \_ | \_ | \_ | \_ | yes |
| 5 | Integrated education for differently abled children | yes | \_ | yes | yes | \_ | \_ |
| 6 | Special care for socially and economically backward class | yes | \_ | yes | \_ | \_ | yes |
| 7 | Morel lady teachers | yes | \_ | yes | \_ | \_ | \_ |
| 8 | Vocational education | \_ | \_ | \_ | \_ | \_ | \_ |
| 9 | Separate toilets for girls | \_ | \_ | yes | \_ | \_ | yes |
| 10 | Hostel facility for girls | \_ | \_ | \_ | \_ | \_ | \_ |
| 11 | Special scholarships | yes | yes | yes | yes | \_ | yes |

Table **9** shows the data results given by Headmasters about the qualitative aspects of RMSA Schools.From the table, it is found that vocational education and hostel facility for girls are completely absent in all the six schools.Separate toilet for girls is provided in two out of six schools namely GHS Cheruvannoor and GHS Perambra Plantation. More lady teachers as per the RMSA programme are available in GHS Vanmugham and GHS Cheruvannoor. Special care for socially and economically backward class is provided in GHS Vanmugham, GHS Cheruvannoor and GHS Perambra Plantation.Three out of six schools are providing integrated education for differently abled childrenFive out of six Headmasters reported that the fund provided to RMSA schools is inadequate.

Special emphasis on Science, Mathematics and English are given only in one school, namely GHS Cheruvannoor. With respect to training of teachers and curricular reforms a satisfactory report is given by Headmasters of four out of six schools.

Data and Results of Qualitative aspects –Teachers - of RMSA Schools of Kozhikode district is provided in table 10.

Table 10

*Data and Results of Qualitative aspects Teachers - of RMSA Schools of Kozhikode district.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Qualitative aspects of teachers | GHS VanmughamN=4 | GHS KavilumparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapattaN=5 | GHS Perambra PlantationN=5 |
| 1 | More lady teachers | \_ | \_ | \_ | \_ | \_ | \_ |
| 2 | Special emphasis on English | \_ | \_ | 5 | \_ | \_ | \_ |
| 3 | Special emphasis on Science | \_ | \_ | 2 | \_ | \_ | \_ |
| 4 | Special emphasis on Mathematics | \_ | \_ | 4 | \_ | \_ | \_ |
| 5 | Inservice training of teachers | 3 | 3 | 5 | \_ | 5 | \_ |
| 6 | Curricular reforms | 2 | 1 | 5 | \_ | 3 | 5 |
| 7 | Teacher pupil ratio(1:30) | \_ | \_ | 5 | \_ | 3 | 5 |
| 8 | Permanent Science Teacher | \_ | \_ | 5 | \_ | 5 | 5 |
| 9 | Permanent Mathmatics teacher | \_ | 5 | 5 | \_ | 5 | 5 |
| 10 | Permanent English Teacher | \_ | \_ | 5 | \_ | \_ | \_ |
| 11 | Hostel facility for teachers | \_ | \_ | \_ | \_ | \_ | \_ |
| 12 | Regular salary for teachers | 2 | \_ | 5 | \_ | 5 | 5 |

From table ten, it is clear that more lady teachers and hostel facility for teachers are not provided in any schools of RMSA. The special emphasis on Science, Mathematics and English is provided only in one school that is GHS Cheruvannoor. GHS Raroth and GHS Perambra Plantation are providing inservice training programme to teachers. The remaining schools are not providing proper training to teachers. Curricular reforms are implemented in five RMSA schools except GHS Raroth, from the opinion of teachers. GHS Cheruvannoor and GHS Perambra Plantation maintain the teacher-pupil ratio (1:30). The remaining schools are not following this teacher pupil ratio. Permanent Science teacher is there in three RMSA schools. The remaining three schools have no permanent Science teacher. Permanent Mathematics teacher is not there in both GHS Vanmugham and GHS Raroth. The remaining four RMSA schools have permanent Mathematics teacher. The result shows that the permanent English teacher is only available in GHS Cheruvannoor.GHS Cheruvannoor, GHS Perambra Plantation and GHS Vengapatta, the teachers are provided with regular salary. The teachers of GHS Raroth and GHS Kavilumpara are working without salary. In GHS Vanmugham still there are some problems in the salary of teachers Data and Results of Qualitative aspects - Equity - of RMSA schools of Kozhikode district is provided in table 11.

Table 11

*Data and Results of Qualitative aspects - Equity - of RMSA Schools of Kozhikode district*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Equity components | GHS VanmughamN=4 | GHS KavilumparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapattaN=5 | GHS Perambra PlantationN=5 |
| 1 | Integrated education for differently abled children | 4 | 5 | 5 | 5 | \_ | \_ |
| 2 | Equal consideration for girl &boys | 4 | 5 | 5 | 5 | 5 | 5 |
| 3 | Special care for socially and economically backward class  | 1 | 1 | 3 | \_ | \_ | \_ |
| 4 | Separate toilet blocks for girls | \_ | 1 | 1 | \_ | 5 | 5 |

From table 11, it is clear that integrated education for the disabled children is provided in four RMSA schools. Disabled students are not supported in the teaching learning process of GHS Vengapatta and GHS Perambra Plantation. All the RMSA schools provided equal consideration for boys and girls.

The RMSA programme laid emphasis on special care on socialy and economically backward class. But from the table, it is clear that GHS Raroth, GHS Vengapetta and GHS Perambra Plantation are not giving special care to weaker sections. The remaining three schools providing special care for such students.

The teachers reported that separate toilet blocks for girls are not given in GHS Raroth and GHS Vengapetta. Separate toilet blocks for girls are available in GHS Vengapatta and GHS Perambra Plantation in full condition. The students are satisfied with this facility. Data and Results of Qualitative aspects - Financial Support- of RMSA schools of Kozhikode district is provided in table12.

Table 12

*Data and Results of Qualitative aspects - Financial Support- of RMSA Schools of Kozhikode district (N=29)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Financial support | GHS VanmughamN=4 | GHS KavilumparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapattaN=5 | GHS Perambra PlantationN=5 |
| 1 | Adequate fund | \_ | \_ | 3 | \_ | \_ | 5 |
| 2  | Proper utilisation of fund | 4 | 5 | 5 | 5 | 5 | 5 |
| 3 | Proper utilisation of fund for curricular activities purpose | 5 | 5 | 5 | 5 | 5 | 5% |
| 4 | Lapse of fund for curricular activities | \_ | 1 | \_ | \_ | \_ | \_ |
| 5 | Proper use of fund for co-curricular activities | \_ | \_ | 2 | 3 | \_ | 5 |
| 6 | Laps of fund for co-curricular activities | \_ | \_ | \_ | \_ | \_ | \_ |
| 7 | Refunding | \_ | \_ | \_ | \_ | \_ | \_ |

It is shown from the table that teachers of four out of six RMSA schools noted that there is no adequate fund to the institution. Teachers of GHS Cheruvannoor and GHS Perambra Plantation are opined that there is adequate fund to the institution. The teachers of all RMSA schools have utilised the fund provided. In the case of curricular activities, all RMSA schools used the funds properly. Except the teachers of GHS Kavilumpara, all the teachers of five schools supported the proper utilisation of fund without lapse. But teachers in GHS Vanmugham, GHS Kavilumpara and GHS Vengapatta found that they did not use the fund for co-curricular activities. Results showed that there were no refund of allotted fund in RMSA schools.

Data and Results of Qualitative aspects - Financial Support- of RMSA Schools of Kozhikode district is providedintable 13.

Table 13

*Data and Results of Qualitative aspects -Student Support- RMSA Schools of Kozhikode district (Teachers=29)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Student support | GHS VanmughamN=4 | GHS KavilumparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapattaN=5 | GHS Perambra PlantationN=5 |
| 1 | Special scholarship for girls | \_ | \_ | \_ | 5 | 5 | \_ |
| 2 | SC/ST Scholarship | 4 | 5 | 5 | 5 | 5 | 5 |
| 3 | Training in martial arts for 9th std girls | \_ | \_ | \_ | \_ | \_ | \_ |
| 4 | NMM Scholarship | \_ | 5 | 1 | \_ | \_ | \_ |
| 5 | Hostel facility for girls | \_ | \_ | \_ | \_ | \_ | \_ |
| 6 | Vocational education | \_ | \_ | \_ | \_ | \_ | \_ |

From table 13, it is found vocational education, hostel facility for girls and training in martial arts for the nineth standard girls are not provided in any RMSA schools in Kozhikode district. NMM Scholarship is given to the eligible students of GHS Kavilumpara and GHS Cheruvannoor. Teachers reported that there are problems with the distribution of scholarship to students of GHS Vanmugham,GHS Raroth,GHS Vengapatta and GHS Perambra Plantation. SC/ST scholarship is provided to students of six RMSA schools in Kozhikode district. Teachers pointed out that special scholarship for girls is provided in GHS Raroth and GHS Vengapatta. The remaining schools have not provided separate scholarship for girls. Data and Results of Quality dimensions – Other aspects - of RMSA schools of Kozhikode district is provided in table14.

Table 14

*Data and Results of Quality dimensions – Other aspects - of RMSA schools of Kozhikode district.(N=29)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl No | Other aspects | GHS VanmughamN=4 | GHS KavilumparaN=5 | GHS CheruvannoorN=5 | GHS RarothN=5 | GHS VengapettaN=5 | GHS Perambra plantationN=5 |
| 1 | School Development and Management Committee(SDMC) | 1 | 5 | 5 | 5 | 5 | 5 |
| 2 | Whether SDMC preparing plans for the basic facilities in the school | 1 | 5 | 5 | 5 | 5 | 5 |
| 3 | Whether SDMC implementing their plans  | \_ | 1 | 4 | \_ | \_ | 5 |
| 4 | Participation of SDMC in co-curricular activities | 1 | 5 | 5 | 5 | 5 | 5 |

Table 14 includes other aspects of RMSA programme which is essential for maintain quality. Teachers of five out of six RMSA schools reported that there are School Development and Management Committee (SDMC). The teachers of five RMSA schools stated that SDMC make plans for the improvement of these schools. But the implementation of the plan is not proper in all other schools except GHS Perambra Plantation from the opinion of teachers. SDMC have participated in co-curricular activities except GHS Vanmugham.

Data and Results of the Qualitative aspects –Teachers, Equity, Student support, Others - of RMSA schools of Kozhikode districts is providedin table 15.

Table 15

*Data and Results of the Qualitative aspects –Teachers, Equity, Student support, others - of RMSA schools of Kozhikode district (N=248)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Qualitative components | GHS vanmughamN=50 | GHS KavilumparaN=25 | GHS CheruvannoorN=50 | GHS RarothN=50 | GHS VengapettaN=42 | GHS Perambra plantationN=31 |
| 1 | Special emphasis on Science  | \_ | \_ | \_ | \_ | 42 | \_ |
| 2 | Special emphasis on Mathematics | \_ | 1 | \_ | \_ | 42 | \_ |
| 3 | Special emphasis on English | \_ | \_ | \_ | \_ | 42 | \_ |
| 4 | Separate toilet for girls | \_ | 25 | 1 | \_ | 2 | 31 |
| 5 | Separate scholarship for girls | \_ | 1 | \_ | 45 | 35 | \_ |
| 6 | NMM scholarship | \_ | 2 | \_ | 2 | 1 | 2 |
| 7 | SC/ST Scholarship | 49 | \_ | 50 | 43 | 32 | 30 |
| 8 | Equal consideration for girls and boys | 48 | 22 | 25 | 41 | 40 | 25 |
| 9 | Training in martial arts for the 9the std girls\_ | \_ | \_ | \_ | \_ | \_ | \_ |
| 10 | Integrated education for disabled students | 49 | 1 | 49 | 40 | \_ | \_ |
| 11 | Hostel facility for girls | \_ | \_ | \_ | \_ | \_ | \_ |
| 12 | Special care for weaker section | \_ | 24 | 40 | \_ | \_ | 26 |
| 13 | Vocational education | \_ | \_ | \_ | \_ | \_ | \_ |

Table 15 provides the data of students about the qualitative aspects of their schools. Out of six RMSA schools of Kozhikode district only GHS Vengapetta gives special emphasis on Science and English subjects. The remaining five schools did not give special emphasis to these subjects. GHS Kavilumpara and GHS Vengapatta provided special emphasis on mathematics subject as reported by students. Separate toilet for girls is providing in four out of six RMSA schools. GHS Vanmugham and GHS Raroth do not provide separate toilet for girls. GHS Kavilumpara, GHS Raroth and GHS Vengapatta have provide special scholarship for girls. NMM scholarship is not given in GHS Vanmugham and GHS Cheruvannur. The students of GHS Kavilumpara reported that they did not get SC/ST scholarship. The remaining schools are providing this scholarship. RMSA schools providing equal consideration for boys and girls. Training in martial arts for nineth standard girls, vocational education and hostel facility for girls are not given in any RMSA schools. The students of four RMSA schools reported that integrated education for differently abled children is providing in their schools. GHS Vengapatta, and GHS Perambra Plantation not giving special assistance to differently abled children. Special care for socially and economically backward sections is providing only in three schools. That is GHS Kavilumpara, GHS Cheruvannoor and GHS Perambra Plantation. The remaining schools have not given special care to weaker sections.

**Discussion**

The quality aspects of RMSA Schools showed that there are problems in its implementation. Equal consideration for girls and boys, SC/ST scholarship, School Development and Management Committee, proper utilisation of fund etc. are implemented in almost all RMSA schools. At the same time hostel facility for teachers and girls, vocational education, training in martial arts for the nineth standard girls and more lady teachers are not implemented in any schools.

**Suggestions from the stakeholders**

The suggestions of District Project Officer, Headmasters, Teachers for the improvement of RMSA schools along with the and the needs of students are as follows:

**Suggestions of District Project Officer of RMSA, Kozhikode**

* The upgraded RMSA schools help the betterment of basic facilities in the school. But there should be sufficient fund for the enhancement of infrastructural facilities in RMSA schools.
* As per the RMSA norm there are five teachers (Science-1, Social Science-1, Mathematics-1, and Language -2) in each schools. In most of the RMSA schools there is no permanent teachers to these subjects. Majority of them are guest teachers and they are appointed in the month of June/July. So they did not get training. The State Government should take initiative for permanent appointments and ensure the quality of secondary education.
* It is better to provide Inservice training of teachers during vacation.
* In 2015, the first SSLC batch was passing out from RMSA schools with 100% result. So the Government should take necessary steps for promoting schools in remote area.
* The upgraded RMSA schools are the part of Upper Primary schools. They have no separate building of their own, no separate toilet, no drinking water facility, no play ground etc. The construction work is now going on. So the Government should make arrangements to complete work as early as possible.
* GHS Perambra Plantation is situated in hilly/remote area. The teachers and students suffer much on transportation facility. So the Government should implement hostel facility for both teachers and student especially in remote area.
* To appoint adequate staff as per the norms of RMSA.

**Suggestions made by Headmasters in RMSA Schools**

For achieving the aim of RMSA or to provide quality education to students the following suggestions are made by Headmasters of RMSA schools.

* Appoint permanent teachers in all subjects.
* Provide adequate funds to RMSA schools.
* Provide smart class room facilities.
* To construct quarters for teachers in remote area.
* It should provide lab and library facilities.

**Suggestions made by teachers in RMSA schools**

For achieving the aim of RMSA or to provide quality education to students the following suggestions are made by Teachers of RMSA schools.

* Appoint additional teachers to Biology subject.
* Implement 1:30 Teacher Pupil Ratio.
* Provide adequate infrastructural facilities to all RMSA schools.
* Provide sufficient number of books and laboratory equipments.
* Provide more computers.
* Provide sufficient fund for RMSA schools.

**Needs of the students in RMSA Schools, Kozhikode**

* Provide adequate class room facilities.
* Provide drinking water facilities.
* Provide separate toilet for girls.
* Should appoint permanent teachers in all subjects.
* Should provide more scholarships.
* Provide coaching classes for English Mathematics and Science.
* Should emphasis on vocational education.
* Provide adequate number of computers.

**Conclusion**

 The study aimed at the analysis of RMSA Schools in Kozhikode district. While analysing the objectives of RMSA Schools as reported by Headmasters, teachers, and students, it is clear that the present working conditions of RMSA Schools is very poor and how to ensure quality is big question.

**CHAPTER V**

**SUMMARY, FINDINGS AND SUGGESTIONS**

* Restatement of the problem
* Objectives of the study
* Methodology
* Sample selected for the study
* Tools used for the study
* Major Findings
* Educational implication of the Study
* Suggestion for further Research

This chapter consists of the procedure adopted for the study, conclusions based on the findings, educational implications and suggestions for further research.

**Restatement of the problem**

The problem under investigation was entitled as “AN ANALYSIS OF RMSA SCHOOLS IN KOZHIKODE DISTRICT."

**Objectives of the study**

The objectives of the study are as follows:

* To analyze the infrastructural facilities of RMSA schools in Kozhikode district.
* To analyze the qualitative aspects of RMSA schools in Kozhikode district with respect to:
* Teachers
* Equity
* Financial assistance to the institution
* Student support
* Others
* To collect suggestions for the improvement of RMSA schools from the stakeholders.

**Methodology**

The aim of the present investigation was to analyse the RMSA schools in Kozhikode district. Survey method was adopted to the study

**Sample Selected for the study**

The sample for the study were, District Project Officer (DPO) in charge of RMSA schools of Kozhikode, Headmasters, 29 Teachers and 248 Students from 6 RMSA schools in Kozhikode District.

**Tools used for the study**

The investigator used the following tools for data collection.

* An interview schedule for District Project Officer in charge of RMSA Schools to know the present conditions of RMSA schools and to propose suggestions for improving the facilities of RMSA schools.
* Checklist for Headmasters of six RMSA schools in Kozhikode district.
* Questionnaire for Teachers and Students to know the various aspects of RMSA schools in Kozhikode District.

**Major findings**

The Major findings of the study are summarized under the following.

* The classroom facilities were very poor in six RMSA schools of Kozhikode District except GHS Perambra plantation.
* Library, laboratory and art craft room are very poor in six RMSA schools of Kozhikode district.
* The drinking water facilities, separate toilets for girls are not provided in any schools.
* Permanent Science Teacher is available in GHS Cheruvannur, GHS Vengapatta and GHS Perambra planatation.
* Permanent Mathematics Teacher is available in GHS Kavilumpara, GHS Cheruvannur, GHS Vengapatta and GHS Perambra plantation.
* Permanent English Teacher is available only in GHS Cheruvannur.
* Hostel facilities for teachers and students were not implemented yet in any of this schools.
* ICT enable education and vocational education were not provided in any schools.
* GHS Cheruvannur gave special focus on English, Science and Mathematics subjects.
* The six RMSA schools in Kozhikode district provide equal consideration for boys and girls.
* Insufficient fund is the major problem of all RMSA schools.
* Almost all RMSA schools provide scholarship for students.
* GHS Vanmugam was the only school that has no School Development and Management Committee.
* The training in Martial arts for nineth standard student was not implemented.
* GHS Vengapatta and GHS Perambra plantation were the schools which did not provided education for differently abled students.

**Educational implications of the study**

There are six RMSA schools in Kozhikode District. The main objectives of RMSA schools is to provide secondary education to all children up to the age of 14 - 18 years. For improving the quality of secondary education, to provide secondary schools within 5 kilometers and higher secondary schools within 7 to 10 kilometers is the main objectives of RMSA .For fulfilling these objectives142 schools were upgraded in Kerala.

As a part of RMSA programme in Kozhikode District there were 6 Schools upgraded into high schools. These schools were mainly situated in remote area. To provide good quality education without any discrimination was the main feature of RMSA programme. Even though RMSA has completed 5 years, its vision of universal retention 2020 remains as a distant goal.

The present study is one of the steps for the betterment of RMSA schools. The study highlights the present working conditions of RMSA schools in Kozhikode District and analyze with the objectives. The investigator also sought suggestions from its stakeholders for the betterment of RMSA schools. This will be very helpful to the Ministry of HRD, Project Officers and Department of School Education. The study would help the authorities and concerned members to analyze these suggestions propounded for the smooth working of RMSA schools.

**Suggestions for further Research**

The studies related to RMSA programme are very few in Kerala and the area to be explored in future.

Here are some suggestions in the field for further research:

* A survey study of RMSA programmes to be conducted by taking all stakeholders of the system.
* A survey study of RMSA structures and initiatives taken by states to improve the quality of secondary education.
* Conduct a research on charting out the road map for quality improvement in secondary education for 2020 with states.
* A survey study of in service teacher professional development mechanism of RMSA schools in Kerala.

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**APPENDICES**

**APPENDIX V**

**FAROOK TRAINING COLLEGE**

**Dr.P.Rekha Ragi.T**

Assistant Professor M.Ed Student

Name:

Designation:

Name of the Institution:

**CHECK LIST**

This is the check list related to the upgraded RMSA schools in Kozhikode District. Read each item carefully and mark your responses by ticking (✓) against each item. Answer all items.

|  |  |  |
| --- | --- | --- |
| No. Items | Yes | No |
| 1. Adequate classrooms
 |  |  |
| 1. Library facility
 |  |  |
| 1. Laboratory facility
 |  |  |
| 1. Drinking water facility
 |  |  |
| 1. Separate toilet for girls
 |  |  |
| 1. In service training of teachers
 |  |  |
| 1. Special emphasis on Science, Mathematics and English
 |  |  |
| 1. Curricular reforms
 |  |  |
| 1. Sufficient fund
 |  |  |
| 1. Special consideration for differently abled students
 |  |  |
| 1. Special care for Socially and Economically Backward class (SEBC)
 |  |  |
| 1. More lady teachers
 |  |  |
| 1. ICT enabled education
 |  |  |
| 1. Vocational education
 |  |  |
| 1. Hostel facility for girls
 |  |  |
| 1. Special scholarships
 |  |  |

**APPENDIX VI**

**FAROOK TRAINING COLLEGE**

**Dr.P.Rekha Ragi.T**

Assistant Professor M.Ed Student

**QUESTIONNAIRE**

 The questions related to the upgraded RMSA schools in Kozhikode District are given below. It consist of questions related to Infrastructural facilities, Teachers, School Development and Management Committee, Student Support and Fund. Two columns Yes/No are provided to indicate the availability of facilities in your schools. Read each item carefully and mark your responses by ticking (✓ ) against each items. Answer all item. You are requested to write your suggestions.

 **Infrasructural Facilities**

Yes No

1. Adequate classrooms ⬜ ⬜
2. Adequate library facility ⬜ ⬜
3. Adequate computer rooms ⬜ ⬜
4. Adequate laboratory ⬜ ⬜
5. Art-Craft rooms
6. Drinking water facility for students ⬜ ⬜
7. Toilet facility for girls ⬜ ⬜

**Teachers**

1. Time bound Inservice training ⬜ ⬜
2. Permanent Science Teacher ⬜ ⬜
3. Permanent Mathematics teacher ⬜ ⬜
4. Permanent English teacher ⬜ ⬜
5. More lady teachers ⬜ ⬜
6. Hostel facility for teachers ⬜ ⬜
7. Special emphasis on English language

 competency ⬜ ⬜

1. Special emphasis on Science ⬜ ⬜
2. Special emphasis on Mathematics ⬜ ⬜

**Scholarships**

17 Special scholarship for girls ⬜ ⬜

18 Whether there are students who get

 NMM scholarships ⬜ ⬜

19 Scholarship for SC/ST students ⬜ ⬜

**School Development and Management Committee**

20 School Development and Management

 Committee (SDMC). ⬜ ⬜

21 Does the SDMC make plans to improve the basic ⬜ ⬜

 facilities in the school?.

22 Does the SDMC implement their plans?. ⬜ ⬜

23 Participation of SDMC in co-curricular activities. ⬜ ⬜

**Fund**

24 Sufficient fund ⬜ ⬜

25 Efficient utilisation of the fund

26 Does the fund for curricular activities ⬜ ⬜

 utilised properly?

27 If the sanctioned fund for curricular activity ⬜ ⬜

 is ever lapsed?

28 If the fund for co-curricular activity is available? ⬜ ⬜

29 If the sanctioned fund for co-curricular activity ⬜ ⬜

 is ever lapsed

30 Whether the fund is ever refunded ⬜ ⬜

**Others**

31 Equal consideration for girls and boys ⬜ ⬜

32 Do teachers get regular salary? ⬜ ⬜

33 Does the school follow 1:30 Teacher Pupil Ratio?⬜ ⬜

34 Training in Martial Arts for the 9th standard girls ⬜ ⬜

35 Timely curricular reforms ⬜ ⬜

36 Does the school organise programme for ⬜ ⬜

 differently abled atudents?

37 ICT enabled education ⬜ ⬜

38 Importance to vocational education ⬜ ⬜

39 Hostel facility for girls ⬜ ⬜

40 Special consideration for socially and

 economically backward class ⬜ ⬜

**APPENDIX VII**

**FAROOK TRAINING COLLEGE**

**Dr.P.Rekha Ragi.T**

Assistant Professor M.Ed Student

**QUESTIONNAIRE**

 The questions related to the upgraded RMSA schools in Kozhikode District are given below. Two columns Yes/No are provided to indicate the availability of facilities in your school. Read each item carefully and mark your responses by ticking against each items. Answer all items.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Questions** | **Yes** | **No** |
| 1 | Do you have enough facilities in your classroom? |  |  |
| 2 | Is proper library facility available? |  |  |
| 3 | Is there special facility arranged for drinking water in school? |  |  |
| 4 | Is there separate toilet for girls? |  |  |
| 5 | Does the school arrange special emphasis on teaching Science subjects? |  |  |
| 6 | Does the school give special importance to Mathematics? |  |  |
| 7 | Does the school give special emphasis to develop communication skill in English? |  |  |
| 8 | Do the girls get special scholarship? |  |  |
| 9 | Are you eligible for NMM scholarship? |  |  |
| 10 | Does the SC/ST student get special scholarship? |  |  |
| 11 | Do girls and boys get equal consideration in school? |  |  |
| 12 | Do the 9th standard girls get training in Martial Arts? |  |  |
| 13 | Does the school organise programme for differently abled students? |  |  |
| 14 | Whether the hostel facility is available for girls? |  |  |
| 15 | Does the school give special consideration for weaker sections? |  |  |
| 16 | Do you get vocational education from school |  |  |

**APPENDIX VIII**

**FAROOK TRAINING COLLEGE**

**Dr.P.Rekha Ragi.T**

Assistant Professor M.Ed Student

**INTERVIEW SCHEDULE**

1. Have the RMSA Programme improved the existing basic facilities in the schools in Kozhikode District?
2. Are you satisfied with the number of teachers as per RMSA norms?
3. Is the Integrated education for differently abled in RMSA schools carried out effectively?
4. Is the fund is properly provided to schools in each year?
5. What are the various co-curricular activities implemented in RMSA schools?
6. Does the RMSA School give proper importance to ICT education?
7. Lack of permanent teachers is the major problem of RMSA schools in Kozhikode district? In this situation how can we ensure quality education?
8. Does the RMSA school give proper importance to vocational education, hostel facility for teachers and girls and training in Martial Arts?
9. What are the other problems in RMSA schools?
10. Can you propose some suggestions to improve the RMSA schools?

**APPENDIX IV**

**INTERVIEW SCHEDULE**

1. RMSA ]²-Xn \n-e-hnÂ h-¶-t¸mÄ tIm-gn-t¡m-Sv PnÃ-bn-se kv-Iq-fp-IÄ-¡v \n-e-hn-ep-Å A-SnØm-\ ku-I-cy-§-fnÂ ]p-tcmK-Xn D-­m-bn-«pt­m?

2. \n-e-hn-epÅ RMSA \nÀ-t±-in-¡p-¶ A-[ym-]-I-cp-sS F-®-¯nÂ Xr-]v-X\m-tWm?

3. ]T-\-ssh-I-ey-ap-Å Ip-«nI-sf kw-tbm-Pn-¸n-¨p-sIm-­p-Å ]T-\-{]-hÀ-¯-\-§Ä PnÃ-bnÂ RMSA kv-Iq-fp-I-fnepw Im-cy-£-a-am-bn \-S-¡p-¶p-t­m?

4. RMSA ^­v Hmtcm hÀ-jhpw Ir-Xy-am-bn kv-Iq-fp-IÄ-¡v \Â-Ip-¶p-t­m?

5. a-äp-Å kv-Iq-fnÂ \n-¶pw hy-Xy-kv-X-am-bn F-s´Ãmw ]m-tTy-X-c {]-hÀ-¯-\§Ä RMSA kv-Iq-fnÂ \-S-¸n-em-¡p-¶p­v?

6. RMSA kv-Iq-fnÂ ICT bv-¡v a-Xnbm-b {]m-[m\yw \Â-Ip-¶p-t­m?

7. tIm-gn-t¡m-Sv PnÃ-bn-se an-¡ RMSA kv-Iq-fnepw Øn-cw A-[ym-]-IÀ CÃm-¯ km-l-N-cy-apt­m? Cu km-l-N-cy-¯nÂ Kp-W-\n-e-hm-c-ap-Å hn-Zym-`ym-kw F§-s\ {]-hmÀ-¯n-I-amWv?

8. A-[ym-]-IÀ¡pw hn-ZymÀ-°n-IÄ-¡p-apÅ tlm-kv-äÂ kw-hn-[m\w, s]-¬-Ip-«n-IÄ-¡p-Å B-tbm-[-\-I-e-bn-se ]-cn-io-e\w, sXm-gn-e-[n-jvTn-X hn-Zym-`ym-kw F¶nh tIm-gn-t¡m-Sv PnÃ-bnse RMSA kv-Iq-fp-I-fnÂ hn-P-b-I-c-am-bn \-S-¸n-em-¡p-¶p-t­m?

9. \n-e-hn-ep-Å RMSA kv-Iq-fn-se {]-bm-k-§Ä F-s´m-s¡-bmWv?

10. \n-§-fp-sS A-`n-{]m-b-¯nÂ RMSA kv-Iq-fn-se {]-hÀ-¯-\-§Ä sa-¨-s¸-Sp-¯m³ F-s´m-s¡ \nÀ-t±-i-§-fm-Wv ap-t¶m-«v sh-¡m-\p-Å-Xv.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**QUESTIONNAIRE**

**Dr. P. Rekha Ragi. T**

Assistant Professor M.Ed Student

Farook Training College Farook Training College

tIm-gn-t¡m-Sv PnÃ-bnse RMSA ]-²-Xn-{]-Im-cw A-]v-t{K-Uv sNbv-X kv-Iq-fp-I-fp-am-bn \_-Ô-s¸« tNm-Zy-§-fm-Wv Xm-sg sIm-Sp-¯n-cn-¡p-¶Xv. Hmtcm tNm-Zy-¯n\pw t\-sc \n-§-fp-sS kv-Iq-fnÂ taÂ-]-d-ª ku-I-cy§Ä D-­v/CÃ F-¶v tc-J-s¸-Sp-¯m-\pÅ tIm-f-§-fp­v. Hmtcm tNm-Zy-hpw {i-²-tbm-sS hm-bn-¨v \n-§-fp-sS kv-Iq-fn-se km-l-N-cy§-sf hn-e-bn-cp-¯n tNm-Zy-§Ä-¡v t\-sc D-­v/CÃ F-¶ {]-Xn-I-c-Ww
(✓) A-S-bm-f-ap-]-tbm-Kn-¨v tc-J-s¸-Sp-¯p-I. FÃm tNm-Zy-§Ä¡pw {]-Xn-Ic-Ww tc-J-s¸-Sp-¯m³ {i-²n-¡pI. \n§-fpsS kv¡qfnÂ C\nbpw e`y-am-tI­ kuI-cy-§Ä/Bh-iy-§Ä F¶nh tcJ-s¸-Sp-¯p-I.

|  |  |  |  |
| --- | --- | --- | --- |
| {I-a-\¼À | tNm-Zy-§Ä | D­v |  CÃ |
| 1 | \n-§-fp-sS ¢m-kv ap-dn-I-fnÂ th­-{X ku-I-cy-§Ä e-`n-¡m-dpt­m? |  |  |
| 2 | A\p-tbm-Pyamb sse-{\_-dn ku-I-cy-§Ä kv-Iq-fnÂ e-`yamtWm? |  |  |
| 3 | kv-Iq-fnÂ Ip-Sn-sh-Å-¯n-\v th-­n {]-tXy-I ku-I-cy-§Ä GÀ-s¸-Sp-¯n-bn-«pt­m? |  |  |
| 4 | s]¬-Ip-«n-IÄ-¡v {]-tXy-Iw tSm-bv-e-äv- kw-hn-[m-\apt­m? |  |  |
| 5 | kb³-kv hn-j-b-§Ä ]Tn-¸n-¡p-¶-Xn-\v kv-Iq-fnÂ {]-tXy-Iw km-l-N-cy-§Ä H-cp-¡m-dpt­m? |  |  |
| 6 | K-Wn-X-im-kv-{X ]T-\-¯n-\v {]-tXy-I Du-¶Â sIm-Sp-¡m-dpt­m? |  |  |
| 7 | Cw-¥o-jv ]-cn-Úm-\w hÀ-²n-¸n-¡p-¶-Xn-\v th-­n {]-tXy-I ]-cn-ioe-\w \Â-Ip-¶pt­m? |  |  |
| 8 | s]¬-Ip-«n-IÄ-¡v {]-tXy-Iw kv-tIm-fÀ-jn-¸p-IÄ e-`n-¡p-¶p-t­m? |  |  |
| 9 | \m-j-WÂ ao³-kv Iw sa-dn-äv- kv-tIm-fÀ-jn¸n\v (NMM Scholarship) \n-§Ä AÀ-l-cm-bn-«pt­m? |  |  |
| 10 | ]-«n-I-Pm-Xn/]-«n-I- hÀ¤hn-`m-K-¯n-\v {]-tXy-Iw kv-tIm-fÀ-jn-¸p-IÄ e`n-¡p-¶pt­m? |  |  |
| 11 | s]¬-Ip-«n-IÄ-¡pw B¬-Ip-«n-IÄ¡pw kvIq-fnÂ Xp-ey-]-cnK-W-\ e`n-¡p-¶pt­m? |  |  |
| 12 | H-¼Xmw ¢m-Ên-se s]¬-Ip-«n-IÄ-¡v B-tbm-[\-I-e-IfnÂ ]-cn-ioe\w e`n-¡p-¶pt­m? |  |  |
| 13 | ]T-\-ssh-I-ey-ap-Å Ip-«nIsf kw-tbm-Pn-¸n-¨p-sIm-­p-Å ]T\-{]-hÀ-¯-\-§Ä kv-Iq-fnÂ kw-L-Sn-¸n-¡m-dpt­m?  |  |  |
| 14 | s]¬-Ip-«n-IÄ-¡v tlm-kv-äÂ kuI-cy-§Ä e`y-amtWm? |  |  |
| 15 | ]n-t¶m-¡ hn-`m-K-§Ä-¡v {]-tXy-I ]-cnKW\ \ÂIp-¶pt­m? |  |  |
| 16 | sXm-gn-e-[n-jvTn-X hn-Zym-`ym-kw kv-Iq-fnÂ \n-¶v e-`n-¡p-¶-p t­m? |  |  |

 **APPENDIX I**

 **FAROOK TRAINING COLLEGE**

**CHECKLIST**

**Dr.P. Rekha Ragi. T**

Assistant Professor M.Ed Student

Farook Training College Farook Training College

Name of the institution:

**CHECKLIST**

RMSA ]-²-Xn {]-Im-cw tIm-gn-t¡m-Sv PnÃ-bn-se A-]v-t{K-Uv sNbv-X kv-Iq-fp-I-fp-sS {]hÀ¯\w kw-\_-Ôn-¨n-«p-Å H-cp sN-¡v en-kv-äm-WnXv. Hm-tcm¶pw hm-bn-¨-Xn-\p-ti-jw \n§-fpsS kvIqfnÂ A-Xv e-`y-am-Ip-¶pt­m F-¶v AXmXv tImf-¯nÂ (✓) NnÓ-ap-]-tbm-Kn¨v tc-J-s¸-Sp-¯p-I.

|  |  |  |  |
| --- | --- | --- | --- |
| {I-a-\-¼À | {]-kv-Xm-h-\ | D-­v | CÃ |
| 1 | kv-Iq-fnÂ A\p-tbm-Pyam-b ¢m-kvdqw kw-hn-[m-\w |  |  |
| 2 | sse-{\_-dn kw-hn-[m-\w |  |  |
| 3 | s]¬-Ip-«n-IÄ-¡v {]-tXy-Iw tSm-bve-äv kw-hn-[m-\w |  |  |
| 4 | e-t\_m-d«-dn kw-hn-[m-\w |  |  |
| 5 | A-[ym-]-I ]-cn-ioe-\w |  |  |
| 6 | k-b³kv, am-Xvkv, Cw-¥o-jv hn-j-b-§Ä-¡v {]-tXy-I ]-cnK-W\ |  |  |
| 7 | ]mTy-]²-Xn \-ho-IcWw |  |  |
| 8 | ]-cym-]v-Xam-b ^­v |  |  |
| 9 | ]T-\-ssh-I-ey-ap-Å Ip-«n-I-Ä-¡p-Å {]-tXy-I ]-cnK-W-\ |  |  |
| 10 | ]n-t¶m-¡ hn-`m-K-§Ä-¡v {]-tXy-I ]-cnK-W-\ |  |  |
| 11 | Iq-Sp-XÂ A-[ym-]n-I-amÀ |  |  |
| 12 | \q-X-\ km-t¦-Xn-I hn-Zy-IÄ-¡v Iq-Sp-XÂ ]-cnK-W-\ |  |  |
| 13 | sXm-gn-e-[n-jvTn-X hn-Zym-`ym-kw |  |  |
| 14 | Ip-Sn-sh-Å ku-Icyw |  |  |
| 15 | s]¬-Ip-«n-IÄ-¡v tlm-kv-äÂ |  |  |
| 16 | {]-tXy-I kv-tIm-fÀ-jn-¸pIÄ |  |  |

**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**QUESTIONNAIRE**

**Dr. P. Rekha Ragi. T**

Assistant Professor M.Ed Student

Farook Training College Farook Training College

 tIm-gn-t¡m-Sv PnÃ-bnse RMSA ]-²-Xn-{]-Im-cw A-]v-t{K-Uv sNbv-X kv-Iq-fp-I-fp-am-bn \_-Ô-s¸« tNm-Zy-§-fm-Wv Xm-sg sIm-Sp-¯n-cn-¡p-¶Xv. C-XnÂ kv-Iq-fn-sâ `uXn-I ku-I-cy§Ä, A-[ym-]IÀ, hn-Zym-e-b hnI-k-\ k-anXn, kv-tIm-fÀ-jn¸v, ^-­v F-¶n-h-bp-am-bn \_-Ô-s¸« tNm-Zy-§Ä DÄ-s¸-Sp-¯n-bn-cn-¡p¶p. Hmtcm tNm-Zy-¯n\pw t\-sc \n-§-fp-sS kv-Iq-fnÂ taÂ-]-d-ª ku-I-cy§Ä D-­v/ CÃ F-¶v tc-J-s¸-Sp-¯m-\pÅ tIm-f-§-fp­v. Hmtcm tNm-Zy-hpw {i-²-tbm-sS hm-bn-¨v \n-§-fp-sS kv-Iq-fn-se km-l-N-cy§-sf hn-e-bn-cp-¯n tNm-Zy-§Ä-¡v t\-sc D-­v/CÃ F-¶ {]-Xn-I-c-Ww (✓) A-S-bm-f-ap-]-tbm-Kn-¨v tc-J-s¸-Sp-¯p-I. FÃm tNm-Zy-§Ä¡pw {]-Xn-Ic-Ww tc-J-s¸-Sp-¯m³ {i-²n-¡pI. RMSA kvIq-fp-I-fp-sS \n-e-hm-cw sa-¨-s¸-Sp-¯p-¶-Xn-\v \n-§-fp-sS hn-e-tbdn-b \nÀ-t±-i-§Ä tc-J-s¸-Sp-¯pI.

**kv-Iq-fn-sâ `uXn-I ku-Icy-§Ä** D-­v CÃ

1. A\p-tbm-Pyam-b ¢m-kv-ap-dn

2. A\p-tbm-Py-am-b sse-{\_-dn kw-hn-[m-\w

3. A\p-tbm-Py-am-b I-¼yq-«À ap-dn-IÄ

4. A\p-tbm-Py-am-b e-t\_m-d-«dn

5. {]-tXy-Iw I-em-þI-c-Iuie-ap-dn-IÄ

6. Ip-«n-IÄ-¡v Ip-Sn-sh-Å ku-I-cyw

7. s]¬-Ip-«n-IÄ-¡v {]-tXy-Iw tSm-bv-e-äv- kw-hn-[m-\w

**A-[ym-]-IÀ**

8. k-a-b-\_-Ôn-Xam-b A-[ym-]-I ]-cn-ioe\w

9. Øn-cw k-b³-kv A-[ym-]-IÀ

10. Øn-cw KWn-X A-[ym-]-IÀ

11. Cw-¥o-jn-\v Øn-cw A-[ym-]-IÀ

12. Iq-Sp-XÂ A-[ym-]n-I-amÀ

13. A-[ym-]-IÀ-¡v tlm-kv-äÂ kw-hn-[m-\w

14. kv-Iq-fnÂ Cw-¥o-jv ]-cn-Úm-\-¯n-\v {]-tXy-I ]-cnK-W-\

15. kv-Iq-fnÂ k-b³-kn-\v {]-tXy-I ]-cnK-W-\

16. kv-Iq-fnÂ K-Wn-X-¯n-\v {]-tXy-I ]-cnK-W-\

**kv-tIm-fÀ-jn-¸p-IÄ**

17. s]¬-Ip-«n-IÄ-¡v {]-tXy-Iw kv-tIm-fÀ-jn-¸p-IÄ

18. \m-j-WÂ ao³-kv Iw sa-dn-äv- kv-tIm-fÀ-jn¸v (National Means cum
 Merit) kv-tIm-fÀ-jn-¸v e-`n-¡p-¶ hn-ZymÀ-°n-IÄ

19. ]-«n-I-Pm-Xn/]-«n-I- hÀ¤hn-`m-K-¯n-\v {]-tXy-Iw kv-tIm-fÀ-jn-¸p-IÄ

**hn-Zym-e-b hnI-k-\ ]-²Xn**

20. hn-Zym-e-b hnI-k-\ k-an-Xn

21. kv-Iq-fn-sâ A-SnØm-\ ku-I-cy-§Ä sa-¨-s¸-Sp-¯p-¶-Xn-\pth-­n hn-Zym-e-b hnI-k-\ k-an-Xn ]-²-Xn-IÄ B-hn-jv-¡-cn-¡p-¶pt­m?

22. hn-Zym-e-b hnI-k-\ k-an-Xn ]-²-Xn-IÄ \-S-¸m-¡p-¶pt­m?

23. ]m-tTy-X-c {]-hÀ-¯-\-§-fnÂ hn-Zym-e-b hnI-k-\ k-an-Xn-bp-sS ]-¦m-fn-¯w

**^-­v**

24. ]-cym-]v-Xam-b ^-­v

25. Im-cy-£-a-am-b ^-­v hn\n-tbm-Kw

26. ]T-\-{]-hÀ-¯-\-§Ä-¡v A-\p-h-Zn-¨ ^-­v Ir-Xy-am-bn

hn\n-tbm-Kn-¡p-¶pt­m?

27. ]T-\-{]-hÀ-¯-\-§Ä-¡v A-\p-h-Zn-¨ ^-­v hn\n-tbm-Kn-¡m-sX

t]m-bn-«pt­m?

28. ]m-tTy-X-c {]-hÀ-¯-\-§Ä-¡v Ir-Xy-am-bn ^-­v

e-`n-¡p-¶pt­m?

29. kv-Iq-fn-sâ ]m-tTy-X-c {]-hÀ-¯-\-§Ä-¡v A-\p-h-Zn-¨ ^-­v

hn\n-tbm-Kn-¡m-sX t]m-bn-«pt­m?

30. ^-­v Xn-cn-¨-S-t¡-­n h-¶n-«p-t­m?

**a-äp-Åh**

31. s]¬-Ip-«n-IÄ-¡pw B¬-Ip-«n-IÄ¡pw Xp-ey-]-cnK-W-\

32. A-[ym-]-IÀ-¡v Ir-Xyam-b i¼-fw e-`n-¡p-¶pt­m?

33. 1:30 F-¶ A-[ym-]-I hn-ZymÀ-°n A-\p-]m-Xw Ir-Xy-am-bn

\-S-¸m-¡p-¶p-t­m?

34. H-¼Xmw ¢m-Ên-se s]¬-Ip-«n-IÄ-¡v \Â-Ip-¶ B-tbm-[\-I-e-bn-se

]-cn-ioe\w

35. k-a-b\_-Ôn-X-am-b ]mTy-]²-Xn \-ho-I-c-W§Ä

36. ]T-\-ssh-I-ey-ap-Å Ip-«nIsf kw-tbm-Pn-¸n-¨p-sIm-­p-Å

]T-\-{]-hÀ-¯-\-§Ä kw-L-Sn-¸n-¡m-dpt­m?

37. \q-X-\ km-t¦-Xn-hn-Zy-IÄ-¡p-Å {]m-[m-\yw

38. sXm-gn-e-[n-jvTn-X hn-Zym-`ym-k-¯n-\v Iq-Sp-XÂ {]m-[m-\yw

39. s]¬-Ip-«n-IÄ-¡v tlm-kv-äÂ kw-hn-[m-\w

40. ]n-t¶m-¡ hn-`m-K-§Ä-¡v {]-tXy-I ]-cnKW\