

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In research study the review means the summary of any related published journals, articles, books, newsletters etc. A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study (Creswell, 2017, p. 80). Review of related literature helps in the duplication of the previously completed research. In this review of related literature the review was done on the implementation of RMSA in various part of Indian states with regard to Access, Quality, Equity Intervention and funding from different journals, periodicals, Research Articles, News Letters and Books which is discussed below .

2.2 Related Literature on Access of Secondary Education as per RMSA

Lewin (2011) studied on access to secondary education in India, the focus is on key challenges in planning and managing the anticipated growth in participation for achieving a transition of 75% or more to Grades IX and X. The study addresses issues like limitations due to the limited output of elementary school graduates, exclusion of the poorest and disadvantaged from progressing to Grade VIII, costs of current universal secondary schooling, limits to private provision growth, infrastructure demands, and teacher supply problems. The study emphasizes the need for policy discussions on expanding secondary education, crucial for India to bridge the education gap with rapidly developing nations like China.

Bhutia (2013) noted that the Rashtriya Madhyamik Shiksha Abhiyana Scheme in North East India is encountering obstacles that hinder its growth. These challenges include issues related to infrastructure, a lack of political determination, and the region's

challenging geographical terrain. The scheme's progress is impeded by insufficient facilities such as classrooms and various educational materials. Moreover, the absence of reliable electricity supply prevents schools from effectively incorporating computer-based education. A significant hurdle is the absence of accommodations for teachers posted in remote areas, alongside a shortage of educators in secondary and senior secondary schools, particularly in mathematics and science disciplines.

Chand & Bala (2018) found that most students in the sampled districts have easy access to secondary schools without barriers, ensuring education availability for all. Most of the residential areas are situated near schools, guaranteeing easy access for students to reach their educational institutions. The majority of secondary schools had no difficulties, affirming the accessibility of secondary education for all students. There was uniform attendance among schools for students from various backgrounds, including SC, ST, girls, minorities, and those with disadvantaged backgrounds, meeting access, enrolment, and retention indicators as per the RMSA's bottom-up approach to secondary education development.

Sing and Kundu (2016) undertook a comparative analysis involving two states, namely Himachal Pradesh and Bihar, to evaluate the performance of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) within these regions. The study findings demonstrated a stark contrast between the two states, with Himachal Pradesh displaying commendable progress across various criteria, while Bihar lagged significantly behind, even when compared to the national average data pertaining to the assessed educational metrics. This disparity was attributed to the differential implementation of RMSA provisions in the two states. The insufficient budget allocation adversely impacted the successful execution of the RMSA program, consequently leading to unsatisfactory educational indicators, particularly pronounced within the state of Bihar.

Kumar (2017) conducted a case study on the Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) in Kullu District, Himachal Pradesh. The findings noted the upgradation of 14 senior secondary schools in 2016-17. The pupil-teacher ratio (PTR) was 1:25 for secondary and 1:14 for senior secondary, signaling good educational quality. 27 district schools were strengthened under RMSA with Rs. 1082.00 lacs. Extra classrooms received Rs. 40.79 lacs, and Rs. 4.5 lacs were used for water and toilet facilities in 2017-18. Rs. 72.00 lacs supported equipment, consumables, and library resources for 144 secondary and higher secondary schools in 2017-18. A total of Rs. 304.50 lacs aided Kullu District school maintenance through RMSA till 2017-18, enhancing basics like furniture, water, sanitation, electricity, and playgrounds for all genders.

Mohalik and Sethy (2017) investigation delved into the effects of the Rashtriya Madhyamik Shiksha Abhiyan on various facets of secondary education, encompassing factors such as teacher availability, infrastructure provisions, teaching and learning resources, classroom transitions, and student achievements. The study findings unveiled that there was minimal progress in the conditions of secondary schools. Consequently, the effectiveness of RMSA in ensuring accessibility, fairness, and quality raised concerns. The geographical accessibility of secondary schools within a 5-kilometer radius was a challenge. Issues such as overcrowded classrooms, a high pupil-teacher ratio, inadequate infrastructure, a lack of inclusive school environments, and the persistence of rigorous teaching, learning, and evaluation processes posed threats to the secondary education system, even in the aftermath of the scheme's implementation.

Nouskit (2017) conducted study on the Impact of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) on Secondary Education in Kargil District of Jammu and Kashmir State. The study focused on RMSA's influence on higher secondary schools in the area.

The findings highlighted the presence of science labs and separate toilets for girls, as well as access to drinking water. However, important facilities such as math labs, hostels, art rooms, ramps for differently-abled students, residential hostels for remote area teachers, and extra classrooms were reported as lacking according to teachers.

Singh & Rani (2017) conducted a study on Reflections on Rashtriya Madhyamik Shiksha Abhiyan in Jammu District. The study's findings highlighted proper utilization of RMSA's annual grant in line with its recommendations for secondary schools. Infrastructural improvements, such as new classrooms and art rooms, are evident, yet majority of schools still struggle with inadequate drinking water facilities. Teacher responses reflected improved infrastructural facilities and a favourable attitude towards the in-service training program. Teachers generally express a positive attitude towards the Rashtriya Madhyamik Shiksha Abhiyan's implementation. The study also notes the introduction of new classroom learning strategies under RMSA, leading to enhanced teaching skills among teachers.

Lalremmawii et al. (2018) studied on quality intervention of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Mission at Government high school in Aizwal City. The study indicated that all schools possessed land and buildings. However, only a portion of the schools had permanent structures. About half of the schools met classroom size standards. Rain harvesting systems were considered important, but implementation was seen in slightly over half of the schools. The study also found that most schools were able to offer students access to drinking water facilities.

Das & Madankar (2019) studied on Implementation of Rashtriya Madhyamik Shiksha Abhiyan of Selected Districts in Hyderabad-Karnataka, (Doctoral thesis, Karnataka University, Dharwad). The study found that in Yadagiri district, Head of secondary schools have successfully executed various aspects of the RMSA scheme. This includes

the dissemination of school-related information, student data, details about the school environment (including safety, health, and inclusion), provision of learning resources, effective leadership and school management, information about both teaching and non-teaching staff, teacher development initiatives, and learner assessments, all in accordance with RMSA guidelines.

Kang (2019) studied on Evaluative Study of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Two District of Punjab. The study uncovered that a notable trend was the higher frequency of schools being upgraded from lower to higher levels, while there was no documentation of new school establishments. One district exhibited a greater prevalence of schools equipped with ramp facilities compared to the other. Interestingly, there was a higher rate of school building construction in one district in comparison to the other.

Rani (2019) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan in Jammu District: An Evaluative Study. The study uncovered that a substantial portion of respondents concurred that the shortage of drinking water facilities remained a significant issue post RMSA implementation due to inadequate state-level administrative oversight.

Kapoor (2020) conducted study on Implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA): A Critical Study of Stakeholders Perspective. Focusing on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) implementation, findings shows that most of the schools met expectations for additional room availability and maintenance, including anti-earthquake rooms. Drinking water availability across all schools, though water purity felt shortage in many schools. Few had separate toilets for teachers, while most lacked these toilet facilities in the schools. Boys' toilet availability met expectations in some schools but not in most of the schools. Majority of the schools

had first-aid boxes, though some did not. Utensil cleanliness met expectations in most of the schools. Books aligned with student ratios as expected in most, but not all, schools

Ali, (2021) conducted study on Role of Rashtriya Madhyamik Shiksha Abhiyan Interventions in Ensuring Quality Learning: An Evaluative Study. The study found that most schools had their own buildings, and a substantial portion of these structures were in either good or average condition for year-round use. Adequate ventilation was present in most buildings, while a significant number had sufficient office furniture and functional chalkboards. Libraries were common in all schools, but a little over half had permanent librarians. Among these libraries, almost half were functioning well, offering various books and accessible facilities. Integrated science labs were present in nearly all schools, but only a quarter were operational and well-maintained. Many labs operated in average conditions due to limited equipment, while a portion were hardly functional. Mathematics labs were rare and in poor condition, with few functioning well. A portion of schools had computer labs, but few had enough functional computers. Most schools had separate toilets for boys and girls, though not all had sufficient facilities or hygiene maintenance. Drinking water was available in all schools, with some providing filtered water and others using taps or hand pumps. None relied on wells or ponds for drinking water.

Ranadive (2021) studied on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for Universalization and improvement of Quality of Education at Secondary stage in Indore District. The collected data indicates that the dropout rate increased during the years 2011 to 2015, followed by fluctuations between 2015 and 2021. However, the final trend demonstrates a decline in the number of dropouts over time. Attendance rates also revealed a positive shift, with majority of students consistently attending classes, a

notable improvement from the previous year's attendance rate of up to 75%. The data further highlights a decrease in the dropout rate among girls.

Kaur (2022) studied on Assessment of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Punjab with Special Reference to Border District Amritsar. The study revealed that all secondary schools under RMSA were strategically situated within a 5-kilometer radius of students' residences. The absence of residential schools was noted, attributed to the schools' accessibility, especially for girls. Notably, no new secondary schools were established in Amritsar through RMSA, except for the Government Middle School in Baba Bakala Sahib, which was upgraded to a secondary school in 2012. While schools were established, their infrastructure often exhibited poor conditions. Neglected schools in border areas were particularly highlighted, emphasizing the need for immediate attention to ensure their functionality. The secondary schools established under RMSA were designed to be inclusive, featuring ramps and separate toilet facilities for disabled students. However, beyond these provisions, the study found that other facilities, teaching-learning materials, and specialized teachers for differently abled students were lacking under RMSA.

Kumar (2022) conducted study on Rashtriya Madhyamik Shiksha Abhiyan: Challenges Faced and Strategies Adopted by Senior Secondary Teachers and Administrators of Haryana. The findings indicated that among total teachers in Panchkula and Yamuna Nagar, around half of the majority agreed that the inadequacy of additional classrooms was a contributing factor to disciplinary issues. Delving deeper, a slightly smaller portion of majority Panchkula teachers and a slightly larger portion of majority Yamuna Nagar teachers acknowledged the insufficiency of science apparatus. Moreover, a minority of teachers from both districts agreed that the computer lab size was inappropriate.

2.3 Related Literature on Quality Intervention of Secondary Education as per RMSA

Vineesha and Nath (2009) conducted a study on Quest for quality enhancement in view of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Their findings showed that in Kerala, during RMSA's implementation, emphasis on quality improvement was significant, while addressing access to resource materials was also necessary. The absence of a comprehensive policy hindered enhancing school education quality in the state. To enhance RMSA implementation, authorities should involve training colleges, university education departments, SCERT, SIEMAT, DIET, and research centres. They should promptly publish research conducted by these agencies on various aspects of SSA through a website, enabling lessons from these studies to improve RMSA implementation.

Harland et al. (2000) opined that the findings derived from the analysis of secondary school case studies demonstrate favourable outcomes attributed to arts education. These outcomes encompass the acquisition of technical expertise and skills within the particular art discipline under study. Additionally, a notable increase in feelings of pleasure, satisfaction, and stress reduction was observed. Furthermore, the research revealed ancillary benefits such as heightened awareness of societal and cultural matters, the cultivation of innovative and cognitive proficiencies, improved aptitude in communication and self-expression, and amplified self-assurance, self-regard, and collaborative abilities.

Das (2016) studied on Management and system efficiency of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-An Approach towards University of Secondary Education in West Bengal. The study revealed that parents play a significant role in certain aspects concerning the quality of education.

Mishra (2016) investigated In-service training under Rashtriya Madhyamik Shiksha Abhiyan (RMSA): A stock taking of social science teachers' performance in comparative perspective. The study revealed that RMSA's in-service training had a notable impact on teachers' Teaching Methodology, Use of Audio Visual Aids, and Evaluation Techniques. However, the training did not influence the classroom management skill of social science teachers. The study suggested incorporating additional measures to enhance teachers' classroom management skills.

Sachdeva (2016) conducted a study on impact of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) on Enrolment and Parents Satisfaction Rural Schools of Sunderbani. The findings indicate that parents who send their children to RMSA schools express significantly high satisfaction with both the RMSA program's implementation and the consistency of teacher attendance following its implementation. Teachers are incorporating various teaching aids to enhance their instructional methods and promote positive student outcomes. The teachers' active engagement in the research demonstrates their enthusiastic involvement. The availability of adequate infrastructure through the RMSA initiative has spurred parental interest in enrolling their children in these schools. Notably, there has been an increase in the enrolment of girl students. The provision of amenities such as hostel facilities, uniforms, and scholarships has contributed to a rise in student enrolment numbers.

Kalita (2017) conducted study on Rashtriya Madhyamik Shiksha Abhiyan (RMSA) as a supervisory authority in the state of Assam. The study's results highlighted a decentralized administrative structure within RMSA for supervising Secondary schools. RMSA oversaw a wide array of school services, encompassing both academic and administrative aspects. RMSA initiated the DRISTI program to monitor Government and provincialized secondary schools. This involved District Resource

Person Groups (DRP) in each district, led by the Inspector of School and consisting of educators from various institutions along with notable academics or Principals. Within DRP, there were Assistant Resource Person Groups (ARP) made up of retired/local educators. ARP visited assigned schools five times annually, recording and reporting data to DRP. RMSA's supervision covered classroom teaching, teaching aid utilization, co-curricular activities, classroom adequacy, furniture and equipment sufficiency, water and electricity provision, library and laboratory facilities, school construction, cleanliness, teacher punctuality, funding adequacy, and enrolment rates.

Kumar (2017) conducted a study on Rashtriya Madhyamik Shiksha Abhiyaan in Kullu District of Himachal Pradesh: A case Study. The study's findings demonstrated that a 10-day training approach was implemented, on Subject-specific at Cluster Level. This process was overseen by Cluster Heads across 17 clusters. Newly appointed principals and Head Masters underwent a 10-day Capacity Building Training through the School Leadership Development Programme (SLDP) at DIET Kullu. In 2016-17, the in-service training program was achieved by majority of heads and language teachers. A learning program was supported with a release of funds for all the schools. Mathematics and Science Kits were distributed to recently upgraded secondary and senior secondary schools as part of the RMSA science and mathematics project. In Kullu District, 6451 students are enrolled in various trades under the NSQF program at the secondary level, operating across 68 schools. The district has appointed 136 vocational teachers to deliver high-quality training to students pursuing these trades.

Nouskit (2017) conducted study on the Impact of Rashtriya Madhyamik Shiiksha Abhiyan (RMSA) on Secondary Education in Kargil Districtt of Jammu and Kashmir State. Regarding Quality Interventions, the majority noted insufficient emphasis on micro planning. Teachers indicated that school openings favoured areas with

SC/ST/Minority concentration. Special enrolment drives were observed to be less effective in weaker sections of the students. The presence of female teachers was perceived as higher, while district-level book fairs were not initiated as responded by majority. Excursion trips for students were given importance by a majority teachers.

Baby and Chellamani (2018) investigated the Implementation of Smart Classrooms among Secondary Schools in Puducherry Union Territory. The study revealed that smart classrooms were significantly enhancing the learning process by creating interactive and engaging learning environments for students. The integration of technology improved students' motivation, engagement, and technical skills. The research emphasized the essential role of teacher training and support for successful smart classroom implementation. In conclusion, the findings indicated that smart classrooms had the potential to revolutionize education, offering an inclusive and captivating learning environment for all students.

Ekta (2018) conducted a study on the administration of Rashtriya Madhyamik Shiksha Abhiyan in Haryana: A study, and revealed notable growth in educational facilities and enrolment. Dropout rates have declined, although they remain significant. However, the scheme struggled with quality, evidenced by student achievement, hindering socio-economic changes. Challenges included teacher scarcity, diversion to non-educational tasks, lax teaching attitudes, and truancy issues, impacting system satisfaction. RMSA's staffing pattern hampers effectiveness, urging the need for trained permanent staff in personnel administration. Despite a separate society in Haryana, the entire education department remains deeply involved in program implementation.

Lalremmawii et al. (2018) studied on quality intervention of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Mission at Government high school in Aizwal City. The investigation uncovered that out of the schools examined, only a single school had two

RMSA teachers designated as vocational instructors. Additionally, the study identified a distinct approach to enhancing teacher proficiency, wherein various types of training sessions were arranged. The duration of these training initiatives relied on the availability of both time and financial resources.

Kang (2019) studied on the topic an Evaluative Study of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Two District of Punjab. The findings indicated that every government school is equipped with a computer laboratory.

Rani (2019) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan in Jammu District: An Evaluative Study. The results highlighted that a significant portion of Heads acknowledged teachers' in-service training through various agencies. A majority of teachers viewed positively the impact of orientation courses under RMSA on their efficiency. Respondents agreed that additional teachers were appointed to maintain a suitable pupil-teacher ratio and enhance secondary education quality. A majority also believed that RMSA led to improved teaching quality in subjects like Science, Maths, and English, leading to higher pass percentages. Many respondents saw the special enrolment drive for weaker sections as beneficial for their upliftment and a chance for re-education.

Bulut (2022) conducted a study on investigating teachers' perspectives on in-service training initiatives. The research revealed that a notable portion of teachers perceive the in-service training activities they engage in as inadequate in terms of both coverage and content. Their preferences lean towards in-service training that covers subjects such as information technologies, special education, training coaching, developmental psychology, teaching methods and techniques, and software and material preparation. Teachers expressed a preference for participating in on-the-job training activities primarily on a voluntary basis and through face-to-face training methods.

Kapoor (2020) conducted a study on Implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA): A Critical Study of Stakeholders Perspective. The qualification of teachers in all schools was found as per expectations. The qualification of Assistant Teachers aligned with expectations in most schools, although there were instances where it did not meet expectations. A significant proportion of students reported the presence of a science laboratory in their respective schools.

Renthlei and Mishra (2020) conducted research concerning the implementation of in-service teacher training programs for secondary school educators under RMSA in Mizoram. Their investigation revealed that the in-service training offered by RMSA had a notable impact on teachers' Teaching Methodology, Use of Audio Visual Aids, and Evaluation Techniques. However, there was no observed effect of this training on the classroom management skills of social science teachers. The study's recommendations emphasized the need to prioritize practical sessions focused on enhancing classroom management skills.

Ali, (2021) conducted study on Role of Rashtriya Madhyamik Shiksha Abhiyan Interventions in Ensuring Quality Learning: An Evaluative Study. The findings revealed that schools have human resource staff, either administrative or teaching, without exceptions. Teachers for Hindi, Science, Mathematics, and Social Science were in majority of schools, while English, Music, and Physical Education teachers were absent in 40-60% of schools. Art & craft teacher positions were vacant in majority of schools. Crowded classrooms led majority of schools to require more teachers, and majority had high pupil-teacher ratios (>35:1). No school had entirely untrained teachers; majority had fully trained teachers, minimum schools had a few untrained teachers. Untrained teachers were undergoing professional training. Majority of schools reported teacher participation in in-service training in the last two years, and had

modern information technologies. Teaching-learning reforms were initiated by majority of schools.

Sharma (2021) studied on Evaluative study of Rashtriya Madhyamik Shiksha Abhiyan in Punjab. The study focusing on the perceptions of information and communication technology (ICT) importance within the program for secondary school students. Among 204 school stakeholders, 20.9% strongly disagreed, 19.5% remained neutral, and 18.2% agreed on the importance of ICT. The stakeholders of school displayed varied responses to different dimensions of the Abhiyan. The study's conclusion highlighted noteworthy variations in stakeholders' views concerning secondary school education.

Kumar (2022) conducted study on Rashtriya Madhyamik Shiksha Abhiyan: Challenges Faced and Strategies Adopted by Senior Secondary Teachers and Administrators of Haryana. The study found that less than half of the majority teachers in Panchkula and half in Yamuna Nagar identified an imbalance in pupil-teacher ratio as leading to an unsystematic teaching-learning process. Around half of the teachers in Panchkula and an average in Yamuna Nagar faced inadequacies in art/craft and cultural labs. Similarly, almost half of Panchkula and Yamuna Nagar teachers attributed student apathy to limited access to books in the school library. Furthermore, half of Panchkula's majority and most of Yamuna Nagar's teachers believed that unreliable/inefficient computers hindered effective computer teaching in schools.

Panda (2022) studied on Quality Related Measures Initiated under Rashtriya Madhyamik Shiksha Abhiyan: Perception of Stakeholders. In-service training elevates teacher performance, bridging the gap between expected and actual classroom outcomes while fostering student-parent connections. It aids accurate student assessment, cultivates professional ethics, facilitates course material utilization,

contextualizes content, and promotes positive teacher-student interactions. The approach incorporates innovative classroom engagement strategies. Policymakers are advised to prioritize this training to enhance the overall educational system.

Kaur (2022) studied on Assessment of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Punjab with Special Reference to Border District Amritsar. The study revealed that while libraries, Science and Mathematics labs, computer labs, blackboards, and toilet clusters were present in all schools, their maintenance and placement posed challenges. The labs were equipped inadequately, with tables used for Mathematics and Science labs, poor internet connectivity, and outdated software in computer labs. Thus, the hypothesis suggesting that RMSA's aim of delivering quality education in Punjab falls short was partially confirmed. There's a need for further efforts to enhance educational quality under RMSA.

2.4 Related Literature on Equity Intervention of Secondary Education under RMSA

Bedi (2002) undertook an investigation into primary level dropouts in the Bari-Brahmna area of the Jammu & Kashmir state. The study's findings indicated that the primary reason for dropouts was the disadvantaged socio-economic status of the students. Around majority of parents lacked literacy, revealing that areas with educated parents exhibited a negative correlation with dropout rates. The likelihood of dropouts was inversely linked to family income; higher income correlated with lower dropout rates, and vice versa. Additional contributing factors encompassed domestic responsibilities, an unsupportive school environment, inadequacies in the school curriculum, absence of separate schools for girls, and the distance between school and home. Furthermore, the study identified a progressive rise in dropout rates as the level of education increased.

Gehlot & Balya (2015) conducted a study on Panorama of Girls Literacy in Rajasthan and their collaborative approaches for improvement through Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The study indicated that both girls and boys faced challenges in completing classes 8 and 10 in Rajasthan, with completion rates being lower for girls. This underscored significant shortcomings in schooling access and quality in the state. RMSA aimed to offer quality education across Rajasthan's diverse areas from the preparatory stage. The program funded teacher quarters for remote areas. School conditions, particularly for teenage girls, were unfavourable, leading to frequent transfers. Enrolment at the upper primary level was hindered by cost and poor schooling quality. Teacher absenteeism and transfers were common issues. Some students dropped out due to teacher corporal punishment. Teachers were often male and upper caste, lacking sensitivity to gender and caste concerns. Shortages of teachers, especially in secondary schools, were compounded by large class sizes due to expansive catchment areas. Families in Rajasthan spent less on education.

Khajuria et al. (2016) conducted study on Evaluation Report on Rashtriya Madhyamik Shiksha Abhiyan for District Udhampur. Notably, there was an absence of computer facilities in all 8 schools. Sample schools in Panchari and Gordi Zones lacked funds and enrollment under Rashtriya Madhyamik Shiksha Abhiyan during the reference period. Similarly, Panchari and Gordi Zones showed no enrollment. Udhampur and Chenani zones had Rashtriya Madhyamik Shiksha Abhiyan enrollment only in 2011-12. A significant finding was that majority of girls left studies due to poverty.

Kumar (2017) conducted a study on Rashtriya Madhyamik Shiksha Abhiyaan in Kullu District of Himachal Pradesh: A case Study. RMSA has initiated measures like teacher gender sensitization, community engagement, and skill development for girls in secondary education, with an allocated amount of Rs. 12.99 lacs. RMSA IDSS scheme

benefits 140 identified CWSN students with Rs. 9.16 lacs sanctioned for IEDSS, covering activities like book and uniform purchases, and girls' stipends. In 2015-16, ICT Phase-II encompasses 88 Govt. High Schools and GSS schools in Kullu District, enhancing IT access with lab facilities.

Nouskit (2017) conducted study on the Impact of Rashtriya Madhyamik Shiiksha Abhiyan (RMSA) on Secondary Education in Kargil Districtt of Jammu and Kashmir State. In terms of Equity Interventions, a significant majority of teachers reported the appointment of additional staff to reduce the teacher-pupil ratio to 30:1. Also majority of teachers highlighted a focus on improving education in Science, Maths, and English. Sixty percent of teachers indicated the provision of training to enhance in-service teacher skills in Kargil District. However, majority of teachers mentioned that ICT education was not emphasized, and significant majority noted the absence of curriculum reforms. Additionally, majority of teachers stated that there were no changes in teaching-learning practices within the district.

Rani (2019) conducted an evaluative study on Rashtriya Madhyamik Shiksha Abhiyan in Jammu District. Findings indicated reduced student dropout rates post-scheme implementation. Over sessions, varying dropout rates were observed. The opening of new schools was supported by 46.42% of respondents as a positive step, enhancing accessibility to education, particularly for SC/ST minorities, and improving secondary education enrolment ratios.

Singh et al. (2020) conducted research on Attitude of Teachers towards Inclusive Education. The findings indicate that teachers generally held a moderately to favourably inclined attitude towards inclusive education. Notably, pre-service teachers and those in urban areas exhibited more positive attitudes compared to their in-service counterparts and teachers from rural areas, respectively. However, there was no

noteworthy difference in the attitudes towards inclusive education between male and female teachers.

Ali (2021) conducted a study on Rashtriya Madhyamik Shiksha Abhiyan's role in ensuring quality learning. Findings showed limited hostel facilities, primarily for girls, with diverse arrangements. No transportation existed in Bihar's government secondary schools. Female teacher ratios varied across schools. Special admissions for marginalized students were prevalent, offered multiple times per academic year. State incentives reached most students, including scholarships and physical items. Inclusive education guidelines were followed by many schools, but specialized resources were lacking. Remedial classes were organized by majority of schools, with varied schedules.

Kaur (2022) studied on Assessment of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in Punjab with Special Reference to Border District Amritsar. The study revealed that initiatives such as providing free textbooks, scholarships, and uniforms were implemented for girls as well as SC/ST and OBC students. However, several students reported that they received the textbooks only towards the end of the academic session, and there were delays in the distribution of scholarships. These delays adversely affected their education since their parents were unable to cover the costs. Consequently, the hypothesis that the RMSA Authority in Punjab might not entirely succeed in bridging gender and equity gaps was found to be partially valid. While the outlined facilities were indeed available, certain significant challenges required attention and resolution.

Kumar (2022) conducted study on Rashtriya Madhyamik Shiksha Abhiyan: Challenges Faced and Strategies Adopted by Senior Secondary Teachers and Administrators of Haryana. The findings indicated that the majority of teachers from both districts

disagreed with the notion that transportation shortages posed a barrier to girls' education. However, a minority of teachers from Panchkula and Yamuna Nagar acknowledged that parental concerns about safety did affect girls' continuation of education. Similarly, a fraction of teachers from these two districts recognized that girls' dropouts were sometimes due to family responsibilities. On another note, the majority of teachers from Panchkula and Yamuna Nagar recognized the inaccessibility of basic necessities for disabled students within school premises.

2.5 Funding

Khajuria et. al. (2016) conducted study on Evaluation Report on Rashtriya Madhyamik Shiksha Abhiyan for District Udhampur. The secondary data analysis uncovered that during the reference period, Rs. 1123.411 lacs (65.78% of available funds) were utilized out of Rs. 1707.74 lacs. In the year 2009-19, Rs. 170.84 lacs (89.68% of available funds) were utilized out of Rs. 190.51 lacs. Utilization rates for 2010-11 and 2011-12 were 70.02% and 60.04% respectively. Enrolment of students in classes IX and X exhibited continuous growth, with a 12.84% increase in 2011-12 over 2010-11. However, achievement levels were low in areas such as school building construction, additional classrooms, science and computer laboratories, art/culture rooms, and libraries. Construction of toilets showed low achievement in 2010-11. Notably, there was 100% achievement under the component of upgrading middle to high schools.

Lalremmawii, et al. (2018), studied on a study quality on intervention of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Mission at Government high school in Aizwal City. It was revealed that non-recurring grants for building were received by few schools but all the schools received recurring grants from the under RMSA in Aizwal City.

2.6 Research Gaps

The studies conducted by Kumar (2017), Nouskit (2017), Sachdeva (2016), Kalita (2017), Singh & Rani (2017), Gehlot & Balya (2015), Khajuria et al. (2016), and Kumar (2017) have provided valuable insights into the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) implementation, quality improvement, equity interventions, and their impact. Specifically, there appears to be a lack of comprehensive research that systematically analyses the alignment between the stated objectives of RMSA, its actual implementation on the ground, and the observed outcomes in terms of quality enhancement and equitable access to secondary education.

Kalita (2017), Kumar (2017) Lalremmawii, et al. (2018) studies have addressed specific dimensions such as infrastructural improvements, enrolment trends, teacher training, and equity measures, there remains a need for a evaluative study that examines the relationship between these components and their collective contribution to achieving the broader goals of RMSA. Such an analysis could shed light on whether the allocated funds, strategies, and interventions are effectively translating into improved educational quality, enhanced access for marginalized groups, and overall progress in secondary education outcomes.

Despite various reviews, comprehensive research on the long-term impact of RMSA in India on student retention, especially in rural areas, is lacking. While it improves infrastructure and access to secondary education, its effectiveness in tackling dropout rates, particularly among marginalized communities, is not well understood. More exploration of socio-economic factors influencing student retention and the effectiveness of RMSA interventions is crucial for informed policy decisions. The methodological gap in assessing its impact on marginalized populations in remote or disadvantaged regions limits the understanding of the program's implications. Bridging

this gap through participatory research and diverse analysis can provide insights for more effective policy recommendations. Despite extensive literature, there is a notable empirical gap regarding RMSA's impact on gender disparities in secondary education. Quantitative data on enrolment differentials and qualitative insights into socio-cultural influences are needed to understand how RMSA addresses gender-based barriers. There's also a practical knowledge gap on how to effectively use educational resources provided under the program. Research lacks insights into operational challenges faced by schools and strategies for optimizing resource use. Case studies examining resource management are necessary to guide the development of effective training and policy interventions for maximizing RMSA's impact.

Furthermore, the existing literature primarily relies on survey data, interviews, and document analysis to gather insights. The research gap identified here pertains to the need for a comprehensive and integrated evaluative study that assesses the alignment between RMSA objectives, implementation strategies, and outcomes, while considering both qualitative and quantitative perspectives. There is a research gap in terms of a more holistic assessment of the program's sustainability, equity outcomes, quality improvements, adaptation to challenges, and the role of community engagement. A comprehensive study that addresses these aspects could provide a more divergent understanding of the long-term effectiveness of RMSA in transforming secondary education in Sikkim.