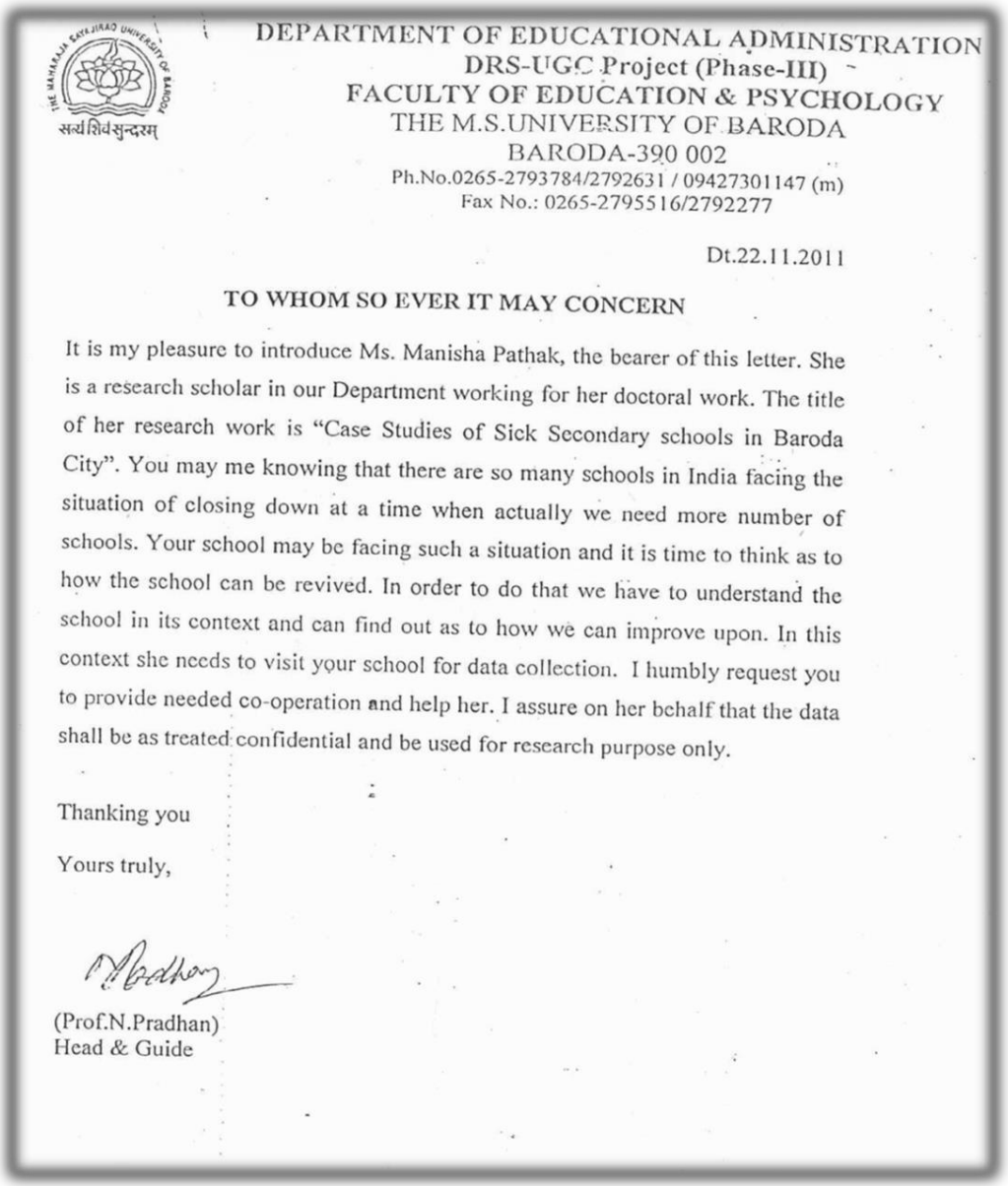
APPENDIX I

LETTER TO SEEK PERMISSION FOR ACCESS TO RESEARCH INFORMAITON



DEPARTMENT OF EDUCATIONAL ADMINISTRATION
DRS-UGC Project (Phase-III)
FACULTY OF EDUCATION & PSYCHOLOGY
THE M.S.UNIVERSITY OF BARODA
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Dt.22.11.2011

TO WHOM SO EVER IT MAY CONCERN

It is my pleasure to introduce Ms. Manisha Pathak, the bearer of this letter. She is a research scholar in our Department working for her doctoral work. The title of her research work is "Case Studies of Sick Secondary schools in Baroda City". You may me knowing that there are so many schools in India facing the situation of closing down at a time when actually we need more number of schools. Your school may be facing such a situation and it is time to think as to how the school can be revived. In order to do that we have to understand the school in its context and can find out as to how we can improve upon. In this context she needs to visit your school for data collection. I humbly request you to provide needed co-operation and help her. I assure on her behalf that the data shall be as treated confidential and be used for research purpose only.

Thanking you

Yours truly,

(Prof.N.Pradhan)
Head & Guide

APPENDIX II

LETTER TO EXPERT TO FINALISE SAMPLE

Dear Sir

Greetings!

I am pursuing doctoral study under the guidance of Professor N. Pradhan, Head Department of Education Administration, Faculty of Education and Psychology, The M.S. University of Baroda. The title of my study is "Case Studies of Sick Secondary Schools".

The objectives of the study are:

1. To identify sick secondary schools.
2. To understand as to how healthy secondary schools get transformed in to sick secondary schools.
3. To suggest strategies to transform the sick secondary schools into healthy secondary schools.

The concept of sick school in the study is defined as follows:

Sick schools taken up in this study are those secondary schools which have miserably declined in their performance to the extent that it is difficult to revive them. Such schools are with multiple problems like low academic performance of students in the SSC Board examination (Average school performance less than 30% at SSC board exam for most of the years during academic years 2003-2013), with high dropout rate and low enrolments in various classes of secondary section.

To achieve the first objective of my study, „to identify the sick secondary school" , I have

followed following exercise,

- **Listing the schools with weak performance at SSC board examination:**

Listed down all the schools in Vadodara city those are achieving SSC Board exam result less than 30% during academic years 2003-2013. These data were collected from the SSC Board Result Office- Vadodara.

- **Identifying Sick secondary schools:**

From this list the schools that are consistently achieving SSC board result less than 30% in most of the years were identified.

The researcher visited these schools and studied their performance in the initial years of establishment; also studied the annual dropout rate and enrolment rate during academic year 2003-2013.

From the data thus gathered, the schools which emerge as sick, that fulfill the characters mentioned in definition of sick school were listed and studied critically for conducting in depth study.

The list of the sick secondary schools in Vadodara city is as follows

List of Sick secondary schools in Vadodara City

Sr. No	**Name of the school in Vadodara city having consistent SSC board exam result less than 30% for most of the years, during the academic period of 2003-2013.**
1	Anupam Vidyalaya (Eight times SSC board result less than 30% in ten years)
2	Atman Vidyalaya (Ten times SSC board result less than 30% in ten years)
3	Gorwa Muslim Madhyamik Shala (Ten times SSC board result less than 30% in ten years)
4	H.J. Parikh Model High school (Ten times SSC board result less than 30% in ten years)
5	Jayshree Kanya Vidyalaya (Ten times SSC board result less than 30% in ten years)
6	Jivan Prakash Vidyalaya (Eight times SSC board result less than 30% in ten years)
7	Jyoti Vidyalaya (seven times SSC board result less than 30% in ten years)
8	Maharishi Arvind Vidyalaya (Ten times SSC board result less than 30% in ten years)
9	Raneshwar Vidyalaya (Ten times SSC board result less than 30% in ten years)
10	Saurabh Vidyalaya (Ten times SSC board result less than 30% in ten years)
11	Shantivan Vidyalaya (Ten times SSC board result less than 30% in ten years)
12	Shivam Vidyalaya (Ten times SSC board result less than 30% in ten years)
13	Shri Lal Bahadur shastri Vidyalaya-Makarpura (Ten times SSC board result less than 30% in ten years)
14	Shri H.C. Parikh High school (Ten times SSC board result less than 30% in ten years)
15	Shri H.J. Parikh High school (Ten times SSC board result less than 30% in ten years)
16	Shri Krishna Hindi Vidyalaya (GM) (Ten times SSC board result less than 30% in ten years)
17	Shree Motnath Vidyalaya (Ten times SSC board result less than 30% in ten years)

In view of your vast experience and insight in the field of education, I humbly request you to recommend the schools for conducting in depth case study from the list of schools resented in the above table, taking into consideration the respective school profile enclosed here with. The schools are listed alphabetically and do not convey any order of merit. This is only an academic exercise to identify a sample of sick school for my research. This information will not be used for any award or tardy for the schools. It will be kept confidential.

With humble regards

Yours sincerely

Manisha Pathak

APPENDIX III

LIST OF EXPERTS TO FINALISE THE SAMPLE

The list of experts for finalizing the names of schools for the case study

1. Mr. Navneet Mehta, District Education officer, Vadodara District.
2. Mr. Kanu bhai Patel (Head clerk at DEO office Vadodara)
3. Mr. Shreepad Khoche (Senior official at DEO Vadodara)
4. Mr. Bharat Parmer (Principal, Alembic Vidyalaya)
5. Dr. Milind Sahastrabuddhe (Associate Professor, Dept. Education Administration, MSU)

APPENDIX-IV A

SCHOOL PROFILE GENESIS

Name of the school:

Type of the school: 1) Govt, 2) Govt-aided, 3) Private

(Tick the correct option)

Year of establishment of school:

Name of the person who established the school:

Vision of the school: (write if any)

Mission of the school: (write if any)

Strengths of the school: (write if any)

(Laurels earned by the students in different fields like academic, sports, Co-curricular activities)

Weaknesses of the school: (write if any)

Programme & policies of the school: (write if any)

Present Status of the school:

1.Kind of school- (Tick the correct option)

a) Primary school b) secondary school,

c) Higher secondary school d) Primary to Higher secondary school

2. No of students studying in each sections of the School and overall strength of students in the

School:

3. Total teaching staff in the school:

Number of teaching staff working in the school for more than 10 yrs.:

Total non-teaching staff in the school:

(This should include total no of maids, peons, sweeper, Gardner- if any etc.)

4. Heads/ administrative officials in the school:

(Tick the options indicating presence of Personnel in the school)

a) Principal b) Vice principal c) Head mistress/ Head master d) supervisors and their numbers

5. Front office staff in the school:

(Tick the options indicating presence of Personnel in the school)

a) Receptionists b) clerks and their numbers c) Gate keeper/ watch man d) others (Specify)

6. Name of the area in which the school is located:

7. Approximate area in which the school is constructed :

8. No of class rooms in the school:

9. No of benches, fans, tube lights, writing boards, dust bins, chairs etc. in each of the classes.

10. Tick mark the presence of following in the school premise :

    a) Principals room

    b) Staff room (If present, write about the physical condition of the room with respect to no. of chairs, tables, fan, drinking water, shelves etc.)

    c) Canteen

    d) Library (If present, write about the physical condition of the room with respect to no. of chairs, tables, fan, no of books ,kind and quality of books, librarian, etc.)

    e) Science laboratory

    f) Sports room and sports equipments (- if any, specify)

    g) Separate toilets for girls and boys

    h) Pure drinking water

    i) Assembly hall

11. Approximate age of the school building:

12. Description about appearance of the school building:

APPENDIX-IVB

QUESTIONNAIRE FOR PRINCIPALS

1. Background

Name :

Qualification :

Name of Organization :

Designation :

Age :

Gender :

2. What in your opinion are the reasons for gradual degradation of performance of your Your school in various fields?

3. Which among the following contributes for gradual degradation of performance of Your school in various fields?

a) System of Examination
b) Poor Motivation of children
c) Students attitude and aptitude
d) Teacher competencies
e) Lack of Parental support
f) Liberal promotion policy
g) Location of school building
h) Moderate or poor teacher Competencies
i) Negligence by the government bodies
j) Negligence by the management

4. What do you do for your staff professional development?

5. Provide following details regarding the teachers of your school, teaching in STD.X:

(a) Total no of teacher teaching in STD.X.
(b) Educational qualification
(c) Work experience in years.
(e) Subject allotment as per, content mastery
(f) Note about use of technology.
(g) Note about in-service training programme

(d) Week wise allotment of total periods. (h) Note of teachers annual attendance.

6. Can you provide following detail regarding the students of STD.X studying in your school.

a) Brief history about the pattern of academic achievement in lower classes

b) Note about students average annual attendance.

c) Over all attitude towards teaching –learning process.

d) Socioeconomic background of students in general.

7.Do you organize parent teacher meetings in your school? What is the average?

Attendance of parents of STD.X in such meetings?

8. What kind of co- operation is received by you, from the teaching staff of the school, regarding the problem of weak performance of students and of school in turn?

(a) Excellent (b) V.Good (c) Good (d) Average (e) weak

9. What kind of cooperation is received by you, from the trustees of the School, regarding the problem of weak performance of students and of school in Turn?

(a) Excellent (b) V.Good (c) Good (d) Average (e) weak

10. Do you think help from government offices like district education office can? Improve the situation? If yes, How?

11. What kind of help do you seek from the NGO s working in these field?

12.What kind of help do you seek from the Government bodies/ Trustees/ Management? Of the school?

13. What can you suggest to improve the status of the school?

14. Are you satisfied with salary package offered to you by the school?

APPENDIX –IV C

QUESTIONNAIRE FOR TEACHERS

1. Background

Name :

Qualification :

Name of Organization :

Designation :

Age :

Gender :

2. What in your opinion are the reasons for gradual deterioration of performance of your School in academics and in all school activities?

_____

_____

3. What in your opinion are the reasons for weak performance of school in the public? Board examination like SSC Board exams?

_____

_____

4. What strategies do you suggest the schools, should employ, to improve gradually the Performance of students in the examination?

_____

_____

5. Do you have freedom pertaining to your teaching activities?

_____

_____

6. Do you make use of technology in your teaching learning process?

_____

_____

7. What kind of response you get while teaching in the class? Brief about the general attitude of the Students towards teaching-learning process.

_____

_____

8. What remedial measures do you take to enhance student" s achievement in examination?

_____

_____

7. How is the parent" s attitude pertaining to students learning process?

_____

_____

11. What kind of support and guidance you receive from the Principal of your school?

_____

_____

12. What kind of support and guidance you receive from the management or trustees of the school?

    _____

    _____

13. Are you satisfied with salary package offered to you by the school?

    _____

    _____

14. What kind of motivation do you expect from the principal of the school?

    _____

    _____

15. What incentives do you get form the government bodies or management of the school, on performing good task for the school? State some examples.

    _____

    _____

APPENDIX –IV D

QUESTIONNAIRE FOR STUDENTS

1. Name of the student :
   Name to the school :
   Class :
   No of years spent in
   School as student :

2. What according to you are the reasons for present status of the school?

3. Do you have teachers to teach all the academic subjects?

4. Do you follow the teachings in all the academic subjects?

5. Do you communicate with the teachers regarding the dots you have in different subjects taught at school?

6. Are your difficulties related to different academic subjects attended by the teachers?

7. Are the school teachers able to provide you satisfying answers to your queries in different subjects?

8. How frequently are you being taken to the science lab and computer lab to learn the concept?

9. Do you access library in your school? How well is it equipped with respect to the references needed to update your studies?

10. Do you visit the school principal to share your difficulties related to academics?

11. Are your queries attended by the school principal?

12. What work do you do to help your family economically?

13. Do you go to tuitions before or after school hours?

14. How much time you spent to study at your own?

15. Do you like to come to the school? How frequently you remain absent?

16. What according to you should be done to improve the weak status of the school?

APPENDIX –IV E QUESTIONNAIRE

FOR STUDENTS Social Profile of

Students

1. Name of the school	**:**
2. Student's Name	**:**
3. Student's class	**:**
4. Father's qualification	**:**
5. Mother's qualification	**:**
6. **Name of the School you**	
Completed primary education in	:
7. Visiting other agencies for academics	**: YES/NO**
8. Helping parents in earning	**:YES/NO**
9. Find quality time at home to study	**: YES/NO**
10. **Financial needs of academics fulfilled by**	: **Parents/teacher/school/others**

APPENDIX –IV F

QUESTIONNAIRE FOR PARENTS

1. Personal Detail of Parents :
    a. Name of the Parent :
    b. Profession :
    c. Age :
    d. Gender :
    e. Name of the ward :
    f. Name to the School of ward :
2. Class of Your ward:

3. What are your views regarding your child‟ s school?

    _____
    _____

4. Are you satisfied with the teaching learning process carried out at your child‟ s school?

    _____
    _____

5. Are their sufficient teachers to teach all the subjects in your child‟ s school?

    _____
    _____

6. Do you guide your children in his/her learning activities?

    _____
    _____
    _

7. Do you visit your ward‟ s school to make yourself aware about, his/her academic development?

    _____
    _____

8. What according to you should be done to improve the status of your ward‟ s school?

    _____
    _____

APPENDIX –IV G

CLASS OBSERVATION FORM

Name of the teacher: _____Class:_____Subject:_____

Date of observation: _____Observed by: _____

1. Describe the preparation of the teacher-her preparedness for the class with examples.

_____

_____

2. List the teacher‟ s role is the classroom/ her expectations from the class.

_____

_____

3. List the children‟ s activities.

_____

_____

4. Interaction with students:

_____

_____

5. Time Management of the teacher:

_____

_____

6. Did the teacher follow the plan of lesson as written in the planner?

_____

_____

7.General comments of the supervisor (Discuss involvement, understanding of the teacher)

_____

_____

Rating of the teacher at the end of the Observation

◯ **Excellent** ◯ **Good**

◯ **Very Good** ◯ **Not Satisfactory**

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૪. તમારા કર્મચારી ઓના વ્યવસાયિક વિકાસ માટે તમે શુ કરો છો ?

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૫. તમારી શાળામાં ભણાવતા શિક્ષકો બાબત નીચે જણાવેલ વિગત આપો

- માધ્યમિક કક્ષાએ ભણાવતા કુલ શિક્ષકો
- શૈક્ષણિક લાયકાત
- કાર્ય અનુભવ (વર્ષમાં)
- અઠવાડિયા દીઠ કુલ તાસ (પિરીયડ) ની ફાળવણી
- વિષયો પરપ્રભુત્વ પ્રમાણે વિષયો ની ફાળવણી
- પ્રોજ્ઞોગીકી (ટેકનોલોજી) ની ઉપયોગીતા અંગે નોંધ
- કાર્યકાળ દરમ્યાન ની તાલીમ અંગેની નોંધ
- શિક્ષકો ની વાર્ષિક હાજરી અંગેની નોંધ

૬. તમારી શાળામાં માધ્યમિક સ્તરે વિધાર્થી અંગે નીચે મુજબ માહીતી આપો.

- નીચેના સ્તર પર શૈક્ષણિક દેખાવના માળખા અંગેનો સંક્ષિપ્ત ઈતિહાસ
- વિધાર્થીઓ ની સરાસરી વાર્ષિક હાજરી અંગેની નોંધ
- અધ્યાપન અધ્યયન અંગે વિધાર્થીઓનો એકંદર અભિગમ
- વિધાર્થીઓનો સામાજીક આર્થિક પાર્શ્વ ભુમિકા

૭. શુ તમે તમારી શાળામાં વાલીઓ અને શિક્ષકોની મુલાકાત ગોઠવો છો ?વાલિ ઓની આ મુલાકાત માં સરાસરી હાજરી કેટલી હોય છે ?

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૮. વિધાર્થીઓની નબળા પરીણામ ની સમસ્યા તથા શાળાની તે સમસ્યા અંગે તમેન શાળાના શિક્ષકો તરફથી કેવા પ્રકારનો સહકાર મળે છે ?

અ. ઉતમ બ. ખુબ સારો ક. સારો ડ. સરાસરી ઈ. નબળો

૯. શાળાના ટ્રસ્ટી તરફથી અને શાળા તરફથી તમને કેવો સહકાર મળે છે ?(વિધાર્થીઓના નબળા પરીણામ અંગે)

અ. ઉતમ બ. ખુબ સારો ક. સારો ડ. સરાસરી ઈ. નબળો

૧૦. શું તમે વિચારો છો કે **ડી.ઈ.ઓ** જેવી સરકારી સંસ્થા તરફથી કોઈ મદદ મળે તો તે પરિસ્થિતી સુધારી શકે ?

જો હા, તો કઈ રીતે ?

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૧૧. આ ક્ષેત્રમાં કામ કરતી બિન સરકારી સંસ્થાઓ **(એન.જી.ઓ)** તરફથી , તમે કઈ મદદ મેળવો છો ?

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૧૨. સરકારી સંસ્થા તરફથી/ટ્રસ્ટીઓ શાળાના વહીવટ દારો તરફથી તમે કઈ મદદ મેળવો છો ? જો હા તો, કઈ ?

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૧૩. શાળાની પ્રતિષ્ઠા સુધારવા માટે તમે શુ સુચવો છો ?

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૧૪. શાળા તરફથી તમને આપવામાં આવતા પગાર થી તમે સંતુષ્ટ છો ?

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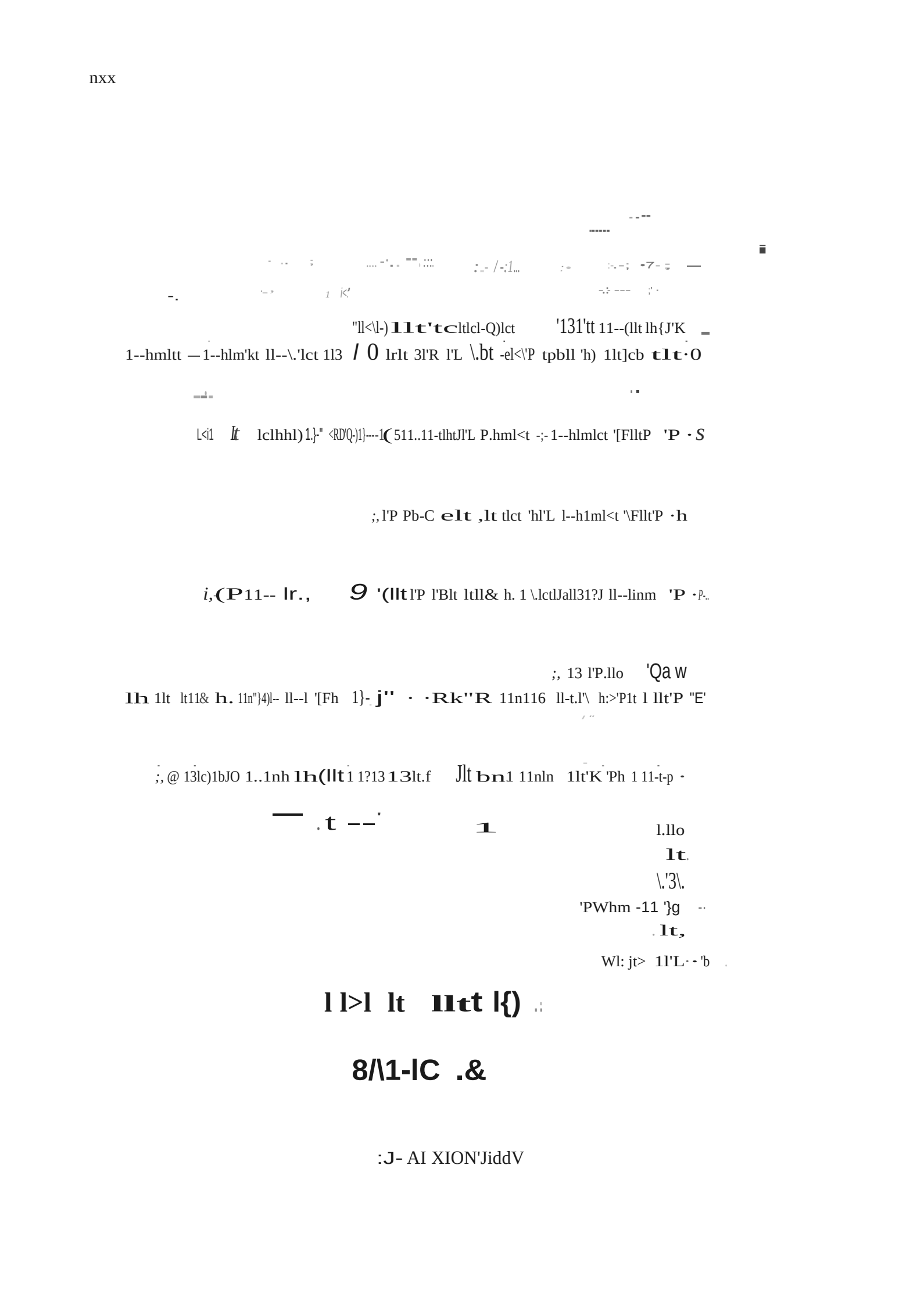

૮. વિદ્યાર્થીઓના પરિક્ષણમાં ગુણ સુધારવા માટે કયા પગલાં લોછો ?

૯. વિદ્યાર્થીઓના ભણતર પ્રક્રિયા અંગે તેમના વાલિઓનો શું અભિગમ છે ?

૧૦. તમારી શાળાના આચાર્ય તરફથી તમને અધ્યયન કાર્ય માટેકેવા પ્રકારનુ માર્ગદર્શન અને આધાર મળે છે ?

૧૧. તમારી શાળાના વહીવટ દારો અથવા ટ્રસ્ટી તરફથી તમને કેવું માર્ગદર્શન અને આધાર મળે છે?

૧૨. શું તમને શાળા તરફથી મળતા પગારથી સંતોષ છે ?

૧૩. તમારી શળાના આચાર્ય તરફથી તમને કેવુ પ્રોત્સાહન મળે છે ?

૧૪. શાળાનું કામ સારી રીતે કરવા માટે તમને સરકારી સંસ્થા અથવા શાળાના વહીવટદારો તરફથી કેવો લાભ મળે છે ? એકાદ ઉદાહરણ આપો ?

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૭. તમે તમારા અભ્યાસ માટે દિવસ દરમ્યાન કેટલો સમય કાઢો છો ?

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૮. શું તમે કોઇ બીજી સંખ્યામાં ભણવા જાવો છો ?

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૯. શું તમને શાળામાં આવવું ગમે છે ?

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૧૦. એક માસ માં તમે કેટલી વાર ગેર હાજર રહો છો ?

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૧૧. તમારા શાળાની કથળતી સ્થિતિ ને સુધારવા સૂચનો કરો.

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૭. તમે તમારા અભ્યાસ માટે દિવસ દરમ્યાન કેટલો સમય કાઢો છો ?

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૮. શું તમે કોઇ બીજી સંખ્યામાં ભણવા જાવો છો ?

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૯. શું તમને શાળામાં આવવું ગમે છે ?

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૧૦. એક માસ માં તમે કેટલી વાર ગેર હાજર રહો છો ?

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૧૧. તમારા શાળાની કથળતી સ્થિતિ ને સુધારવા સૂચનો કરો.

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APPENDIX –V A

List of all the schools in Vadodara city that are achieving SSC Board exam result less than 30% during the academic years 2003-2013.

No	List of schools in Vadodara city achieving SSC board result less than 30% during academic year 2003-2013
1	ADARSH H S HINDI VIDYALAYA
2	ADITI VIDYALAYA
3	AMBIKA VIDYALAYA
4	AMERICANSCHOOL OF BARODA
5	ANUPAM VIDYALAYA
6	ATMAN VIDYALAYA
7	D H PARIKH HIGH SCHOOL
8	GAYATRI VIDYALAYA
9	GORWA MUSLIM MADHYAMIK SHALA
10	GYANGANGA VIDYAMANDIR
11	GYANJYOTIVIDYALAYA
12	IDEAL SCHOOL
13	J.M. JUNIOR
14	JAYSHREEKANYA VIDYALAYA
15	JIGAR VIDYALAYA
16	JIVANBHARTI VIDYALAYA
17	JIVANPRAKASH VIDYALAYA
18	JYOTI VIDYALAYA
19	MAHARSHIARVIND VIYDALAYA
20	MES NAGARWADA
21	NALANDA VIDYALAYA
22	NAVSARJAN VIDYALAYA
23	NAVSARJAN VIDYALAYA
24	NEW HORIZON
25	NEW SUNFLOWER HIGH SCHOOL

26	NIKETANMADHYAMIK SHALA
27	PADMAVATI VIDYALAYA
28	PRERNA VIDYALAYA
29	RANESHWAR VIDYALAYA
30	S N MANDAVAT VIDYALAYA
31	SANSKAR PUBLIC SCHOOL
32	SANSKARVIDYA VIHAR
33	SAURABH VIDYALAYA
34	SAYAJIVIDYAVIHAR HIGH SCHOOL
35	SHANTINIKETAN MAKARPURA
36	SHANTINIKETAN VIDYALAYA-GORWA
37	SHANTIVAN VIDYALAYA
38	SHARADKANYA VIDYALAYA
39	SHIRU VIDYALAYA
40	SHIVAM VIDYALAYA
41	SHREEBHARATI VIDYALAYA
42	SHREEGANESH VIDYALAYA
43	SHREE JIVANPRAKASH VIDYALAYA
44	SHREE KRISHNA VIDYALAYA-VASNA
45	SHREERADHEYA SCHOOL
46	SHREE RANG AVDHUT VIDYALAYA
47	SHREESARASWATI VIDYALAYA
48	SHREEJI VIDYALAYA
49	SHRIADARSH SHALA
50	SHRILADHARAMSINDHINDU HIGH SCHOOL
51	SHRILAL BAHADUR SHASTRI VIDYALAYA
52	SHRIMK HIGH SCHOOL
53	SHRIMOTNATH VDYALAYA
54	SHRINATH VIDYALAYA
55	SHRINETAJIMODEL HIGH SCHOOL
56	SHRI SWAMI NARAYANGURUKUL VIDYALAYA

57	SHRIAMBICA VIDYALALYA
58	SHRIBHARTI VIYDALAYA
59	SHRIHCPARIKH HIGH SCHOOL
60	SHRIHJPARIKHMODEL HIGH SCHOOL
61	SHRI KRISHNA HINDI VIDYALAYA –KARELIBAUG
62	SHRIKRUSHNA HINDI VIDYALAYA (H M)
63	SHRIKRUSHNA HINDI VIDYALAYA
64	SHRIKRUSHNA HINDI VIDYALAY-DANTESHWAR
65	SHRIMAVLANKAR VIDYALAYA
66	SHRINAVBHARAT VIDYALAYA
67	SHRIPMYADAVMADHYAMIK VIDYALAYA
68	SHRIRMDAVEGYANODAYA VIDYALAYA
69	SHRISAPANDYA VIDYALAYA
70	SHRISAHAJANAND VIDYALAYA
71	SHRISARASWATI VIDYALAYA
72	SHRI SARVAJANIK VIDYALAYA
73	SIDDHARTH VIDYALAYA
74	SMTLALITABENHARJIVANDASGANDHI HIGH SCHOOL
75	ST, ROOSEVELT PUBLIC SCHOOL
76	SUMAN VIDYALAYA
77	SUPRABHAT HIGH SCHOOL
78	SWAMI VIVEKANAND VIDYALAYA
79	THE MAHARANICHIMNABAI HIGH SCHOOL
80	THE SHARDAMANDIR HIGH SCHOOL
81	UNNATI VIDYALAYA
82	VANDANA VIDYALAYA
83	VASANT VIDYALAYA

(Source: Madhyamik Shala Pramanpatra Pariksha SSC March 2003-2013 Parinam Pustika, Pariksha Vibhag, Vadodara. * According to the information provided from the GSHSEB, Vadodara**)**

APPENDIX –V B

List of Sick secondary schools in Vadodara City

Sr. No	Name of the school in Vadodara city having consistent SSC board exam result less than 30% for most of the years, during the academic period of 2003-2013.
1	Jivan Prakash Vidyalaya
2	Shantivan Vidyalaya
3	Shri Lal Bahadur shastri Vidyalaya-Makarpura
4	Atman Vidyalaya
5	Shivam Vidyalaya
6	Raneshwar Vidyalaya
7	Saurabh Vidyalaya
8	Maharishi Arvind Vidyalaya
9	H.J. Parikh Model High school
10	Anupam Vidyalaya
11	Shree Motnath Vidyalaya
12	Shri Krishna Hindi Vidyalaya (Gujarati medium)
13	Shri H.C. Parikh High school
14	Gorwa Muslim Madhyamik shala
15	Jayshree Kanya Vidyalaya
16	Jyoti Vidyalaya
17	Jiwan Prakash Vidyalaya

APPENDIX –V C

List of Sick Secondary Schools Recommended By the Experts for Case Study

Sr. No	Name of the school in Vadodara city having consistent SSC board exam result less than 30% for most of the years, during the academic period of 2003-2013.
1	Shantivan Vidyalaya
2	Shivam Vidyalaya
3	Raneshwar Vidyalaya
4	Maharishi Arvind Vidyalaya
5	Anupam Vidyalaya
6	Shree Motnath Vidyalaya
7	Shri Krishna Hindi Vidyalaya (Gujarati medium)
8	Jyoti Vidyalaya

APPENDIX V D

List of the schools considered for the case study

	Name of the school	Result of the school in percentage in the SSC board examination during academic year 2003-2013										
		2003	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
1	**Jyoti Vidyalaya**	20.47	31.76	09.41	42.85	27.61	28.72	30.43	25.56	41.00	40.00	25.83
2	**Maharishi Arvind Vidyalaya**	23.76%	7.21	15.95	20.77	13.09	4.44	12.50	10.50	9.77	9.33	16,09
3	**Shri Motnath Vidyalaya**	18.42	24.40	27.89	15.95	14.93	10.93	9.61	16.08	8.63	10.46	16.26
4	**Shri Krishna Hindi Vidyalaya(Guj.Medium)**	-	11.11	10.86	13.69	10.00	06.00	16.94	3.42	24.00	10.46	10.12
5	**Shantivan Vidyalaya**	12.0	6.0	15.87	13.56	11.0	7.0	4.0	2.23	3.0	3.0	1.0

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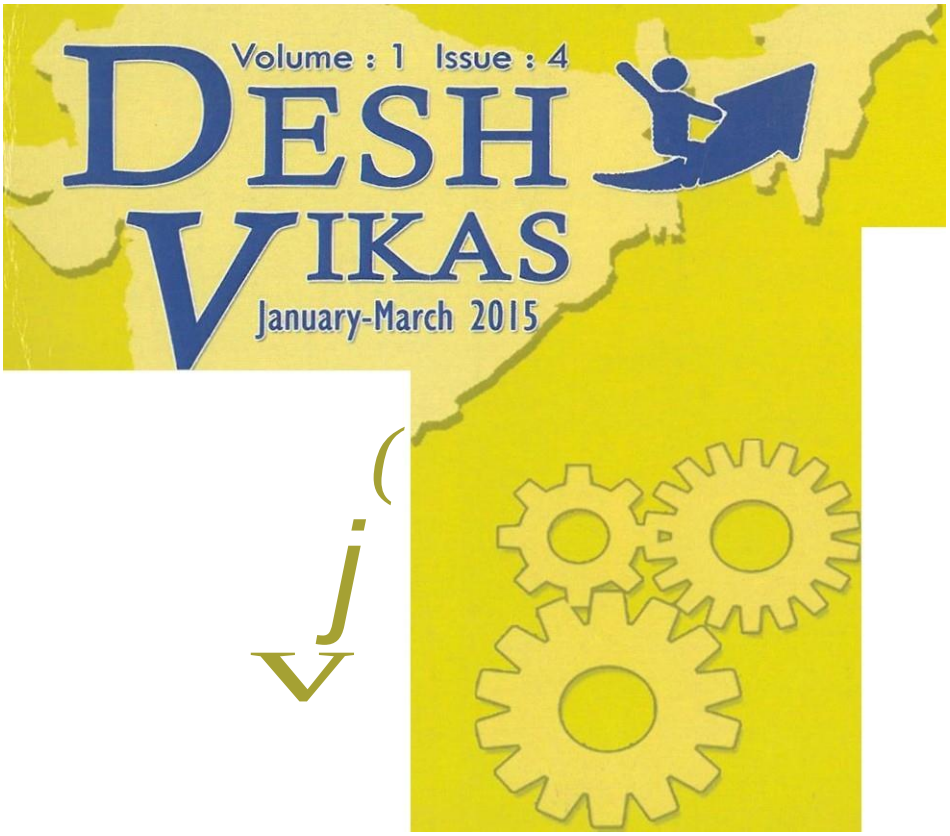

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Role of Appraisal Systems in Reviewing Sick Schools

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ABSTRACT

Educational organizations are the social machineries generating learned citizens for the society. The key role in this is executed by the school organizations. In the era of globalization and technological advancement, the schools, are still relied upon for gaining the formal training in knowledge generation. In such scenario, it becomes extremely important that these organizations flourish and sustain and serve the very purpose of its existence. It has been observed in the last few decades that, there is vast advancement and innovations in the kind of schools providing education to the future generation. There is nuance in the methodology and technique of providing knowledge, along with this, there has also been vast increase in the number of schools deteriorating, compromising in the standard of their workjng and gradually perishing from the society. Can such happening be minimized, avoided by employing efficient school activities monitoring system? This paper discusses the role of appraisa l system in reviving the non performing organizations, the sick organizations or sick school.

Keywords: School organizations, appraisal system, sick schools, low performance

Introduction: The schools have always been addressed as the organization in the society where the knowledge is cultu red, nurtured, utilized for the advancement of the human race and is transmitted to the future. In these modern times, in the era of globalization and technological advancement, the schools, are still relied upon for gaining the formal training in knowledge generation. They form the base of knowledge base society. In such a scenario, it becomes extremely important that these organizations flourish and sustain and serve the very purpose of its existence. It has been observed in the last few decades that, there is vast advancement, innovations in the kind of schools providing education to the future generation, nuance in the methodology and technique of providing knowledge along with this, there has also been vast increase in the number of schools deteriorating, compromising in the standard of their working and gradually perishing from the society (Duke 2006, Herman 2008, Chyu, K and Timar, T 2010).

Development of Sick Schools: Quality secondary education is indispensable in creating bright future for individuals and nations alike. Hence, establishment for more

and more schools with well versed and highly qualified faculties and best infrastructure becomes the need of time. There is great diversity observed in the functioning of the schools providing secondary education; there are certain government-aided schools while some are private aided or unaided schools, some are missionary schools, and some are charitable trust schools while some are corporation schools. Approximately 46 per cent of secondary school enrolment is in private aided schools followed by 45 per cent in government and about 9 per cent in private unaided schools (Sixth All India Survey Data-2002-08). However, though these schools differ in several ways, the curriculum transacted and pattern of assessment is broadly the same. To keep up with the required standard, the government provides grants, utilizing which, certain schools are able *to* execute the task of providing quality secondary education efficiently while some fail. This is reflected through varied parameters like performance of students of respective schools in public board examination like SSC exams, annual enrolment rate and drop out rate. This leads to the classification of the schools prevailing in the society as good s hools, some as average schools while some as below average schools.

Sometimes certain successful secondary schools, performing extremely well and enjoying lot of credit in the society show gradual decline in performance and over a period of time, deteriorate to such an extent that the organization looses its existence from the society. [f certain educational organizations providing secondary education are not able to work as per the directions from government bodies, not able to perform as per the expectations of the society, not able to generate economically productive, intellectually brill iant and emotionally sta ble citizens and are at the verge of winding up their activities due to poor academic practices and poor administration (Brightman, L., 2008). It becomes a matter of serious concern to the nation. All these organizations providing secondary education, aim at providing quality secondary education because, quality is at the heart of education. A fundamental determinant of enrolment, retention and achievement and what takes place in classrooms and other learning environments is fundamentally important to future well-being of children.

A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living (EFA). Hence there should be systematic efforts form government and educationists across the globe to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programmes requires : (I) healthy, well-nourished and motivated students; (2) well-trained teachers and active learning techniques; (3) adequate facilities and learning materials; (4) a relevant curriculum; (5) an environment that not only encourages learning; (6) a clear and accurate assessment cf

learning outcomes, including knowledge, skills, attitudes and values; (7) participatory governance and management; (8) Human rights education and (9) respect for and engagement with local communities and cultures. Quality education aims not only at forming trained professional workers but also contributes to the development of individuals who possess the skills to act and interact in a just society (UNESC0-1995-2011). The schools providing such education are called as **Quality schools.**

The secondary schools which are executing the plans and policies proposed by the government bodies efficiently and perfonning as per the requirement of the government bodies and society with the long and consistent history of excellent academic perfonnance of students in public examination, with gradual rise in the enrolment number of students, with long history of providing several successful citizens to the society are called **Good schools,** Reputed schools, quality schools of the society(UNESC0-1995-2011). Certain schools with records of average student performance in public examination, like SSC Board examination, fairly well maintained enrollment rate and infrastructure facility are called as **Average schools.** While the schools which were once providing best of their services and were considered good schools, over period of time have been showing decline in their functioning in spite of the efforts form the government bodies, day by day and year by year these schools are deteriorating in their services and are gradually declining in the quality of their functioning. Such schools are called as **Sick organizations** (Chandra, 2008 and Hinge, 2008). Thus the development of sick school is a slow transitory process which initiates from good school, which, when compromise on standard of working, over a period of time, turn into average school and average school performance when not attended, prolonged, accepted and degraded further leads to the development of **sick school.** Here comes the role of organization performance appraisal system. In schools as an organization the performance appraisal is done by the school education boards.

Organizational Performance Appraisal Systems: The organizations carry out detailed, systematic appraisal, evaluation of the functioning of the organizations at the whole which in turn reflect the efficiency of the work force involved. Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is generally done in systematic ways which are as follows:

1. The supervisors measure pay of employees and compare it with targets and plans.
2. The supervisor analyses the factors behind work performances of employees.
3. The employers are in position to guide the employees for a better performance

Objectives of Performance Appraisal: Performance Appraisal can be done with following objectives in mind:

1. To maintain records in order to determine compensation packages, wage structure, salaries raises, etc.
2. To identify strengths & weaknesses of employees to place right men on right job.
3. To maintain and assess the potential present in a person for further growth and development.
4. To provide a feedback to employees regarding their performance
5. It serves as a basis for influencing working habits of the employees.
6. To review and retain the promotional and other training programmes.

Merits of Performance Appraisal System: Evaluations of agencies and programs aid in determining levels of efficiency, effectiveness and appropriateness and facilitate future planning to enhance the ability to meet client needs. Similarly, appraisals of individuals can also provide such vital information and opportunities for improvement. Indeed there is an inalienable link between the two. Dickenson (1991) argues that "to ignore individuals in the review process is to ignore a major input into the achievement of organizational outcomes"

The benefits of the project are both to the organization and the individual. The ultimate organizational benefit is that of having high performing employees in place ensuring the organization will be best placed to achieve corporate goals. For the individual, it enables a clear communication of the organization's requirements, identification and commitment to developmental needs and opportunities as well as offering protection and ensuring equitable treatment. Improved efficiencies in these processes will also provide returns to the organization in the form of quite obvious and tangible resource savings.

Importance of Performance Appraisal in Current Scenario: Managing employee's performance is an integral part of the work that all managers and rating officials perform throughout the year. It is as important as managing financial and other resources of the organization because employee's performance has a positive or negative impact on the growth of the organisation as well as effect the proper utilization of other resources of the organisation. So to know about the performance of the employees a better way is to adopt performance appraisal system i.e. widely accepted in organizations nowadays.

For launching or applying perfonnance appraisal in the organisation the first step is to identify organisation goals and explains them to the employees along with indi vidual goal, the time period by which goals must be achieved and ways or methods by which their performance is going to be evaluated. It will bring transparency between

employer and employee regarding the usage of performance appraisal system in the organisation. Employees must be ensured that good performance will bring some reward for them and in other cases; ways will be explained to improve the performance to achieve the desired level.

Procedure for performance appraisal programme: The five key elements of the performance appraisal are:

Measurement: assessing performance against agreed targets and objectives.

Feedback: providing information to the individual on their performance and progress.

Positive reinforcement: emphasizing what has been done well and making only constructive criticism about what might be improved.

Exchange of views: a frank exchange of views about what has happened, how appraisee can improve their performance, the support they need from their managers to achieve this and their aspirations for their future career.

Agreement: jointly coming to an understanding by all parties about what needs to be done to improve performance generally and overcome any issues raised in the course of the discussion.

A number of methods may be used for performance appraisal like checklist, behavioral anchored rating scale, critical incident technique, forced choice method, graphic rating scale, rating, M.B.O. etc. It is up to supervisors which method is going to be applied in the organisation for appraisal. The method which is accepted by both appraiser and appra ise must be used because it reduces the chances of controversy between appraisers and appraise. There is no one right way to conduct an appraisal. Some companies develop an appraisal form with space for appraisers there are a view that the content of appraisal discussions should be confidential to the individual and the appraiser. But increasing pressure to provide information to assess the contribution of people to organizational value makes it desirable that performance data be recorded and stored in such a way that it can be used to feel into indicators of human capital value. A good appraisal system is that: Discuss the strengths and weakness of the appraisee. Feedback of the appraisee is encouraged .Explains the ways to improve the performance. A bad appraisal system is that: Focuses on omissions and failures only. No proper attention to what the appraisee says. Leads to full disagreement between appraiser and appraisee and lost the trust of the employees.

Results of performance appraisal may be beneficial for an organisation in a variety of ways like-

•:• For promotion, separation and transfer decisions.

- Feedback to employees regarding how the organisation viewed the employee's performance.
- To evaluate the contribution made by the individual and entire department in achieving organisation goals.
- To decide about training and development programme.
- To know about the weakness of employees that must be removed.

In short, it may be concluded that performance appraisal is a window through which employer can look deeply in to the professional life of their employees and may help to improve their performance to achieve the desired standard and through it will help the employees to know how they are performing because their performance is going to be evaluated against a standard by a particular method known to them in advance. Managing employee's performance is an integral part of the work that all managers and rating officials perform throughout the year. It is as important as managing financial and other resources of the organisation because employee's performance has a positive or negative impact on the growth of the organisation as well as effect the proper utilization of other resources of the organisation. So to know about the performance of the employees a better way is to adopt performance appraisal system i.e. widely accepted in organizations nowadays.

Need of Appraisal System in Sick Secondary Schools:

If the organizational functioning is monitored periodically and the feedback given are implemented and attended in its real sense, the development of sick educational organization may never occur in the society but the facts are very different, in spite of schools belonging to different boards, may it be State board schools or the Central board school or other education boards, all the schools have their official school functioning monitoring system; this system is called as Inspection. These inspections are the task to be performed by the education boards. These periodic inspections are needed in the educational organizations to monitor the academic and administrative functioning. They are needed to provide feedback to the organizations regarding the quality of work being carried out and suggest the remediation required. If th is task is rightly executed, than it can provide feedback to the organization regarding any deviant factor in the school functioning or admi nistration and can correct it timely. Such practices can help organizations flourish year after year and maintain keep up to its task of providing best of the services to the society. Current discussion is restricted to the appraisal of the Gujarat Secondary Education board schools.

Appraisal System in Gujarat Secondary Education Board Schools and development of Sick Secondary Schools: In the schools of Gujarat secondary education board, the yearly inspection programme include following procedure. The

inspecting bodies observe all the documents pertaining to the admjnistration and accounts (If the school is govt. granted school) of the school, physical facilities of the schools like arrangement of well equipped laboratories for science subjects and computer, sports equipments, library, facilities of basic furniture like bench, chairs, area of class room, its ventilation, light – fan, electrification, black board wash rooms and so on.

Notifications are also made regarding the academic functiorung like the school's general time table, detail of workload of teachers and staff list, their qualifications as per the government nonns, subject wise result sheet of the last year's S.S.C. examination (board examination), H.S.C. examination.

Such detailed observations of all the aspects of school need long durations and thorough knowledge about the dealings on the part of the inspecting bodies. In order to carry out systematic and effective inspections what required is 3-5 days regular visit to particular school for a bout 4-6 hours. If done systematically and effectively can enable smooth functioning of schools; but what is observed and experienced is that the inspecting bodies merely visit the school organizations for a day, with prior intimation and finish the task within a day. Instead of thoroughly examining the documents, exa mining the functioning in depth by frequent surprise visits, the inspecting body is found executing the task with in a day in frame work of routine formality. Here enters the threat to the functioning, quality of services and sustenance, of the organization. What is observed by the author from long experience in the field of education and from the learning gained by studying the literature is that the inspecting bodies restrict them self to the principal's room and examine the documents as presented by the school authorities and finish the task on paper as examined critically. When such happening occur repeatedly in the educational organizations, mal functioning of particular aspect in school functioning is over looked, not attended and over period of time results in deterioration of schools to the extent, a day comes when the school has to wind up its divine task of serving the society of providing learned citizens to the society; (Duke 2006, Herman 2008, Chyu, K and Timar, T 2010).

Conclusion and Discussion: In the competitive and dynamic educational platform it is imperative that their functioning be monitored consistently, for only than it's lon g successful functioning can be ensured. Effective appraisa l systems should be established and its effective implementation should be motivated and emphasized for establishment of more and more quality educational organiza tions and development of more and more learned work force to lead the society to greater heights.

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APPENDIX VI- B

TOWARDS UNIVERSALISATION OF SECONDARY EDUCATION IN NORTH - EAST INDIA

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SRI SIDDALINGESHWARA PRAKASHANA

GULBARGA - KARNATAKA

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STATUS OF GIRLS' EDUCATION AT SECONDARY LEVEL IN NORTH EAST STATES: KEY ISSUE FOR UNIVERSAUZATION OF SECONDARY EDUCATION

Manisha Pathak

Introduction:

Education is the most important and dominant face of human life since it empowers people. Spread and diffusion of education can lead to the establishment of developed society which shows advancement in science and technology, communication and commerce. Hence, scholars across the world are emphasizing on making the human resource educated and empowered. Secondary education prepares young persons between the age group of 14-18 years for entry into higher secondary education. It is the gateway to the opportunities and benefits of economic and social development. The Education for All (EFA) effort provides added momentum for the growth in secondary education. Furthermore, globalization and the increasing demand for a more sophisticated labor force combined with the growth of knowledge-based economies, gives a sense of urgency to the heightened demand for secondary education. In today's world, secondary education has a vital mission – of preparing individuals to face challenges of current time and to train them for the desired vocation. It facilitates occupational and social mobility, its purpose is to prepare individuals for higher education and vocational education, their by to train and provide basics for a profession (National Curriculum Frame Work 2005). It aims at developing democratic citizens having faith in the dignity and worth of every single individual as a human being. Secondary education aims at developing the capacity for clear thinking and receptivity to new ideas which can enable development of well accepted citizens in the society. Another important aim is the development of a sense of true patriotism. (Secondary Education Comm ission, 1952). Quality secondary education therefore, is indispensable in creating bright future for individuals and nations alike.

With the success of constitutional mandate to universalize elementary education, government is now emphasizing on universalization of secondary education. The government bodies have emphasized this since it is realized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult citizen. Hence Central Advisory Board of Education (CA BE, 2004) has emphasized on strengthening 'Universalization of Secondary Education'. The C/\BE Committee on "Girls' Education & Common School System" in its report of June 2005 had also recommended to make good quality education available to all students in all schools at affordable fees and to invest in public schools system with standards of Kendriya Vidyalaya. Several initiatives have also been taken by the Central Government during 11th Five Year Plan tostrength secondary education, which can be summarized as under:

- RMSA (Rashtriya Madyamik Shiksha Abhiyan) the scheme for universalizing secondary education.
- A "National Scheme of Incentive to Girls for Secondary Education"

From the above, it can be said that quality secondary education is the need of hour and to universalize it throughout the nation will be a challenge, especially in the North East states of India that are facing inequity with respect to gender, funds, and infrastructure pertaining to education advancement.

Status of Secondary education in the North Eastern States of India:

The NE Region comprising eight states, is rich in ethnic cultural heritage with linguistic diversity. However, the region lacks infrastructure and facilities in educational institutions across sectors and hence there is a dire need to improve the quality of education imparted. According

to the report of UNDP there exist the problem of poor economic growth, gender diparities and overall development, which needs to be seriously addressed, since only than the vision of Universalization of Secondary education can be accomplished rightly through out the country which will result in economic and technological advancemet in the north eastern states of India.

Rational of the Study:

It is only the educated citizens that make the nation progress. Education is the key to empower individuals. It leads to the development of knowledge based society. Women being the integral part of the nation, society, family needs to be empowered. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. That women might have the chance of a healthier and happier life should be reason enough for promoting girls' education. An educated woman is, for example, likely to marry at a later age and have fewer children. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 per cent. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. An educated woman will also be more productive at work and better paid. Indeed, the dividend for educational investment is often higher for women than men. Studies from a number of countries suggest that an extra year of schooling will increase a woman's future earnings by about 15 per cent, compared with 11 per cent for a man. Thus in current modern era of globalization in order to accomplish the vision of advancement in education, it is of utmost importance that women stand neck to neck with men. It is very essential for every nation to emphasize on quality of girls education. It is rightly said that prosperity lies their where women is worshiped, where women are respected and are empowered. Over recent decades there has certainly been significant progress in girls' education across the globe. Between 1970and 1992, both in primary and secondary enrolment for girls in developing countries from 38 per cent to 68 per cent -with particularly high rates in East Asia (83 per cent) and Latin America (87 per cent). Bt there is still some way to go. In the least develope countries enrolment rates are only 47 per cent at th primary level and 12 per cent at the secondary level whic is a serious concern to the educationists across the glob<

In India which is a developing country, the need we felt since the time of independence hence the constitution. framework emphasized the same in the article 15 (1) o right to equality- that provides the basic policy framew01 to enshrine the vision of girls ed ucation. A new thrust we provided to girls' education in the National Policy o Education 1986, (as modified in 1992) which provided holistic vision for the education of women and girls an recognized the cross cutting issues that inhibited tr realization of this goal. It aimed at using Education < an agent of basic change in the status of women in societ The 86th Constitutional Amendment Act, 2002 mac elementary education a Fundamental Right for childrE in the age group of 6-14 year. Drawing upon tr Constitution and other policy statements articulated in tt years that followed, the Government of India i partnership with State Governments has designed differe strategies, interventions, schemes and programmes wi specific objectives that impinge on girls' education. Hen• in India if advancement is to be established in the field · education and in turn in technology and commerce the northeastern states, than systematic investigations nel to be done to understand the status of girls educatic specifically at secondary level , since only than the nation vision of universalization of secondary education can l achieved.

The current study has been under taken understand the status of girl' seducation at secondary lev in the NE states of India , since the goal of universalizatic of secondary education cannot be achieved ignoring tl present status of girl's education. There had been a l01 history of significantly low educational status of wome girls in India, however, the scenario today has definitE changed, shown improvement over the period of tim still the issue of low enrolment and high dropout rate girls especially at secondary level needs systemal investigations particularly in the North Eastern states India which are considered to be educationally le developed as compared to the rest of the country.

Statement of the Study : Status of Girls' Education at Secondary level in North East States: Key Issue for Universalization of Secondary Education.

Objectives of the Study:

1. To study status of girls enrolment, dropout rate and performance at secondary level in the north east states of India
2. To compare and contrast the status of girl education at secondary level in the north east states with the educationally developed states of India like Kerala, Chandigarh, etc.
3. To propose framework for policy making with regard to enhancing the status of girl education at secondary level in the north east states of India.

Methodology of the study:

The study was conducted by in-depth study of latest available secondary data such as selected Educational statistics for the year 2005, 2006 and 2007.

Source of the data:

The data for the study was collected from the secondary source: The document of Selected Educational Statistics 2005, 2006 and 2007

Data Analysis and Interpretations:

The data, for the present study was the secondary data in the form of government documents such as selected educational statistics report for the academic year 2005, 2006 and 2007. This data was studied in detail with respect to the objectives of the present study has been analyzed statistically and presented below.

The first two objectives of the study are:

1. To study status of girls enrolment rate, dropout rate and performance at secondary level in the north east states of India.
2. To compare and contrast the status of girl education at secondary level in the north east states with the developed states like Kerala, Chaf\digarh etc.

These objectives were achieved performing following data analysis.

In order to study the status of girls' enrolment rate in the North East states of India, the latest available secondary data was studied, critically analyzed and has been presented as follows.

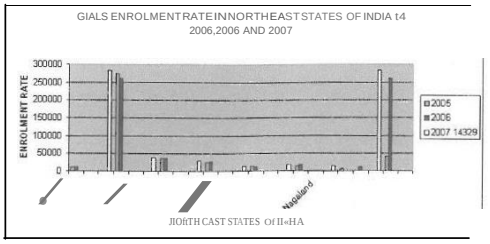
TABLE : 1 A SHOWING STATISTICS OF ENROLMENT RATE OF GIRLS AT SECONDARY LEVEL IN THE NORTH EAST STATES DURING ACADEMIC YEAR 2005, 2006 AND 2007

Sr. No	North-Eastern States of India/UTs	Enrolment Rate of Girls in North-East states of India at Secondary school level in academic year		
		2005	2006	2007
1	Arunachal Pradesh	11651	12218	14329
2	Assam	275000	260896	281553
3	Manipur	36100	37207	38398
4	Meghalaya	24753	28200	29150
5	Mizoram	13500	12541	13889
6	Nagaland	14413	16601	17428
7	Sikkim	5506	12218	14329
8	Tripura	41019	260896	281553

TABLE: 1 B, SHOWING STATISTICS OF ENROLMENT RATE OF GIRLS AT SECONDARY LEVEL IN THE EDUCATIONAU.Y DEVELOPED STATES/UTS OF INDIA DURING ACADEMIC YEAR 2006 AND 2007

Sr.	States of India/UTs	Enrolment Rate of Girls in Educationally developed states/UTs of India at Secondary school level in academic year		
		2005	2006	2007
1	Kerala	525247	766856	507475
2	Puducerry	19237	31684	19956
3	Chandigarh	10500	16698	11321
4	A&N Island	5923	10720	6206
5	Himachal Pradesh	160710	194658	117621
6	Goa	18589	33413	18823
7	Tamilnadu	900633	1740521	971761
8	Delhi	196772	766856	507475

Graph-I



+ The data presented in table I and graph I, regarding the girls enrolment in North-Eastern states in India at secondary level during year 2005,2006 and 2007, shows that the girls enrolment rate in states of Assam is showing increase while the other states of the north east India report very low girls enrolment.

+ On comparing the statistical data presenting the enrolment rate of girls at secondary level of the north east states of India with that of the educationally developed states of India as shown in table lA and IB respectively it can be interpreted that enrolment rate of girls at secondary level in north-eastern states is remarkable low as compared to that of most of the educationally developed states of India.

In order to study the status of girls' dropout rate in the North East states of India, the latest available secondary data was studied, critically analyzed and has been presented as follows:

TABLE: 11 A

Showing Statistics of Dropout Rate of Girls at Secondary Level in the North East States during academic year 2006 and 2007

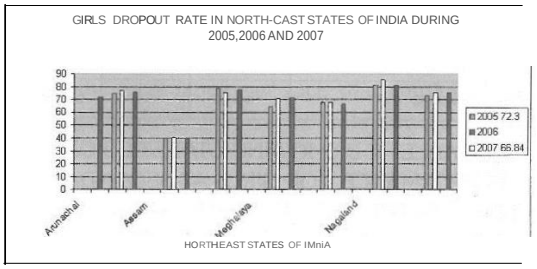
Sr. No.	North Eastern States of India/UTs	Dropout Rate of Girls in North East states of India at Secondary school level in academic year		
		2005	2006	2007
1	ArunachalPradesh	72.30	71.78	66.84
2	Assam	74.69	76.26	77.14
3	Manipur	39.58	39.09	40.49
4	Meghalaya	78.65	77.53	75.32
5	Mizoram	64.11	71.39	70.90
6	Nagaland	67.63	66.91	68.02
7	Sikkim	81.15	81.37	85.17

TABlE-II B

Showing Statistics of Dropout Rate of Girls at Secondary Level in the educationally Developed States/ UTs of India during Academic Year 2006 and 2007

Sr. No.	States of India/UTs	Dropout Rate of Girls in Educationally developed states/UTs of India at Secondary school level in academic year		
		2005	2006	2007
1	Kerala	3.52	2.42	0.69
2	Puducerry	15.47	9.65	5.87
3	Chandigarh	15.63	16.84	16.98
4	A&N Island	35.30	32.19	26.11
5	Himachal Pradesh	0.00	9.11	31.04
6	Goa	38.52	41.22	36.85
7	Tamilnadu	52.71	41.20	39.67
8	Delhi	48.84	46.13	39.30

Graph-II



+ The data presented in table II A and graph II, regarding the girl's dropout in the north east states of India at secondary level shows that the dropout rate of girls is *very* high in state of Sikkim followed by the states of Assam, Meghalaya and Nagaland.

+ On compa ring the statistical data presenting the enrolment rate of girls at secondary *level* of the north east states of India with that of the educationally developed states of India as presented in the table II A and II B respectively, shows that the dropout rate of girls at secondary *level* is *very* high in the states of North East India as compared to that in the educationally developed states of India.

In order to study the status of girls' Performance in board examination at secondary level in the North East states of India, the latest available secondary data was studied, critically analyzed and has been presented as follows

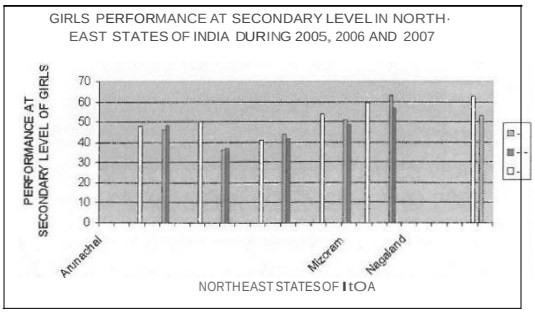
TABLE : III A SHOWING STATISTICS OF PERFORMANCE OF GIRLS AT SECONDARY LEVEL IN THE ANNUAL EXAMINATION IN THE NORTH EAST STATES DURING ACADEMIC YEAR2005, 2006 AND 2007

Sr. No	North-Eastern States North-East of India/UTs	Performance of Girls in states of India at secondary level in academic year		
		2005	2006	2007
1	Arunachal Pradesh	-	-	-
2	Assam	46.1	48.38	48.01
3	Manipur	36.0	36.85	50.15
4	Meghalaya	44.0	41.67	40.95
5	Mizoram	50.8	48.72	53.46
6	Nagaland	62.7	56.70	59.49
7	Sikkim	-	-	-
8	Tripura	53.3	-	62.53

TABLE: III B SHOWING STATISTICS OF PERFORMANCE OF GIRLS AT SECONDARY LEVEL IN THE ANNUAL EXAMINATION IN THE EDUCATIONALLY DEVEWPED STATES/liTS DURING ACADEMIC YEAR 2006 AND 2007

Sr. No	States of India/UTs	Performance of Girls in Educationally eveloped states/UTs of India at Secondary level in academic year		
		2005	2006	2007
1	Kerala	80.1	85.35	85.35
2	Puducerry	-	-	-
3	Chandigarh	-	-	-
4	A&N Island	-	-	-
5	Himachal Pradesh	71.8	63.66	58.59
6	Goa	64.6	63.97	72.80
7	Tamilnadu	80.5	80.51	83.91
8	Delhi	95.1	90.94	99.15

Graph-III



+ The data presented in the table IliA and graph III reveal that the performance of girls at secondary level among the north-eastern states is best in Nagaland followed by Mizoram, Manipur, Assam and Meghalaya. However the overall performance of the girls at secondary level reveals to be poor.

- The data presented in table III A and III B, regarding the girls performance at secondary level in the north-eastern states of India and educationally developed states/UTs of India, when compared clearly shows that the girls performance at secondary level is *very* low in the states of North East India as compared to that in the educationally developed states of India.

The third objective of the study was:

3 To propose framework for policy making with regard to enhancing the status of girl education at secondary level in the north east states of India.

This objective will be achieved with the help of critical data analysis of the statistical secondary data. This will be presented in the form of major findings and conclusions.

Major Findings and Conclusion:

On studying the data in depth and conducting systematic study of the latest available secondary data of documents such as selected Educational statistics 2006, Educational statistics 2007 and Dr. Arun Mehta report on Educational statistics the researcher has come to the following major conclusions. The major findings of the scientific study and conclusions are presented as under.

Major Findings

On critically analyzing the latest available secondary data, conclusions drawn about the study conducted are as follows:

+ The status of girls education at secondary level is very weak in the North Eastern states of India with respect to girl student enrolment rate, dropout rate and achievement which can be concluded from the statistical data presented in the graph I, 11, 1ll and table IA,IB, IIA, liB, lilA and lllB.
+ The status of girls' education at secondary level is very weak in the North Eastern states of India as compared to that in the educationally developed states/UTs of Indi a. This can be concl uded, comparing the data presented in the table lA, with IB, IIA with liB and IliA with **lllB** with respect to girl student enrolment rate, dropout rate and achievement respectively.
+ The major drawback with respect to the status of education of girls at secondary level in the north east states is the very high dropout rate. The enrolment rate of girls at secondary level is average, but the girl's enrolment is not sustained and followed by high dropout rate which in turn affects the overall performance of the girls at secondary level.

Framework for policy making with to enhance the status of girl's education at secondary level in the north east states of India:

- In order to enhance the status of girl's education in the North-East states of India, measures must be taken to involve the community particularly the parents in managing the girl's education.The Families and community at large should be involved as partners in framing the school system and curriculum for girls at secondary level.
- Measures must be taken to ensure girls hygiene at school by providing nutritious food and regular medical checkup facilities at secondary school. This should be done since only healthy individual can lead to healthy nation, can lead to positive motive towards gaining knowledge and lead to development to knowledge based society.
- In order to motivate girls to complete secondary education, the time-tables at school should be flexible, School hours should be flexible so children can help at home and still attend classes.
- e The cost of education should be very low cost with flexible time -table. The Non government organizations and Private sector should be involved adequately such that girl's education should be facilitated with stipends and scholarships. Such scholarships should also be given to the families providing secondary education to their girl child and bearing the loss of child in the domestic work and rearing the siblings.
- In order to ensure safe and quality secondary education to maximum girl student the secondary schools should be established close to the residential areas with maximum experienced women teachers to teach.
- In order to sustain the interest of girl student at secondary school learning the curriculum should be relevant to their culture, the examples coated in the content matter should be relevant to their background in the local language, such that emphasize on importance of girls education and avoid gender stereotypes .
- The government bodies should announce award for the girl students and their families for completing secondary education and it should be added with scholarships for further studies.
- Laws should be made to take steps against the families depriving the girl child from secondary education in spite of all the facilities provided by the government bodies.

Conclusion:

Thus on conducting systematic investigations regarding the status of girl's education at secondary level in the North-Eastern states of India, it can be concluded that status of girl's education is weak and needs immediate attention and actions which can contribute to national and global progress at large. Both the state as well as the central government bodies dealing with framing policies pertaining to education should develop partnership with

the local bodies, local community and should come up with practical and feasible plans to enhance the level of secondary education in the North–Eastern states of India, particularly with respect to girls education and become instrumental in accomplishing the national vision of universalization of secondary education.

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APPENDIX VII

GRADE SHEET OF THE PH.D. COURSEWORK

MIWI

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

CERTIFICATE

[As per O.Ph.D.2 under UGC (Minimum Standards and Procedure for Awards of MPhil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars}

This is to certify that Ms. Manisha Pathak, Research Scholar, registered under UGC *(Minimum Standards and Procedure for Awards of MPhil./Ph.D. Degree) Regulation, 2009,* vide Registration Certificate Number 342 dated 27/04/2011, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: Ms. Manisha Pathak *(F)*

Faculty/Institution: Faculty of Education & Psychology

Department: Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits *[Offered At University Level]*			
I.	Introduction to Research &Research Writings	3	B
II.	Introduction to Basic Computer Functions & Application for Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	B
Departmental Courses – 06 Credits *[Offered at Departmental Level]*			
IV.	Review of Related Literature	2	A
V.	Conceptual and Theoretical Frame Work of Sick Secondary School	4	A
		Overall Grade	A

ACA3/8

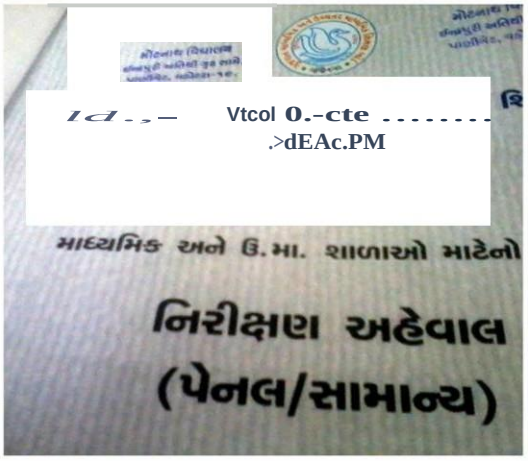
Date of Issue: 06/09/2013

Place: Vadodara

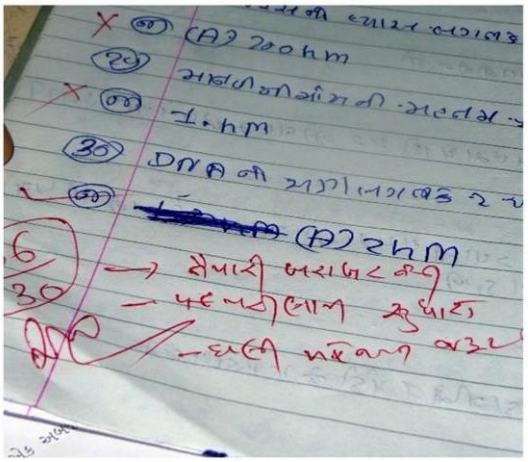
Registrar (OSD)

APPENDIX VIII

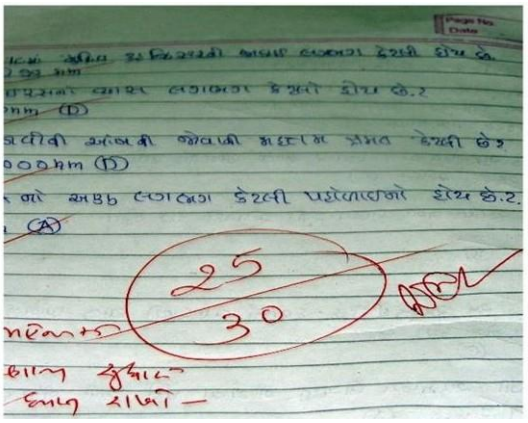
Study of School Document



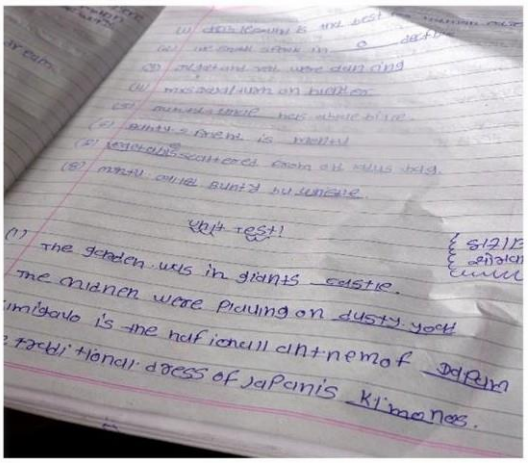
School Document



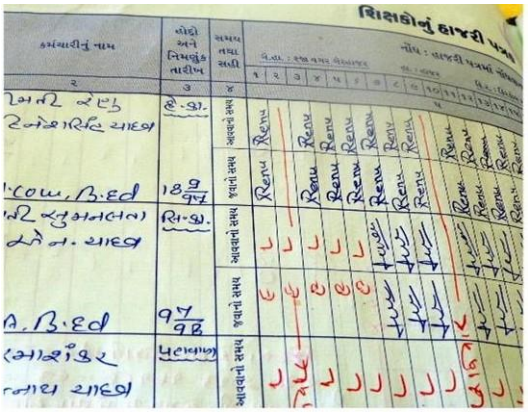
School Classroom Notebooks



School Classroom Notebooks



Students' Classnotes



Teachers' Attendence Register

Interaction with School Principal

Group Discussion with Stackholders

Group Discussion with Stackholders of the School

Interaction with School Teacher

Group Interviews with Teachers

Group Discussion with Stackholders

Group Discussion with Stackholders

Interaction with School Teachers

School Premises

Empty Classrooms

School near Residential Premise

A Glimpse of Classroom

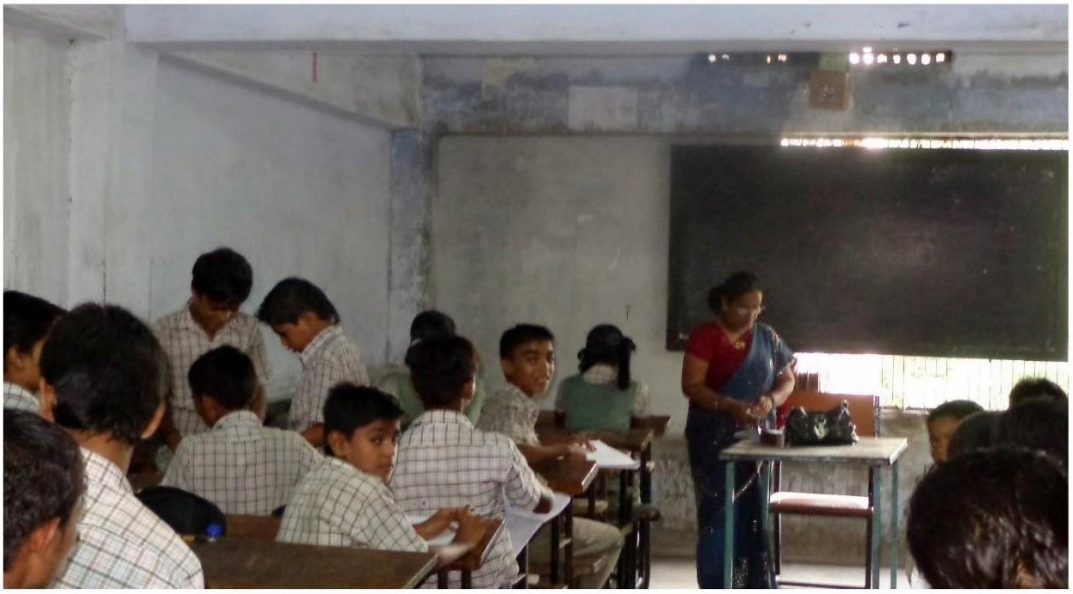
Shabby Corridors

School Premise

Poor Infrastructure in Staffrooms

A Staffroom of the School

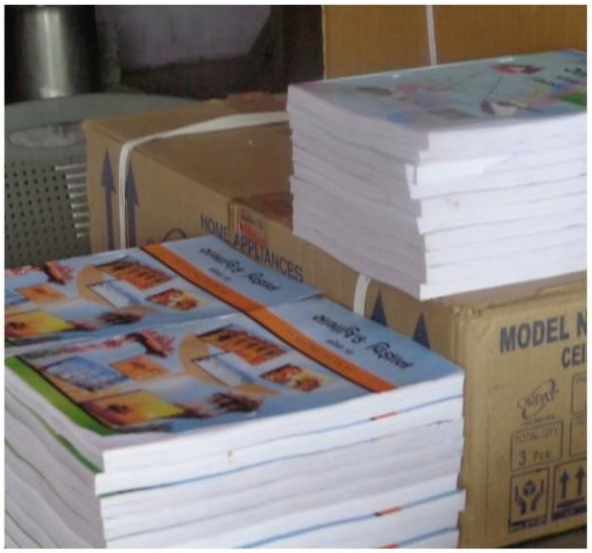
School Building in Residential Premise



A Glimpse of School During School Hours

Students Not In Classrooms During Study Hours

Students Without Teachers in Classroom



Textbooks Piled up in Staffroom

Students Without Teachers in Classroom

Students without Teachers in Classroom

A Glimpse of Teaching Learning Process in School

Remedial Teaching in School Prior to Board Examination