

CHAPTER - IV

IMPLEMENTATION OF RMSA IN HARYANA: AN ANALYSIS AT THE STATE AND SCHOOL LEVEL

4.0 INTRODUCTION

In the previous chapter, research design of the study was presented along with the methodology adopted, sample schools and subjects, description of tools used, procedure of data collection and a brief account of procedural details relevant in the study. As mentioned earlier in the methodology section, the study used a mixed descriptive and exploratory method, involving field visits to schools and interviews with the stake-holders in the schools being designed for an exploratory observation

This chapter presents the findings from the analysis of the secondary sources as well as observations from the school visits to the 10 government secondary schools where interviews with students, teachers, Principals of the schools and SMDC members within the framework of the research questions raised in the questionnaires.

The findings are presented in the sub headings of Infrastructure, School Leadership, Teacher Professional Development or Training, Curriculum- Classroom Transaction, Student Achievement and Community Involvement, which are important indicators of quality in schools. The RMSA provisions for certain minimum school facilities for ensuring quality in secondary schools such as, classrooms to accommodate students within the recommended student-classroom ratio, drinking water and toilet facilities, electricity, science and math labs with lab equipment, library, computer lab for ICT aided learning, a minimum number of subject teachers to meet the requirement of teaching of the core subjects in secondary school and within the recommended Pupil- Teacher Ratio, professional development of teachers through teacher training for effective teaching, school leadership and management, etc all aimed at ensuring quality education and student achievement in holistic terms.

While Curriculum reforms and examination reforms are also processes which should necessarily be dealt with in the quest for quality education as outlined in the RMSA Framework (and also mentioned in the NCF 2005), this study has not looked

into these matters but focussed on the school level representation of RMSA quality interventions.

This chapter presents the findings from school visits and from the documents such as UDISE, MHRD RMSA, Haryana's Annual Work Plan and Budget, RMSA TSG appraisal notes, JRM aide memoires, monitoring reports in the framework of the indicators of School infrastructure, school leadership, classroom transaction, teachers' professional development, student achievement and community support are widely accepted indicators of quality in schools.

This chapter is presented in two sections:

- (i) Evaluation of RMSA implementation at the state level which is based on reports and other documents and
- (ii) Evaluation of RMSA quality interventions at the school level which are findings from the field visits.

4.1 EVALUATION OF RMSA AT THE STATE LEVEL

Does the aggregate show an accurate picture of RMSA implementation, the activities, the methods and the achievements? At the macro level, there are data to support the statement that Haryana has made progress towards some RMSA objectives. Improved GER through expansion of access with the opening of new schools and addition of capacity in existing schools by way of additional classrooms and appointing additional teachers have helped realize a much better Teacher-Student ratio. The strengthening of infrastructure in the schools by way of providing science and math labs, computer labs, toilets, etc., have also been a priority for Haryana State RMSA planners. The UDISE data show that the schools in Haryana have better infrastructure indicators for Haryana than the National average.

The State's GER in the secondary level is at 86.26 for the year in 2016-17 which has improved from 65.40 in 2009. The national level GER at the secondary school stage is 80.01.⁴⁶ The drop-out rate at 5.34 for the state compares much more favourably than the national level drop-out rate at 17.06. The transition rate from

⁴⁶ UDISE 2016-17 for national level was not available on the UDISE portal till writing of this dissertation.

Class 8 to class 9 was 90.62 at all India level which was 92.90 for Haryana but has improved for the state at 97.68 in 2016-17.⁴⁷

However, the pass percentages for Haryana for both the 10th and the 12th Boards are lower for the state than the national average numbers, which, for Class X, were 62.53 in 2015-16 against the national level of 79.21 in the same year. This has improved marginally for the state at 65.66 in 2016-17.

Similarly, Class XII pass percentage for the state was 66.06 against the national level of 81.94 in 2015-16.

Compared to the national average performance with regard to indicators on enrolment, infrastructure and resources, Haryana displays comparably much better achievement which, however, is strangely contradicted by the unfavourable Board exam results average vis-a-vis the all India average figures.

4.1.1. Infrastructure, Civil Works And Financial Allocation: In assessing Haryana's achievements in the secondary school sector in purely physical and financial terms, some of which can be attributed to RMSA, it is seen that there has been a tremendous increase in the numbers of schools which have expanded access to secondary schooling. There has been increased financial allocation on infrastructure and civil works, which however, has not been followed up with construction in the desired pace.

Increase in the number of Secondary Schools: Haryana had 3493 Secondary schools in 2009, with 1618 government and 81 government aided schools⁴⁸. The number of secondary schools in Haryana at present totals 7663⁴⁹ with 3259 government and 203 government-aided schools. At the senior secondary level, there are 4478 schools with 1879 Government and 155 Government- aided schools. RMSA provisions financial support for civil works infrastructure only in government schools while the other quality interventions as well as infrastructure support under Vocational Education,

⁴⁷ UDISE 2015-16 and UDISE 2016-17

⁴⁸ Statistics of school education, 2014, MHRD, Bureau of Planning ,Monitoring and Statistics http://mhrd.gov.in/statist?field_statistics_category_tid=33

⁴⁹ UDISE Flash Statistics 2015-16, NUEPA, 2015

ICT @ Schools and IEDSS components are available for the government aided schools too.

Civil Works: Under the civil works infrastructure component of the programme, 56 new schools were approved for Haryana till 2016-17. Another 10,700 units of civil works consisting of 1430 additional classrooms, 1297 science labs, 1297 units of Science and Maths kits, 1879 library rooms, 2802 ICT labs, 2620 Arts and Craft rooms, 244 toilet blocks (having both girls' and boys' toilet units), 11 boys' toilet units, 12 girls' toilet units and 52 drinking water facilities have been sanctioned under the RMSA for strengthening 2837 existing government schools. 52 of the 56 schools are now functional.

The progress of construction work however, is slow. Construction in only 1066 of the approved 2837 schools has been completed. Approximately 31.03% of the approved civil works of 2010-11 vintage were yet to be taken up and overall 47.12% of the works approved are yet to be taken up by end of 2016-17.⁵⁰ An annual school grant for all the government schools @ Rs 50,000 per school is part of the annual recurring approvals every year.

Fund allocation within RMSA: From the financial allocation angle, the 2017-18 RMSA AWP&B, Haryana has given Vocational Education a major emphasis with an allocation of Rs 18002.727 lakhs. 990 government schools have been covered under this component, where 964 schools have vocational courses running. ICT@ Schools with Rs 11784.320 lakhs got the second priority in the state RMSA Plan allocation where 3196 schools have been covered, but only 3009 schools have functional computer labs. The next biggest allocation in the plan is to the component of strengthening of existing schools, i.e., construction of additional classrooms, toilets, labs, etc, with Rs. 4345.747 lakhs. However, the progress of earlier works taken up under strengthening component remains slow.

Low allocation to Quality interventions: While the quality interventions such as teacher training, ICT @ schools, IEDSS, Vocational Education, guidance and counselling, etc are applicable to secondary and senior secondary government and government-aided schools, the civil works interventions are applicable only to the

⁵⁰ MHRD RMSA Appraisal notes 2017-18, page 18

government secondary schools. An allocation of Rs 1749.163 lakhs was made to cater to 1075 disabled students under the IEDSS component in the plan and finally, an allocation of Rs 1468 lakhs was made for quality interventions such as teacher training (including ICT, IEDSS and Guidance and Counselling) and projects, major focus being on the training of science and maths subject teachers.

In terms of financial performance, fund expenditure was slow and below target for the initial years resulting in a substantial amount of funds received from Government of India lying unused. However, last year the state spent more than the funds available with them under the programme.

The Centre for Policy Research had carried out an analysis of State spending within the RMSA and found out that the per student allocations in Haryana in the year 2017-18 averaged Rs 8209, second only after Maharashtra. Teachers and Learning Resources component, which consists mainly of salaries of teachers, constitutes the highest share of RMSA core allocations in the state. In 2017-18, Haryana allocated 97 per cent of core RMSA funds to Teachers and Learning Resources. On the other hand, the allocation to 'Quality' intervention remains low.⁵¹

In aggregate terms, Haryana seems to have done well in the implementation of the scheme. However, some critical examination needs to be carried out on the pattern of funding within the scheme activities and on the activities.

A study of how much each school has been funded in actual terms measured against the outputs and outcomes at the school level would be revealing and ensure correction if the results show a lop-sided allocation. It would also give a sense to the stakeholders in the school about the inputs into and the expected outcomes at the school level and their role in it, thus developing a sense of ownership in the school.

4.1.2 Teachers' Appointments: Shortfall in specialist teachers, notably science, maths and language, is common across India and this is exacerbated by poor deployment of existing teachers, observed the 5th JRM.⁵² Though the first statement

⁵¹ Kapur, Avani, Bordoloi, Mridusmita and Shukla, Ritwik, Budget Brief 2018-19: RMSA, Feb 2018. Centre for Policy Research. (www.cprindia.org/research/.../budget-brief-2018-19-rashtriya-madhyamik-shiksha-ab)

⁵² 5th RMSA JRM, MHRD

does not hold true in the case of Haryana, the second one certainly needs to be looked into.

Teachers' recruitment, appointment, posting and transfer are continuous dynamic processes with teachers leaving or retiring from service and the situation is no different in Haryana. Providing sufficient teachers in secondary schools is a critical input for ensuring quality of education in the schools. The PTR ratio in Haryana in the secondary school section is 34 compared to the all India average at 46.⁵³

Number of teachers provided under RMSA: 58 Headmasters posts and 190 subject teachers were along with the approval to open new schools. In 2011-12, 7223 additional teachers were approved with the objective to address the shortage of subject teachers and the Pupil-Teacher ratio in secondary schools at that time. Till 2016-17, only 5278 additional teachers, 29 of the 58 Headmasters and 135 out of the 180 subject teachers approved for new schools had been appointed. Their salaries are supported under the programme. Under ICT @ Schools component, there are 1609 teachers and 470 Special educators under the IEDSS. The salaries of 990 resource teachers under the flexible pool of Vocational Courses teachers are supported e under the Vocational Education of the RMSA programme.

Problem of Deployment: There are schools with no specialist teachers for months on end though the aggregate number of teachers at secondary school level in Haryana is very good. The optimal deployment of teachers across all schools, rural and urban, needs urgent attention. The existing deficiency in the availability of core subject teachers is affecting quality of teaching-learning adversely in these secondary schools. Teacher shortage, especially in some core areas is a problem in most states. At an all India level, the proportion of government schools with the core five subject teachers was at 23.4 percent in 2013-14 compared to 22.5 percent in 2009-10.⁵⁴ However, this indicator shows fluctuation over the years and across school types as recorded by the School Education Statistics and later on UDISE.

⁵³ UDISE 2015-16

⁵⁴ SES Flash Statistics 2009-10, MHRD Statistics Division, 2010 and UDISE 2013-14 (<http://udise.in/>)

4.1.3 Teachers' Trainings: The objective for the teacher trainings held under RMSA was to raise the capacity of the teachers. However, teacher training through RMSA appears to have had very little effect on the learning in the school children in schools. Evidence from field studies do not point to teacher training by itself effecting a change in classroom practice. RMSA provisions mandate training of all government and government aided Secondary school teachers and with the subsuming of the schemes of ICT@ Schools, IEDSS, Vocational Education (VE), this eligibility also includes training of Senior Secondary government and government aided schools.

Number of teachers approved for RMSA training: The state has 16872 teachers in Government senior secondary school and 3501 in government aided senior secondary schools with another 16190 teachers in government secondary school and 1012 in Government aided secondary schools, all of whom are eligible to be covered under the scheme or activity of training under the RMSA.

A total of 30354 Secondary School teachers had been approved for in-service training under RMSA since the beginning of the programme. However, training could be given to only 10114 of these. Similarly, Induction training had been approved to 14404 newly appointed Secondary School teachers, out of which only 5891 could be trained. 977 of the 7636 Headmasters received training.

In addition to the RMSA core component, training was also approved to 1609 teachers under ICT @Schools, component, 470 special educators under IEDSS component and 2360 teachers for Induction and In-service training under VE.

Slow pace of training: Despite having received approvals for most of the training proposals, it is observed that the training implementation targets were not always achieved. The year 2015-16 was exceptional in that 90.6 % of the approved trainings were completed. The monitoring at the state and the SCERT level is mostly focused on numbers. The table below gives us a state level glimpse of the details of teacher training implementation under RMSA

Table 4.1. Number of Teachers approved and trained under the various RMSA Training programmes.

Year	In-Service Training of Subject Teachers		Induction Training		In-service Training of Headmasters		MRP&KRP Training		SRG for HM Leadership Training		Leadership HM (NUEPA)		HM Residential Routed to NUEPA		Grand Total		
	Approved	Completed	Approved	Completed	Approved	Completed	App.	Completed	Approved	Completed	Approved	Completed	Approved	Completed	Approved	Completed	In % Completion
2009-10		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010-11	8778	6236	5000	0	0	0	0	0	0	0	0	0	0	0	13778	6236	45.26
2011-12	13040	0	1905	0	3118	627	21	21	0	0	0	0	0	0	18084	648	3.58
2012-13	4058	0	0	0	1600	0	357	0	0	0	0	0	0	0	6015	0	0
2013-14	2421	2421	5276	0	1907	0	336	0	0	0	0	0	0	0	9940	2421	24.36
2014-15	2565	2565	5682	4350	350	350	378	347	50	42	200	200	0	0	9225	7854	85.14
2015-16	3897	3897	1541	1541	661	0	0	0	0	0	1000	1000	0	0	7099	6438	90.69
2016-17	1663	1231	0	0	0	0	0	0	0	0	100	100	25	0	1788	1331	74.44
2017-18	2710						102				500		0		3312	0	0
Sub-Total	39132	16350	19404	5891	7636	977	1194	368	50	42	1800	1300	25	0	69241	24928	36.00

4.1.4 Other Quality Interventions: From the very beginning of RMSA implementation, Haryana has proposals and activities targeted at quality improvement. The proposed actions under the Plan proposals showed the intent to address issues of improvement of classroom teaching through teacher training, improve school governance through training of principals in school leadership, provisioning for the school through funding school grant, minor repairs, drinking water and toilet facilities, support action for involvement of SMDCs.

Learning Enhancement-The very critical component of learning enhancement or remedial teaching, targeting students who have joined Class IX has seen increased approvals. In 2013-14, the State proposed a comprehensive remedial teaching programme for 19040 students of Class IX⁵⁵ with the main objective to bring identified weak students to the desired academic level for Class IX in the subjects of English, Science, Mathematics and Social Studies. In 2016-17, 42323 students were to get remedial-teaching this did not get implemented due to lack of detailed implementation plan and readiness of the remedial teaching modules. This intervention plan also lacked the input of individually identifying children with learning gaps and targeting them. In the Annual Plan 2017-18, 37103 or around 20 % of the enrolled students at Class IX were approved to be given remedial teaching. This is a very focussed targeted planned intervention, which, if implemented correctly, has the potential to raise the academic performance of the students tremendously. However, interventions to provide remedial support to students will not be easily possible without the necessary grade-level competencies and multi- pronged strategies to address the learning gaps. One of the dangers in remedial teaching is that it tends to repeat the same method and in Haryana, extra classes seem to be the method adopted.

Approval for development of a question bank at all government schools was received in the year 2016-17 for which the state has reported completed and again approved for development of science and math question bank for the year 2017-18. This year, the state received approval for monthly tests to be held at school level for 3.799 lakh students. However, a question bank needs to be up to date and thus would need revision every time there is any change in the curriculum or syllabus. Along with

⁵⁵ RMSA AWP&B 2013-14 MHRD TSG Appraisal Notes, page 94

a question bank, a learning indicator framework for all subjects would be helpful for the teachers to assess a student

Science and Maths kit were approved for all government schools and the physical and financial progress at the state level for the year 2016-17 was 100 %. However, these maths kits and science kits seem largely unused in the schools and given there are no practical exams in the grade X exam, the extent of utility of these kits is questionable.

Co-Scholastic Activities: A combined science and book fair which is organized at district level in all districts, excursion tour and girls' empowerment programmes such as career counselling for girls, martial arts for self-defense and Kala Utsav at the State level have enhanced the co-scholastic experience of the students of the schools included in the activities. However, government aided schools were left out of these activities.

Yoga training was given to 1050 Physical Education teachers and Sports kits was approved for 21 districts for which the physical and financial progress was indicated to be 100 %. It is not clear though who are the custodians of these sports kits at the district level, and how the schools / students would avail of these at their level.

3258 schools at the state level have been approved to be covered under the Shaala Siddhi⁵⁶ programme for school evaluation against the NUEPA defined School Standards Framework . 1013 schools in Gurugram are to be covered and 5 schools have completed the self- evaluation. The self-evaluation for 31 schools is still in progress and 977 are yet to start.

Thus, at the plan level, it does appear that the RMSA programme has been leveraged to some extent by the state and from the point of physical and financial targets accomplishment, has done quite well. However, from the inability of the State

⁵⁶ ShaalaSiddhi is comprehensive instrument for school evaluation leading to school improvement under the National Programme on School Standards and Evaluation (NPSSE). Developed by the National University of Educational Planning and Administration (NUEPA), to enable schools (or external examiners) to evaluate their performance on an agreed set of core standards and key performance domain.

to complete a number of approved interventions, it appears that the planning has been drafted at a macro level and therefore the details and nitty gritty of the implementation at the ground level posed difficulties. Working out these details at the school level, taking the Principals, school-heads and SMDCs as partners in implementing school level activities, etc would smooth implementation and also ensure the RMSA message and objectives do not get diluted at the ground level, thus ensuring the quality that is being sought at the student, teacher and school level.

4.2 EVALUATION OF RMSA AT THE SCHOOL LEVEL

This section presents study findings of RMSA intervention at the ground level. As mentioned earlier, the study findings are presented under the indicators of school infrastructure and other resources, school leadership, curriculum and classroom transaction, teachers' professional development, student achievement and community involvement.

Improving quality of education in secondary schools is one of the core objectives of the RMSA. The Framework clearly visualizes “decentralizing school management and accountability” as a means to improving school performance and concurrently aims to achieve quality in school education while underlining access to schooling. The critical role of schools in the changing education context in terms of its effectiveness and improvement is well known. Thus, the school needs to perform and deliver at its optimum level and necessitate school improvement.

Most of the monitoring of the RMSA implementation is at the macro level- either at the state level or the district level. The monitoring that the 3rd part Monitoring Institutes carry out too is at the district level. While the picture at the macro level seems to be fine, apart from the pass percentages, however, at the school level, it is a different picture.

The following findings give a glimpse of how RMSA implementations are actually felt at the school level.

4.2.1 School Infrastructure and Other Resources:

Provisions: The RMSA framework stresses on provision of required infrastructure (classrooms with furniture and blackboard, library, science and mathematics laboratories, computer lab, drinking water and toilet facilities and electricity) and providing teachers in all the subjects – especially mathematics and science. A well-maintained school, equipped with the necessary infrastructure and sufficient classrooms in a clean, neat surrounding contribute to the learning environment in a school.

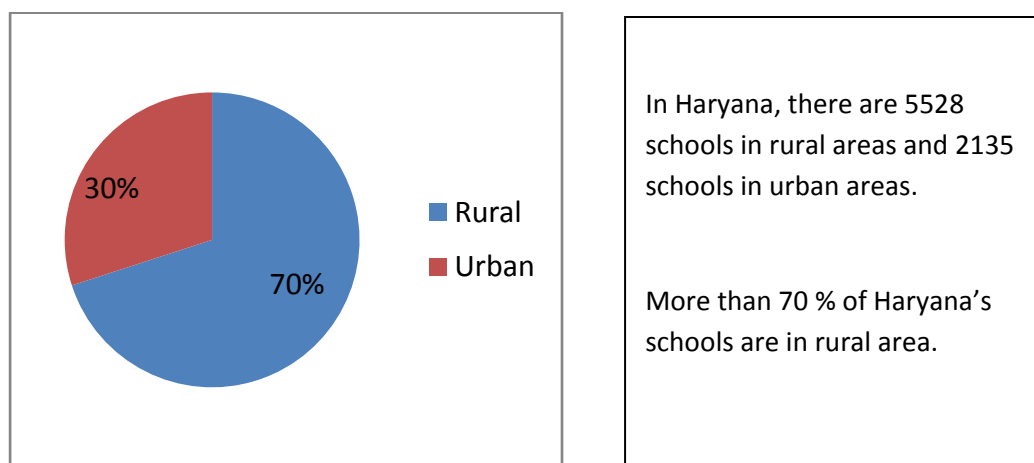
Statistics at the macro level: At the state level, 97.38 % of secondary-section-only schools in Haryana have buildings where as 99.39 % of total (composite schools having elementary, secondary and higher secondary) schools have buildings. 98.84% of schools have drinking water facilities and functional girls and boys’ toilets at 98.44 % and 97.98 % of schools respectively. While 89.82 % schools have electricity, only 40.05 % schools have computers with internet. 90.68% schools have libraries while 31.52% schools have ICT lab. It is seen that 18.70% schools have lab assistants (and thus presumed to have functioning science labs) while 30.58 % of the secondary schools with higher secondary section have lab assistants. 84.11 % schools have a boundary wall and 75.41 % schools have a Head Masters’ room.

Rural-urban divide - the picture at the ground level: In the 10 schools visited, it was observed out that all the 10 schools had spacious buildings, though in two of the schools in the rural areas, the buildings are old and run down. However, both the schools have not been sanctioned any repairs. Except one school, all the nine other schools had a Principal’s room. While electricity was available in all the schools, no internet was available in the rural schools. All the schools have classrooms and space with furniture and black board. Only 2 schools have fully equipped Physics, Chemistry, Biology and Computer labs, one school has partially equipped Physics, Chemistry, Biology and Computer labs, one school has partially equipped computer and maths labs and the rest do not have any science computer labs.

Most the students interviewed in the rural schools informed that no activities are held in the labs for science or maths though some models are used in science class, e.g. models of human anatomy, etc, are used.

The school grounds were wide and spacious in all the schools visited but only urban schools had sports fields and sports equipment. The rural schools did not have any sports infrastructure. All schools were clean and organized and have electricity, drinking water and functional toilets, with boundary wall although the boundary walls of three schools are broken and need repair.

Figure 1: Distribution of School Visited: Rural/Urban



While computer labs and computer and internet is available with the school office/ Headmaster in the urban schools, 4 rural school had partially equipped computer labs. However, the computers and the software in the lab were quite old and need updation, 3 other rural schools visited do not have a computer lab. In most of the schools with computer lab though, a number of computers were not working and needed repairs for which the Headmasters / Principals do not have the resources nor the authority. Some of the teachers informed that in the training, they were shown how to use ICT tools and digital resources for subject teaching. However, due to the lack of facilities in the schools, they are not able to incorporate these methods in their teaching.

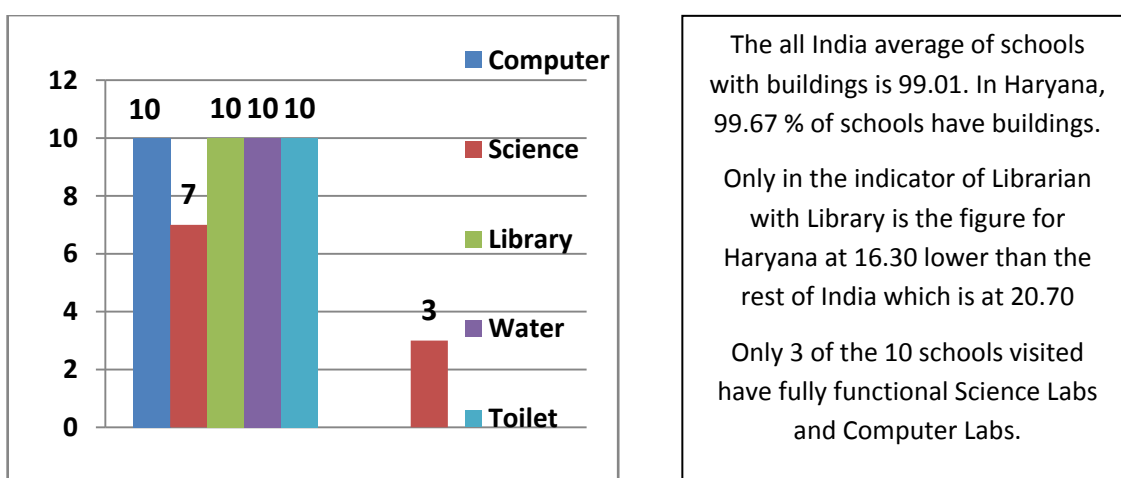
Despite the availability of classrooms, in one rural school, it was observed that two classes (for Class X and for Class XI), were being conducted outside. (Photos in Annexure III) .Though all the schools reported having a library (one school reports having more than 6800 books), yet it does not appear that students are using the library nor are borrowing books from the libraries. Library periods are often used for extra classes or substitute classes.

With regard to provision of teachers, 3 of the schools in the rural areas do not have a maths teacher. Two schools did not have chemistry teachers and in another two schools, no English teacher, while there was no shortage in the urban schools. In one school, a class XIIth student informed that there was no Math teacher nor Chemistry teacher for the past eight months.

Thus, from the school visits, an Urban-Rural divide, in favour of urban schools is very much apparent in terms of infrastructure as well as teacher provision in the schools.

Slow pace of construction work Despite having covered 2837 schools for strengthening under RMSA, the rural schools visited do not exhibit any improvement in infrastructure as a result of RMSA implementation.

Figure 2: Availability of Infrastructure in the 10 Schools

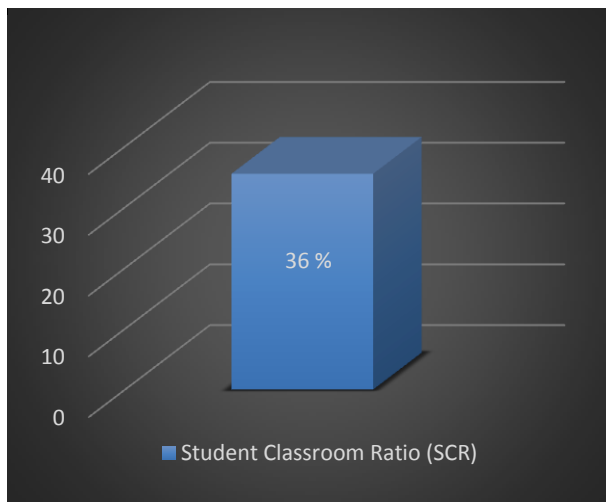


School Grant: Though the provision for school grant under RMSA is Rs 50,000, the schools visited have received School Development Grant of only Rs 7000 and School Maintenance Grant of Rs 7500 with only one school (Panchgaon) reporting a receipt of Annual grant of Rs 10000 in addition to the School development Grant and the School Maintenance. Two schools (Mokulwas and Khalilpur) had received civil works grants of Rs 82,500 and Rs 12,85,500 respectively.

Thus while it is reported that the State Annual plan is an amalgamation of the School Improvement Plan and the District plan, it appears that there is a mismatch somewhere in the implementation of the whole-school-concept or school development plan. There are still large gaps in infrastructure or in provisions for teachers and other equipment, despite eight years on programme implementation having been completed and having received the full complement of approvals for interventions in the areas of infrastructure, equipment and teacher provisions in nearly 90 % of the schools.

Picture of contradiction- Thus for Haryana, a puzzling picture emerges, where by we see that even though the data present a good picture of well provided schools on the infrastructure front, the school results at Class X and Class XII levels too do not suggest any co-relation of good infrastructure with good results, despite the popular belief that and a number of studies having co-related good infrastructure with quality learning and good performance. All the three urban schools which have good infrastructure displayed lower than average results where as one rural school which does not have the full complement of infrastructure as per the RMSA provisions has displayed good examination results for 2016-17 at both the Class X and Class XII levels. *This raises the question – is the data correct? How is it that schools which, as per data, having all infrastructure, yet during the school visits present a different picture of infrastructure gaps? Are schools filling up data correctly or is there a misinterpretation of how the data is to be filled up which leads to this situation? A detailed study on this would throw up the reasons for the defects and gaps and the contradiction that is existing presently.*

Figure 3. Student- Classroom Ratio



The all India Student Classroom ratio at the Secondary school level is 46.

In Haryana, the SCR is 34.

The average Student – Classroom ratio in the 10 schools visited is 36. However, the number of students per class in the urban schools is more.

4.2.2. School Leadership: A dedicated head, effective school administration and management and capable leadership have been found to be crucial in bringing about effective and high performing quality schools. Though there are differing views on what makes a good leader, there is no doubt that institutional training in school management helps sharpen and hone skills in management and administration of school heads. Leadership training to headmasters and principals contributes significantly to ensuring quality learning in schools. It is important for the school head to understand the strength and weakness of the school and develop quality plans to monitor curriculum, lesson plans, conduct competency based assessments, track and analyse learner’s performance, attendance and retention rates. As a school leader, the school Principal has to motivate teachers and staff. And as an effective manager, the school leader has to look for resources for the school and ensure effective delegation. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) clearly visualizes decentralizing school management and accountability as a means to improving school performance.

RMSA provides capacity development and leadership training to principals/ headmasters under RMSA schools through the Leadership Development Program by NUEPA. The current practice provisions School leadership training for Principals and School Heads under RMSA. 1300 Head Masters / Principals of Secondary schools have undergone School Leadership training out of the 1800 approved and 25

Headmasters have been approved to undergo a residential leadership management course at NUEPA.

However, it is not clear to what extent this training helps the Principals improve their effectiveness and adds to the capacity of the Principals to improve the quality in the schools. The Principals who had undergone the school leadership training said that they learnt time management, were oriented on accounts, audits and finances.

The schools visited have experienced teachers as Principals, who have completed 20 years or more of service, some of whom have been school heads for five years or more earlier. They exhibit traits of school leaders, leading in planning, decision making and discharge of administrative duties. Academic leadership is a critical function of a Principal, devising ways of improving students and teachers performance, mentoring students and teachers alike while maintaining a balanced relationship with the community and the department.

School Management Strategies: The biggest administrative and management challenge Principals is shortage of teachers, especially in the rural schools. This is where the Principals, despite not having the discretion to hire substitute teachers or guest teachers, have to exercise their leadership skills in identifying amongst the existing teachers and resources in the school, those teachers who have the skills to teach other subjects and to get the co-operation of the teachers for deploying them to teach the classes and subjects that are not originally their own subjects or responsibility. Similarly, Principals of the rural schools have been using the services of teachers for administrative and other works such as school data updation on the State education portal, since most of the rural schools do not have the support staff that the urban schools have. Principals are still expected to be accountable for the regular data updation, maintenance of the school as well as performance of the students.

Though most of the school hours are taken up by academic and administrative work, all the Principals interviewed admit they spare time to talk to the teachers and the staff, either in meetings or individually and consciously mentor some of the

teachers as part of the day to day work. Communicating with students, teachers, parents, SMDC members and Department officials are also important activities for the Principals.

All the schools visited have bio-metric attendance machines. It was observed that some Principals consciously adopt democratic methods of delegating work to give a sense of partnership and involvement to the teachers. In one instance, it was observed that teachers have been given flexibility to exchange duties amongst themselves while informing her and noting it in the register in her office.

Academic Leadership and Practices: The Principals /Headmasters of all the 10 schools have the school performance and improving academic performance of the students as their first priority. One principal felt that motivating the students to attend classes and extra classes regularly is important. Three Principals cited regular attendance in school, preventing absenteeism of the students by meeting parents, finding out the reasons of absence and looking for a solution, etc, strategies to ensure better performance of the students. Though different strategies are adopted by them, all seem to depend on extra classes mostly for improvement. Most of the Principals keep a close watch on what happens in the classrooms, with daily checking of Teacher Dairies and Lesson Plans. (copies shown in Annexure IV).

To ensure that students spend their time studying and preparing for the exams, the schools have continued classes and regular school timings till the date for the examinations for the terminal Class X and Class XII students, so they get time to study in school since it is not certain whether they get to study at home. A lot of the Principals' efforts also go into ensuring attendance of extra classes, remedial teaching and preparation for exams. Regular monitoring of attendance and punctuality, class inspections ensure discipline in the schools for which the Principals spend a good amount of time and effort.

One contradiction observed is that though all schools seem to be having a School Improvement Plan as per the School Report Cards of the UDISE, Principals do not seem to be aware of the details of this plan. Some of the Principals have a vision for their school, however it is not articulated in writing and not displayed anywhere in

the school. Though Principals have the data on the pass rates of the school, yet none among the 10 Principals use UDISE data or school data for their own analysis and planning.

Challenges: Most of the students in the schools visited come from weaker economic background so that they either help their parents' work or work part-time to supplement the family income. This affects punctuality and regular attendance. It is a challenge for the Principals and teachers to get the students to attend school regularly and punctually and also to get good academic results when a majority of the students do not get that kind of support that otherwise middle class and higher income group are getting from home.

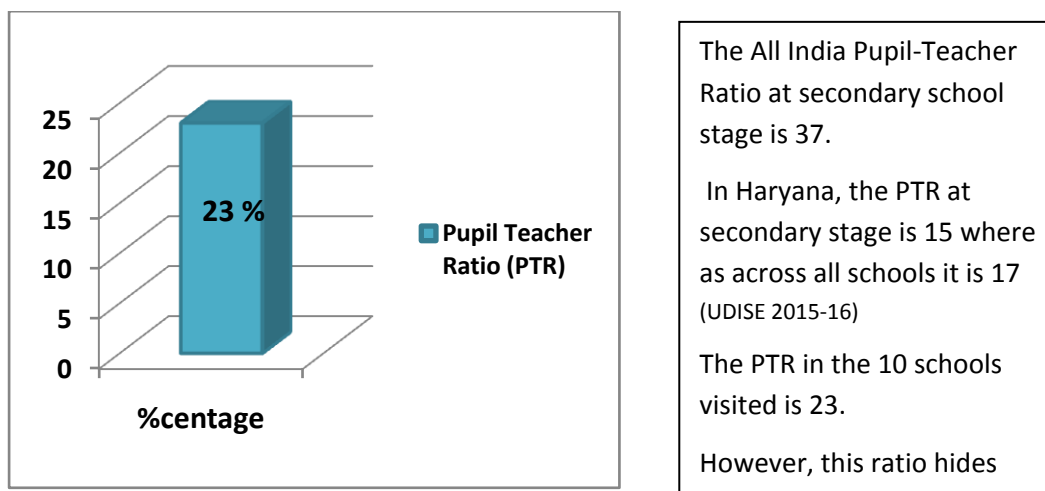
In the urban schools, quite a number of the children are wards of migrant labour and first generation learners. This places a bigger responsibility on the School's part for these children. Thus, irregular attendance, lack of time at home for studies, frequent long absences (when the migrant families go to their native places during festivals), etc. places pressure on the school for their academic performance. In addition, with the migrant labour's children, there are problems with the understanding of Hindi which is the medium of instruction, which hinders their learning.

Thus, essaying the role of a school leader for Principals of government schools is quite challenging, more so since the level of autonomy and discretion they enjoy is less than what the Heads of Private Schools have. It would be rewarding to have the role of the Principals of the schools enlarged in the scheme RMSA implementation at the school level.

4.2.3 Curriculum in Classroom Transaction: Effective teaching-learning results from a teacher's understanding of the specific context of the students and learner's needs and moulding teaching learning methods and class room practice accordingly. Quality provisions under the RMSA scheme are an opportunity to ensure adequacy and quality resources in school to support the curriculum. Apart from classrooms and blackboards, desks and chairs for all students and teachers, books and other resources should be available to all students and teaching -learning material to teachers. Visual

aids, Charts, Maps, Models, etc as well as ICT aids help course curriculum and course syllabi transaction tremendously.

Figure 4 Pupil–Teacher Ratio in the 10 schools



Teaching-Learning Strategies: Though the immediate aim of all the quality interventions under RMSA is to raise the academic performance of the student and ultimately his/her holistic development, yet the class room practices and the teaching methods are still very teacher centric. The visits from the schools shows that all the classes are arranged with the desks and benches of the students facing the teachers’ desk and blackboard at the front of the class teachers instructing from a fixed position. All the students interviewed stated that teachers use textbooks and blackboard for almost all the subjects. Teachers read out from the book and then discuss the lessons in the class, sometimes asking questions, by way of ensuring student participation. There is no indication by the students of any project work or group work in any of the subjects by any of the teachers.

Haryana has leveraged ICT @ Schools to equip 3196 schools with computer labs, internet and computer peripherals. In addition, 1609 ICT teachers have been put in place. However, in none of the 10 schools could the use of ICT labs in subject teaching be seen and subject teachers rarely use the labs or the computers to develop or enhance their teaching learning materials or for assessment of students, etc. The PAB minutes of 2016-17 showed that supplementary learning material has been approved for Classes 9 and 10, however, it is not seen at the school level yet.

The use of Science and Maths labs or equipment in the classrooms is not seen in the teaching of these subjects in the schools visited. No other use of Teaching Learning Material is seen to be used in the class, though some teachers say that demonstration methods and charts are used (Maths) and dictionary and developing dictionary as part of a lesson transaction is used by some English teachers.

Classroom Practices: The behaviour and attitude of the teachers after undergoing training do not seem to change from their usual practice. Some teachers interviewed admit that children display more interest if they are engaged in an interesting and friendly way, only few teachers say that they consciously make an effort to make learning enjoyable and fun, and in the context of the students in these classes being young adolescents, the teachers have to keep in mind how to talk to them, and how to deal with them. This aspect of behaviour and teaching does not seem to figure in the RMSA trainings since most of the content in the training is on learning enhancement of subject knowledge. While training under RMSA helps them understand their subject better and in some subjects, some new things are learnt, very less of what was learnt in the training is applied in the class and the teachers go back to using their old methods. All the teachers and students interviewed confirmed that traditional and uniform pedagogical practice of teachers lecturing from the front of the class still continues which shows that nothing much has changed in the classroom despite training and these methods perpetuate the old passive learning-teaching methods where the student is just expected to receive rather than engage in learning.

A majority of the students of class IX in a girls' school visited found Social Science quite difficult to understand. It was found out that the teacher used mostly traditional methods of teaching which involved reading from the text and explaining the topic verbally sometimes using the blackboard. When asked what was that about SST that they disliked so much, the reply was that it is too lengthy, boring and there is no relatability at all to the surroundings. The teacher teaching SST in this school had been teaching the subject for the past two years but uses only textbook and no other material.

Teacher's priorities vis-a-vis students learning needs - For the teachers, finishing the syllabus is the biggest concern. This is especially true now due to the spectre of

monthly assessment tests on the chapters finished that month/ quarter. Teachers informed that a minimum of four days are needed to finish a chapter and due to the monthly assessment test, their first priority is to finish the syllabus for the month, especially if there is some holiday or other activities.

Students like and look forward to quizzes and more interactive activities. From an interaction with Class IX students studying in a girls' school, it was found that if the teacher is perceived to be likeable, the class / subject is perceived to be more interesting and students look forward to the class. Though no direct link could be made between students' liking a subject teacher and their understanding of the concepts and performance in that subject since the marks obtained in the subject (math) were average, however, students ask questions over doubts in classes more readily and frequently where the teachers are more friendly and approachable. From the visits, it was found out that where the teacher is more approachable, there was more student – teacher interaction in the classrooms, than where the teacher is perceived to be serious and strict.

Assessment - Assessment is a part of teaching strategy, especially when most of the new students in class IX lack the basic knowledge for curriculum activities and learning prescribed for Class IX. From the school visits and the interviews with the teachers, it appears that not all teachers are certain about what assessment strategy will be most appropriate in which situation. Most use very summary methods like making the student read out, asking two or three questions of a certain level to assess and identify weak students in class. Some teachers depend on the results of monthly assessment tests to identify weak students. However, once teachers make up their mind about a student's level, it is not clear if teachers apply different strategies of helping student learn according to their identified levels or go ahead with the same strategy for the whole class. Some teachers informed that they scale down/ minimize the content for weak learners and instruct them to concentrate on a limited content.

Remedial teaching to address learning gaps - For all the teachers, weak basics in all the subjects among the students entering class IX is a big issue. Many do not have time or environment for studies at home. Evolving a strategy that would address this issue through remedial teaching (which is an intervention under RMSA) and

incorporating these strategies in the training content would help the teachers assist the children to bridge their learning deficiencies to ensure adequate learning of the Grade IX curriculum.

Other issues - Adolescent issues, lack of discipline and lack of attention of the students are some of the challenges that teachers face in the classes. Some of the teachers come back from the training with unsolved issues, due to packed schedule there is hardly any time to take up other issues and problems that the teachers face. Many teachers had gone to the trainings with the intention of discussing the problems and issues they are facing in the class but not got any opportunity to raise these issues. A knowledge forum or teachers forum at the cluster level for those teachers who prefer face to face interaction or on an ICT platform would help peer learning , sharing of best practices and evolve solutions within the community thus reducing the dependence on the department , which is too burdened and slow to respond.

The field studies, the interaction with the teachers and the students paint a picture that in most of the classrooms of government schools, teaching and learning is mostly a task and a chore. Teachers feel the pressure of time and expectations for student achievement, coupled with the issue of poor basics on the students' part. The students too feel the lack of engagement of the teachers with them individually and learning in class is reduced to a means of passing an examination rather than an enjoyable experience though there are examples of good teacher-student relationship and seen in some of the schools. *Thus evolving strategies that would take care of both the students and the teachers' needs and incorporating them into the training design and content would make the RMSA trainings more effective and applicable at the school level. The school also needs to build an environment and encourage practices that enables the utilization of available infrastructure and tools to bring in and facilitate the teachers to use more engaging methods of teaching which would make learning more interesting while ensuring the completion of the curriculum within the prescribed time.*

4.2.4 Teacher's Professional Development - Professional development is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Professional development for teachers helps them develop and hone their skills and understanding and improve classroom practices. It impacts not only teachers' pedagogical content knowledge but also gives confidence by engaging in improvement in knowledge and practices in a professional setting. The ultimate beneficiary of Professional Development or In-Service Teacher training is the student. RMSA provides for the possibility of continuous capacity building exercise for secondary school teachers.

Number of teachers who have undergone training - A total of 302 teachers were posted in the 10 schools visited and all of them were professionally qualified (B.ED). Of the 63 the researcher interacted with, only 24 had undergone either Induction Training or In-Service Training under RMSA at the SCERT, Gurugram. In Haryana, there is an Assured Career Progression Scheme by which teachers get promoted to a higher grade after completion of 8, 16, 24 and 30 years. However, there is no stated policy regarding the professional development or training of teachers in Haryana. Before RMSA, there were no large-scale training programmes for teachers.

RMSA provides for both Induction and In-service training and as mentioned in the earlier paragraphs, 10114 of 30354 PGT teachers approved had undergone in-service training of 5 days and 5891 out of the 14404 newly appointed teachers approved have completed their Induction training of 10 days .Over the eight years of RMSA implementation, approval to train 7636 Headmasters/Principals has been given. 977 Headmasters have also completed In-service training.

Institutional Arrangement for Teacher Training - The responsibility of the Secondary School teachers training is with the SCERT. All the training programmes have been conducted by the Haryana SCERT which was responsible for designing the training package for both the in-service and the induction trainings and also developing training content and training modules. The SCERT conducts a need assessment of teachers while designing the training and developing the training content, by taking in feedback from teachers and schools of the requirements. Though the details of needs assessment for teacher training are not available, it appears that

approach for developing the modules were through workshops of Key Resource Persons and teachers. The Department of Education shares the teachers' data with the SCERT and the SCERT selects the teachers for training.

In 2015-16, the SCERT had prepared content and modules for Activity Based Learning and Assessment skills, ICT skills with new content for the PGT in-service teacher training, Induction training for PGT teachers for 2015-16 was organized in the subjects History, Geography, Biology, Chemistry and Sanskrit on the basis of new content developed for the subjects. Before this, the SCERT had prepared in the subjects English, Hindi, Science and Maths for Induction training.

For the teachers of Gurugram and the nearby districts, the training delivery itself takes place in the SCERT, Gurugram. Here, the SCERT selects the names of the teachers who are to be called for that particular training from the teacher HR data which had been provided to them by the department. Priority for attending the training is given to the teachers of the schools where the board examinations have not been good. Since the training approach is to remedy the learning gaps among the students in schools where the examination results or the quarterly/monthly test results have not been good, the SCERT sends out a call letter to the teachers posted in these schools. This approach is followed for both the Induction as well as the In-Service Teachers training. The SCERT decides the theme, the number of days for the training, the date and the venue for the trainings.

In the other districts, training programmes are organized by the District RMSA offices where by the training content and modules developed by the SCERT are delivered by Master Trainers trained by the SCERT. Here, the training organizers at the district level sends out the call letters to the teachers and Principals according to the subject and type of training, whether Induction or in-service for which the training has been organized.

Master Trainers are usually selected on the basis of past track record and on nominations from DEOs. Master Trainers are trained at State level trainings at SCERT. Master Trainers' Manuals are based on themes developed for the trainings. The Master Trainers then conducts the trainings at the district level.

Training Design - Through the years, the training design and duration have changed and presently the standard training package has been approved as (i) a 10 day Induction Training for newly appointed teachers,(ii) a 10 day in-service subject teachers training ,including principals and School Heads who are teaching, which ideally is to include 5 days for RMSA objectives, 2 days for ICT@ School objectives, 2 days IEDSS objectives, and one day for training on Gender and Adolescence issues,(iii) Training for Leadership and Management for Principals and HM for 16 days by NUEPA. In the earlier years, the Induction training varied from 5 days to 7 days to 10 days. At present the duration of these trainings is fixed at 10 days.

In the 2017-18 PAB, separate additional training packages are seen to be approved by the RMSA PAB for a 10-day training for Science and Maths teachers and a 10 day training for English teachers. In addition, there are trainings for Key Resource Persons (KRPs). Functions of KRPs are to analyse existing curriculum of class 9th and 10th, to analyse textbooks, examination pattern and accordingly provide feedback to the Training Developers for developing content for the training and design trainings, trainings for Master Trainers (selected from among the experienced teachers to train as Master Trainers who in turn provide the training to other teachers at the district level), training for DEOs/Principals/Administrators, Training for SMDCs, etc.

The number of the trainees in the training batch varied. While in some Subjects, the batch strength was 35-40 (Economics), in some it was 55-56 (English), Maths 35-40. Very few of the previously appointed teachers have undergone training. It is seen from the SCERT response that trainings are organised based on the readiness of the subject wise training modules developed, which explains why the other subject teachers in the same schools had not undergone training since only the modules for Maths, Hindi and English were ready in the first phase.

Development of Training modules and training packages takes some time. Along with this, delay in release of funds from the centre seems to be major reasons for the slow implementation of the teacher trainings under RMSA.

With regard to the methods used in the training, it appears that most of the trainings sessions are in the form of classroom type of lectures with presentations. However, group work and exercises also feature in some sessions. With regard to the content, the teachers did not get any specially prepared reading material but used course books for discussion during the training.

Does it meet the needs of the teachers and the student - The main objective in these trainings was to raise the capacity of the teachers by focussing on enhancing subject knowledge of the teachers in their respective subjects though most of the teachers were not aware of the training objectives and it was not communicated to them though all the teachers agreed that they had high expectations from the training. Both the induction and the in-service teacher trainings focus on the subject knowledge enhancement, solving hard spots and effective lesson transaction methods for that subject. Some of the teachers interviewed said that where those topics were discussed or tackled in the training, transacting them in class has been easier. Some teachers did not know how to make lesson plans before learning them in the Induction Trainings.

Topics like classroom management, assessment methods of students learnings, how to evaluate students learning, how to assess students higher order thinking skills and differentiate from rote learning, how to identify learning gaps dealing with adolescent students' issues and appropriate curricular levels and teaching strategies for these levels, special needs children, discipline issues, etc were not part of the content in the training, etc. (Hopefully with the NAS X framework findings and the establishment of expected levels of learning

Need Assessment - Some teachers were not aware of any needs assessment conducted either during the training or before the training or any tests or evaluation carried out for what they have learnt in the training. A more comprehensive assessment at the teachers' end as well as the students' end would take into consideration both the teachers' and students' needs as well as the classroom context for enabling development of a more effective training package

It is also apparent that a more comprehensive needs assessment of teachers' needs and defining the gaps where the capacity needs to be built (understanding the learners' needs, assessment skills, etc) would help in the design of a more effective teacher training. In addition, defining these skills and underlining their importance would help teachers in self -reflection and pursue their individual professional development in a more systematic way.

Monitoring and Evaluation - Monitoring of these trainings are done at all levels by the State RMSA Implementation Society and the SCERT. However, it is observed that the monitoring is carried out mostly to keep a track on the numbers. No evaluation or assessment of the trainings has been carried out. Though no survey has been carried out, nor any follow up on the teachers who have undergone the training done, the SCERT officials believe that the teachers apply the learnings from the training in their classroom teaching to some extent. SCERT takes feedback from the teachers during and after the training and uses the feedback as input for the next training design. However, till date, no study has been carried out as to the methods adopted by the teachers in Classroom teaching, no measurement of what they have learnt in the training and whether these techniques or methods are applied in the classrooms when they go back to teaching.

To an objective observer, it appears that despite a lot of effort and resources put into the teacher training intervention at all levels, there is uncertainty of whether these efforts are actually fulfilling the objective of capacity building of the teachers and the broader goal of raising the student's performance and the quality of teaching learning in the schools. It is also apparent that more of fine tuning to align the goals and objectives and the activities need to be done and an objective evaluation of the teachers' training would help in this.

Dearth of training institutions - A number of reasons were attributed for this inability to implement the approved training, chief among them was the late release of funds, delay in preparing teacher training modules, delay in selection and training of KRPs, lack of agencies with the capacity to train Headmasters and Secondary School level teachers, etc. It is seen that while the DIETs are in charge of training teachers under the SSA programme (with the content developed centrally at the State level), under

RMSA, SCERT is the sole agency in Haryana to train the Secondary school teachers. In the initial years, the percentage of training completion was almost nil. However, over the years, it is seen that the capability of the State has improved and in 2015-16, the state could complete 90.69% of its teacher training target under RMSA. (Table 4.1).

However, it is a fact that there is a dearth of teacher training and teacher education institutions for in-service training of secondary school teachers in every state and it is no different in Haryana. This is a major challenge and requires coordinated efforts to address.

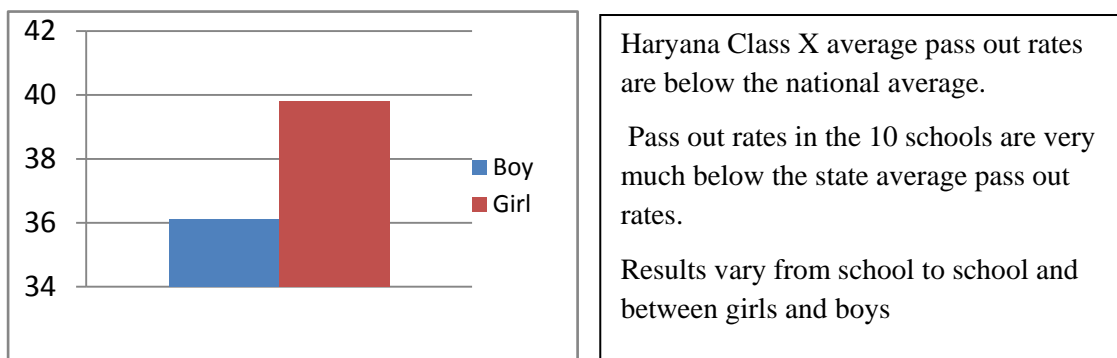
Need to institutionalize continuous learning -Teachers professional development is a continuous process of identifying teachers' potential and developing their skills through a systematic performance and HR management review system and capacity building programmes. While RMSA lays down the provisions for the latter, the HR and performance management is according to State government's policies. Effective Teachers' Professional Development necessitates appropriate methods of induction of newly recruited teachers, orienting them to the learner's needs and their context, which enables them to understand the curricular expectations and adapt their teaching-learning practice to those needs. While a significant number of teachers are now undergoing training, no records of individual teachers are maintained of the kind of training they attended and no certificate of training given. Feeding this data into the teachers' HRMIS would enable the Department to track and select teachers with potential for leadership and bigger responsibilities and would also help in career development for the teachers.

4.2.5. Student Achievement - In recent times, 'student achievement' is understood as students' performance in the examinations or tests. Examination Results is mentioned in the RMSA Framework (para 9.2.5) as an output or performance of the several inputs which include infrastructure (though infrastructure is also an output), Teacher appointment, curriculum transaction, community involvement, supervision, etc.

National Level Testing Achievement Results - With the objective of assessing learning levels of students at the secondary level, the National Council of Educational

Research and Training (NCERT) conducted the ‘National Achievement Survey’ (NAS) for Class X students for the very first time in 2014-15. This was conducted across 34 states and UTs to assess learning levels in five subjects English, Mathematics, Science, Social Science and one Modern Indian Language (MIL). Only 16 per cent of Class X students across all types of schools across the country could correctly answer more than 50 per cent of the questions for Mathematics and 15 per cent could do the same for English. The NAS X summary shows that the average achievement score of Haryana is significantly below that of the overall achievement score in English, Maths, Science where as it is more or less the same average achievement score in the subjects of Hindi and Social Science.

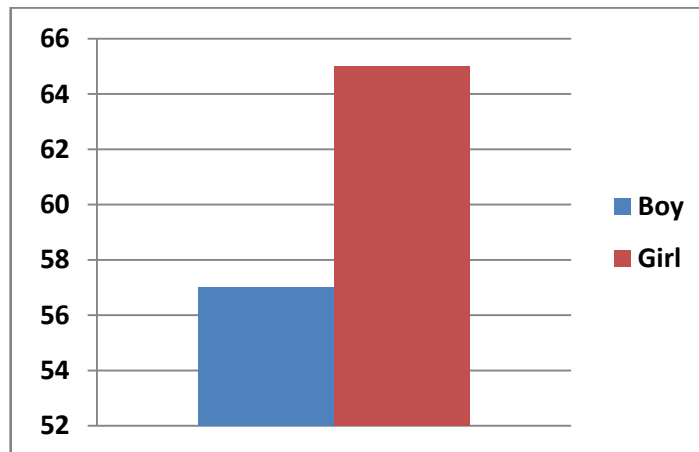
Figure 5 Class X average pass percentage in the 10 schools visited



Scholastic Area - The class X average pass out rate in Haryana is 65.66 %, where-as the Class X average pass out rates in the 10 schools is just a little more than 40 %. Out of these 10 schools, the Class X pass out rate in one of the rural schools was 76% for boys and 79% for girls and the Class XII pass out rates was 86% and 83 % for boys and girls respectively, where-as the pass out rates for the rest of the schools was below 40 % .

However, among the 10 schools visited, the average pass- out rate for the Class X examination results is 41.2% with only one school attaining an average pass out rate of 80 %, while the rest of the 9 schools average around 35-40%. Within these 10 schools, the performance of girls in the same examinations greatly varies from the boys in the same schools. The average pass-out rate for class XII for the 10 schools visited is 59%.

Figure 6: Class XII average pass percentage in the 10 schools visited



While at the state level, the report shows 20% of Class IX enrolled students have been covered for remedial teaching, however, at the school level, no remedial teaching data could be obtained so that linking the remedial teaching to the schools and to examination results could be done. It would be perhaps a step in the right direction to maintain records which help in tracking the examination performance students who were given this intervention in order to see whether these interventions, which are large scale and cost resources are really effective or not. It was also not clear whether the assessment tests were administered to the class IX entrants at the beginning and the remedial classes / extra classes started right away before starting Class IX.

Lack of basic competencies among the students completing elementary school and joining class IX has been pointed out numerous times from several sources, including the teachers. However, how many are these students, what steps are being taken by the school- Principal, teachers, students included? Developing Remedial teaching modules based on NCERT NAS VIII and NAS X defined learning levels and NAS survey results would help in taking quick remedial action which would help teachers and students transact secondary school curriculum in a smoother and more conducive manner.

Research has shown that time-on-task or time spent engaged in learning activities is a significant predictor of student academic achievement. As teachers informed, it takes 4-5 days (4-5 classes) to complete teaching of a new chapter, followed by another two days of follow up on that chapter by way of class work and home work. However, if there are disruptions or holidays, completion of teaching of a chapter gets delayed. This is also compounded by student absences. Some teachers informed that if circumstances do not permit them to devote more time to ensure the slow learners and weaker students reach the class level for a particular topic, then the strategy of giving those students fewer learning points for the topic to ensure minimum levels of learning is adopted to enable the teachers to move on to the next topic. However, there is no strategy of a follow-up for these students, which means that their learning levels for some concepts will remain low which will carry forward to the next class.

Need to develop student co-scholastic areas - Apart from academic activities, not much co-scholastic activities to engage students in other areas of development are seen during the visit to the 10 schools, though there are Saturday quiz programmes, which most of the students enjoy and look forward to. The focus of Principals and teachers alike in these schools is on student academic learning and examination results. Some Principals informed that for some students, due to the family environment where even at a young age, children are expected to supplement family incomes, the awareness and maturity of the students in worldly matters are much more advanced than students coming from a more protected background.

With regard to the girls' empowerment initiatives, other than the girls' students in the urban schools, girls in no other school have received self-defense classes. The reason appears that there was a lack of agencies bidding for the conducting the self defense classes, except for the town schools.

From the interviews it was gathered that school is seen as a doorway to the future, where for some students, a preparation for competitive examinations and career in teaching, design and engineering, etc, while some students feel that it is something they have to finish with before pursuing other activities like sports.

4.2.6 Community Involvement - The RMSA Framework envisages Community participation and involvement and leverage of the community support in the effort to expand access, increase enrolment and retention. It envisions involving the community to ensure regular attendance of students and to develop the community's capacity to raise awareness as well as its capacity for planning and implementation. The SMDC's role was envisioned to range from inspecting civil works in schools, taking stock of progress of various components of the scheme, availability of facilities and text books in the schools, take stock of teachers' attendance, students attendance, quality aspects, law and order situation in and around school premises, health and safety conditions in the school, etc,

At the state level, 58.99 % schools have a School Management and Development Committee. Among the 10 schools visited, as per the UDISE 2015-16, 8 schools have reported having an SMC/SMDC with a minimum of at least 4 meetings a year.

Limited role of the SMDC - Among the 10 schools visited, though the UDISE data shows SMDCs are constituted and functioning in 9 schools with regular meetings. etc, from the interview with two SMDC members at two different schools, the researcher did not get a sense of a significant level of involvement of the SMDC in the school management. No training for SMDC members have taken place in Gurugram. However, SMC are more active (the School Management Committee at the elementary level supported by the SSA scheme) and their trainings have been carried out at the cluster level. The SMDC members spoken to informed that they do attend meetings and meet the Principal on an informal basis. However, they are not aware if SMDC minutes are maintained or not. It appears that the major issues that SMDCs are involved with are discussions about students' performance and information on construction work in the school. They have not been much engaged in other matters and their role appears to be very limited. PTAs have not been constituted for the government schools though regular Parent – Teacher meetings are held.

Teachers' use PTM as a platform to communicate with parents, meetings are now organized regularly but some of the parents who are on daily wages could not attend Parent teachers meetings.

The feed-back from the officials spoken to is that the community is not really interested in taking up responsibilities on a more accountable basis and there is a feeling that it is not the community's responsibility to take up responsibilities in the school activities. There is a willingness to be associated on a casual basis, but no accountability should be attached. It was also felt that there is no strong understanding or clarity about the RMSA vision and objectives, The SMDC's roles and responsibilities at the field level and at the school level.

4.3 CONCLUSION

While at the state level there is a sense that a lot of work having been done under the scheme, at the school level, the effects and the improvements that are expected and supposed to happen at the school level are yet to be seen at a significant level. Though some form or the other of RMSA Intervention has taken place in these schools, yet the impact of the RMSA intervention is not felt very significantly. With regard to infrastructure, though all government schools are eligible for fund support under RMSA for major and minor repairs, as also for setting up of Science Labs, Art and Craft rooms, Sports equipment, these interventions have not been seen in the rural schools. Two of the schools visited have received funds to undertake civil works. In the schools where computer labs were available, most of the computers were not working and the Principals do not have any discretion or any flexi funds at their disposal for meeting these kinds of needs.

The schools are recipients of School Grant under RMSA, though the amount reported received at the school does not seem to match the amount approved and sanctioned under the scheme. Principals, however, are not aware of the source of funds and are also not aware of what the RMSA guidelines regarding spending of school grant. Some of the schools are wary of spending these funds as the heads for expenditure are quite straight jacketed and conditions laid down are very stringent. The School Principals or Accounts office do not have an over-all picture of how much a school has benefited from RMSA intervention, financially and in terms of teacher training, Principal's School Leadership intervention, remedial classes, Civil works, Computer labs, etc since a number of interventions are organized and

implemented at a higher level , for example, teacher training, etc , usually at the District or State level.

Principals of the government schools do not have any discretion to hire substitute teachers or guest teachers. A very critical problem facing rural schools is the lack of teachers, with maths and science teachers' posts too being vacant for up to eight months or a year. This severely affects the learning of the students in the school and consequently gets reflected in the examination results. Some of the students who can afford tuitions take tuitions in maths and science, however, a majority of students cannot afford to do so.

The Principals of all the schools visited exhibited leadership and commitment. However, it is seen that they are not aware of a school improvement plan or what are the interventions in the school that could be leveraged from RMSA and from the different components of RMSA. Despite not having much discretionary powers in financial and HR matters, yet the principals of all the ten schools have managed to run the schools efficiently with the available resources and have built up team work which have enabled them to complete various responsibilities despite the lack of resources.

Class room curriculum transaction is still being carried out in the traditional teacher-centric and textbook -blackboard method. Though there is a time constraint due to the monthly assessment tests, yet it would be fruitful if teachers are encouraged to adopt more student centric methods involving participation of students and peer learning which would help them in team work and independent self learning building up to lifelong learning and coping in the world of work.

An analysis of the learning gaps at an appropriate stage would enable teachers to understand the learning needs of the students better and thus address those gaps which would be more effective in enabling students to achieve better learning and improved performance.

In the 10th year of RMSA implementation, 2/3rd teachers of the teachers at secondary level have not yet attended any RMSA training. Teacher training needs are dynamic and diverse. Thus it would be beneficial to expand the number of teacher

training institutions and implementation capacity so that teachers get the training and the support that they need to usher in the quality teaching and education in the secondary schools. Though Haryana is one of the States which have been quick to leverage RMSA provision, it did take some time for institutions (State teams/ District teams) to be set up and existing education agencies and teacher training institutions, etc to align to RMSA goals and objectives. One has to remember that RMSA itself was a new scheme and a number of processes and mechanisms were still evolving and yet to be streamlined. Though training activities and programmes for teachers have been approved from the beginning, teacher training is still an evolving activity, with constant feedback and inputs taken to develop programmes for teachers. But ten years down the line, there needs to be a stock taking and re-design the implementation strategy if need be with a focus on concrete outcomes at the school level and a self-sustained institutional capacity for continued development

Timely receipt of funds play an important role in determining the length of the programme, the number of trainees, etc. From the interactions with RMSA officials in the state, it appears that fund release and timely receipt of funds is an issue in that a number of activities, including training activities were delayed due to late receipt of funds.

There are no records of what teachers knew, could do or couldn't do before the training or even on the theme of the training that was being held. No pre- training assessments have been made on the teachers as to what they knew, what they didn't know, what methods they followed in class what they did not. There were no assessments of the teachers in the training nor after the training. Thus there is no definite way of knowing what the teachers learnt or if they learnt anything new in the training. Some of the teachers in the interview stated that some new methods of subject teaching using ICT tools and digital content were demonstrated, however, they have not been able to apply these methods due to lack of facilities back in school.

There is an assumption that training helps develop their capacity, and some teachers informed that they have enhanced their subject knowledge to some extent and it has helped them in lesson transaction.

However, if there has been no assessment of the gaps, it is difficult to measure or assess if the training has been able to fill those gaps or increase the teachers capacity to teach or transact the knowledge of the subject in the classroom in a way that it helps improve students' understanding and also the students performance in the examinations.

It would require a separate study to establish a baseline to determine what were the practices the teachers used before the trainings and what practices have changed and used after the training. For the present study, it was not possible to determine this. Neither did the students know whether the teachers had undertaken training, nor could any of the students perceive any change in the methods of teaching or change in the way the teachers interact in class, etc. However, teachers interviewed admitted that they have enhanced some of their subject knowledge which has helped them in classroom lesson transaction.

Thus, at the macro level, though the figures have shown progress with regard to number of schools, enrolment, availability of infrastructure, Pupil Teacher ratio, etc and if we look at the numbers of schools, civil works, teachers, teacher trainings, etc approved and implemented under RMSA, there is a perception that a lot has been done in the context of RMSA objectives and programme of action. Hence, it should not be too much to expect that the changes due to RMSA interventions be visible at the ground level, in the schools where the effect of all these interventions are expected to converge and catalyse.

In conclusion, the macro level indicators GER, building availability, student-Classroom ratio, Pupil -teacher ratio, etc and even fund expenditure on the scheme does present a very good picture of RMSA implementation in the state. The field findings from the study present a very different picture of the progress of RMSA implementation being just at the macro level, when aggregated. The schools are yet to experience a significant level of improvement commensurate with the amount of funds expended in this programme. There is a need to critically examine and evaluate the implementation of the programme and assess whether the intended benefits are actually happening at the school level.