

CHAPTER VIII

SUMMARY AND CONCLUSION

8.1 Introduction

The RMSA is being implemented through a partnership between the central government, the state governments and the local communities. The central government provides financial assistance to the states, which in turn implement the scheme at the district and block levels. The local communities are involved in the planning and implementation of the scheme through various committees and forums (Ministry of Human Resource Department, 2010).

The main objective of RMSA was to ensure the provision of physical facilities, staffs and financial assistant to all the government secondary schools. To improve the access to secondary schools for all the students within the 5 km and 7 km of distance for senior secondary school from the residential area. To ensure quality secondary education irrespective of cast, socio-economic status, gender and disabilities barrier (Ministry of Human Resource Department, 2010).

Under RMSA 75 percent of the total cost will be bear by the central government to implement all the components and State and Union Territories will have to bear 25 percent. For the North East States 90 percent funds will be given by central government and only 10 percent has to bear by the state government during 11th Five Year plan. The sharing between central and state government has changed to 50:50 in other state and union territory and in north east the sharing remain 90:10 for 12th five year plan. Separate bank account has to be opened for funds in state, district and school levels under the scheme. The head of the school and vice principal has to be the joint account holder at the school level and the district programme coordinator will be a joint holder of the account at the district level (Ministry of Human Resource Department, 2010).

8.2 Research Gaps

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.

8.3 Need and Significance of the Study

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) stands as a comprehensive initiative by the Government of India, aiming to profoundly reshape the landscape of secondary school education across the nation. The formidable challenge of achieving universal secondary education within our diverse and expansive society is acknowledged. The RMSA program encompasses all necessary elements to actualize the vision of universal secondary education in our country. Central to its mission are accessibility, quality enhancement, and equity in education. A careful approach has been adopted to extend the program's reach to even the remotest corners of the nation, elevate the calibre of secondary education, and bridge societal disparities.

The researcher recognizes the complex relationship of geographical conditions and implementation challenges. Sikkim, like other regions, deals with the complexities of executing schemes such as RMSA, often influenced by unique geographic factors. Despite these challenges, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched in Sikkim, mirroring its introduction in other states, with the overarching objectives outlined above.

As the researcher embarks on this study, it becomes evident that the successful execution of initiatives of RMSA can transform challenging geographical circumstances into opportunities for equitable education. This study undertakings to contribute insights that pave the way for educational advancements in Sikkim, as well as potentially offering broader lessons for similar contexts. Ultimately, the

implementation of RMSA holds the promise of not only shaping the educational landscape but also ushering in positive societal transformations aligned with global developmental aspirations. In view of this, the researcher identified the following problem for investigation:

8.4 Statement of the Problem

Statement of the problem “Rashtriya Madhyamik Shiksha Abhiyan (RMSA) of Samagraha Siksha Abhiyan in the State of Sikkim-An Evaluative study.”

8.5 Operational Definition of key terms Used

The different key terms used in the title of the study and to be used in the body of report is operationally defined as follows;

Rashtriya Madhyamaik Siksha Abhiyan (RMSA): Rashtriya Madhyamaik Siksha Abhiyan (RMSA-2009-10) is a scheme of the government of India for universalisation of access to and improvement quality of education at the secondary stage (Ministry of Human Resource Development, 2010).

Samagraha Shiksha Abhiyan: Samagraha Shiksha Abhiyan is a scheme launched by the Government of India in 2018 merging of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education for the universalization of Elementary, Secondary, Higher secondary education and for the improvement of Teacher Education (Department of School Education and Literacy, 2018)

Access: It refers to the facilities like disable friendly school building, rain harvesting system in school, physical infrastructure and upgradation of schools to secondary and senior secondary school under RMSA in order to facilitate access of secondary education to learners from all background and categories (Ministry of Human Resource Development, 2010).

Quality Intervention: This refers to the improvement in the quality of secondary and higher secondary education by providing infrastructural facilities and school mapping like appointment of additional teacher, in-service training of teachers, learning resource centre, health and physical activities for the students, residential facilities, adolescent education programme and role and support of parents and teachers for the students. The components of quality intervention is aimed to improve the quality of secondary education (Ministry of Human Resource Development, 2010).

Equity Intervention: It refers to the intervention covering of special focus groups like education for girls, scheduled cast and schedule tribe children, children from educationally backward minority community and children with Special Need in order to equity of secondary education (Ministry of Human Resource Development, 2010).

8.6 Research Questions

- How is the access of Secondary Education under RMSA in Sikkim?
- How is the implementation of quality interventions in secondary education under RMSA in Sikkim?
- How is the implementation of equity interventions in secondary education under RMSA in Sikkim?
- How is the distribution of financial assistance in secondary education under RMSA in Sikkim?
- How is the impact of RMSA on Secondary Education in Sikkim?

8.7 Objectives of the study

1. To evaluate the access of Secondary Education under RMSA in Sikkim as per the following criteria:
 - a) Disable friendly facilities in Secondary Schools
 - b) Schools with rain harvesting system

- c) Physical infrastructure in secondary schools
 - d) Upgradation of schools to secondary and Senior secondary
2. To evaluate the quality interventions in secondary education under RMSA in Sikkim as per the following criteria
- a) Mapping of the school
 - b) Appointment of additional teachers in the secondary level under RMSA
 - c) In-service training of teachers
 - d) Learning Resource Centre (LRC)
 - e) Health and Physical Activities for the students
 - f) Residential facilities for Teachers
 - g) Adolescent education programme
 - h) Guidance and counselling
 - i) Excursion tour for the students
 - j) Role and support of head teachers and parents for the quality education
3. To evaluate the equity intervention in secondary education under RMSA in Sikkim as per the following criteria.
- a) Scholarships for meritorious and needy students
 - b) Transport facilities for the students
 - c) Emergency Medical room in the school
 - d) Boarding facilities for the students
 - e) Enrolment, retention and achievement activities in the school
 - f) Incentives for the students
 - g) Special coaching and remedial classes for educationally backward children
 - h) Schemes for out of school children

- i) Equality on participation
 - j) Convergence of open and distance learning students
4. To study the use of financial assistance for the implementation of RMSA in secondary schools of Sikkim.
 5. To study the problems on implementation of RMSA scheme in secondary schools of Sikkim.
 6. To evaluate the impact of RMSA in Secondary schools of Sikkim.

8.8 Delimitation of the Study

The scope of the current research was delimited to 30 government schools providing education for students in grades IX and X, of four districts within the state of Sikkim.

8.9 Research Method

In every research appropriate research method has to be used according to the nature and objectives of the study. Hence, it was decided to use Evaluative Research Method by the researcher which was relevant and justified in view of objectives of the study.

8.10 Population

The population for the present study comprises of the head teachers, teachers teaching in secondary schools of Sikkim and students of those schools.

8.11 Sampling

In this study, after the carefully going through various research evidence and theories researcher has used multistage sampling technique through which the population and nature of the study justified.

8.12 Sample

Table No. 3.2. Distribution of the sample for the study

S. No.	Name of District	Total Number of Blocks	Number of Blocks	No. of Schools	Head Teachers	Teachers	Students for focus group discussion
1	East	10	3	9	9	36	30 groups 8
2	West	9	3	9	9	36	students
3	North	4	2	6	6	24	from each
4	South	8	2	6	6	24	school
	4	31	10	30	30	120	240

8.13 Sources of Data

In the study both the primary and secondary data was collected.

8.14 Tools Used

Tools in the research means the medium of collecting relevant data and information from the various sources for the study. The researcher used the Interview Schedule, Questionnaire and Focus Group Discussion for the collection of the relevant data.

8.15 Data Collection Procedure

In research tools is used for the collection of data to support the problems of the research and to get into the appropriate findings. Researcher mainly used two types of data which is known as Primary data and Secondary data.

The investigator personally visited all 30 secondary schools of Sikkim state. These 30 schools were situated under four districts namely East, West, North and South. During data collection the investigator approached with all the Heads and teachers of the schools and asked for their co-operation after explaining the purpose of the study. Data was also collected from the students with Focus Group Discussion (FGD).

8.16 Data Analysis

In the study the percentage was used by the researcher which is best to justify the objective of the study. Researcher has used the percentage to analyse the quantitative data and interpret the contribution of RMSA in the secondary schools of Sikkim with regard to the Access, Quality and Equity. The researcher has also used transcription of the qualitative data collected from interview schedule to supplement the quantitative data to enrich the information. Focus Group Discussion was analysed and interpreted based on the component of RMSA.

8.17 Findings and Discussions

Impact of RMSA on Access in Secondary Schools of Sikkim

The goal and objective of RMSA is access of secondary schools for the students which said that “To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools” (Ministry of Human Resource Development, 2010, p. 4). The data concerning access in secondary education under the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) in Sikkim reveals several key findings. In terms of disability-friendly infrastructure, approximately 73% of the schools have some form of provisions for CWSN, while the presence of ramps, a vital component for accessibility, stands at 60%. This suggests an ongoing effort to ensure inclusivity within the educational infrastructure.

Furthermore, the physical infrastructure in the secondary schools of Sikkim is generally strong, with 93% reported well-maintained facilities. Additionally, the provision of laboratories for science subjects is high at 80%, indicated a commitment to practical

education. Separate rooms for the head teacher are available in 93% of the schools, emphasized the significance placed on administrative space.

The presence of a staff room is fully available, with all schools boasting a dedicated space for teachers. Moreover, there is a commendable provision of separate toilets for girls, boys, and staff, ensuring the promotion of privacy. However, the satisfactory condition of these toilets is reported at 54%, indicating the need for improvements in maintenance and cleanliness.

Although the availability of sufficient drinking water facilities is reported at 52%, there is room for improvement in terms of both quantity and quality. The data also highlighted the need for greater community involvement in the maintenance and repair of physical infrastructure in secondary schools, with only 30% schools have community contribution for repairing of physical infrastructure. The presence of rain harvesting systems is observed in only 27% of the schools, reflecting the potential for enhancing sustainable practices in education.

Contributions from the community for classroom construction are relatively low, at 10%, suggesting a need for increased collaboration and participation. Similarly, the provision of additional classrooms for IX and X is only with 20% secondary schools, 5% girls' activity rooms, and 38% proper drainage systems in the schools. These areas required immediate attention and investment to ensure an enabling and conducive learning environment for all students.

Thus majority of the secondary schools has achieved the prescribed goals and objective of RMSA to a large extent as per the findings of the study.

Impact of RMSA on Quality Intervention in Secondary Schools of Sikkim

The vision and goal of RMSA was “to provide secondary schools within a reasonable distance of any habitation, which should be 5 km for secondary schools and 7-10 km for higher secondary schools” (Ministry of Human Resource Development, 2010, p. 4)

Based on the data provided on the quality interventions in secondary education under the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) in Sikkim, it is evident that the majority of secondary schools are conveniently located within a 5 km radius from the residency of students, ensuring access for a large percentage of the student population. Moreover, a significant proportion of students, approximately 73%, are satisfied with the proximity of these schools to their homes. In terms of the teaching staff, while there is an almost equal distribution between regular and ad hoc teachers, a notable 90% of teachers have received in-service training, contributing to the enhancement of teaching quality. The satisfaction level with the in-service teacher-training program stands at an impressive 92%. The successful implementation of the adolescent education program, with a high satisfaction rate of 93% and a strong presence of organizing partners (90%), demonstrates a positive step towards addressing the holistic development of students. However, there are certain areas that require attention. The availability of Learning Resource Centres (LRCs) and library facilities with adequate books and reading materials is relatively low, at 40% and 58% respectively. Despite a full provision of health and physical activities for students, the availability of resource labs for art/craft/culture laboratories are 20% and residential facilities for teachers is limited with 5% in the secondary schools. The recognition of secondary schools at the district, state, and national levels for co-curricular activities remains low, at 14%. The goals and objective of RMSA has achieved in Sikkim in large extent where 86% schools has cover the area of 5 km from the habitation.

Impact of RMSA on Equity Intervention in Secondary Schools of Sikkim

“Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM)” (Ministry of Human Resource Development, 2010, p. 4).

The data related to equity interventions in secondary education under the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) in Sikkim sheds light on various aspects of inclusivity and support mechanisms within the educational framework. The provision of an emergency medical room in 53% of secondary schools emphasized the important place on the health and safety of students within the learning environment.

In terms of the gender distribution of teachers, the data indicated that 61.64% of the teaching staff are female, while 38.36% are male. This demonstrates a concerted effort towards achieving gender parity within the teaching workforce, promoting a balanced and inclusive learning environment. However, the representation of female teachers remains slightly higher, indicating a potential area for further gender equity initiatives. Moreover, the implementation of awards, grades, and incentives for better-performing students, as well as appreciation for academic excellence, stands at 85% and 70% respectively, showcasing a positive approach to fostering a culture of recognition and encouragement for students.

The provision of special coaching and remedial classes for educationally backward children in 91% of secondary schools highlighted the commitment to support students who require additional assistance. However, the presence of schemes for out-of-school children in secondary education remains limited, with 20%, suggesting the need for targeted interventions to facilitate their reintegration into the education system.

Furthermore, the absence of transport facilities for students and low availability of boarding facilities (0% and 5% respectively) indicated a gap in ensuring access to education for students who might face geographical or residential barriers.

The data also highlighted the importance of regular enrolment drives, reported at 20%, to ensure that every child has access to education and an equal opportunity of secondary education. These findings collectively emphasize the importance of ongoing efforts to promote equity and inclusivity within the secondary education system in Sikkim.

This goals and objective has been achieved by majority of the secondary schools of Sikkim in large extent as per the findings of the study.

Conclusion

RMSA's impact on secondary education in Sikkim shows positive results, with significant contributions to infrastructure development and inclusivity. While some schools face challenges in resource allocation, the majority adhere to recommended ratios for classrooms and teachers. Efforts towards disability-friendly infrastructure, rainwater harvesting, and maintenance are evident. However, gaps in certain facilities like science labs, separate activity rooms for girls, and adequate toilet and drinking water provisions persist, demanding targeted improvements and community involvement. The RMSA's impact on secondary education in Sikkim is notable, with a strong emphasis on accessibility, teacher-student ratios, teacher training, learning resources, and co-curricular activities. The program's focus on holistic development is evidenced through initiatives like adolescent education programs, guidance and counselling services, and collaborative learning practices. Challenges in infrastructure, residential facilities for teachers, and the need for enhanced parental involvement were highlighted, suggesting the need for targeted interventions. Efforts to reduce exam-

related stress and promote mental well-being indicate a comprehensive approach to fostering quality education.

RMSA's equity interventions in Sikkim emphasize financial assistance for marginalized students, infrastructure development for hostels, gender-sensitive enrolment practices, and strategies to improve student attendance and retention. The program aims to address dropout issues by providing special coaching and remedial classes, and it recognizes the complexity of reasons leading to dropouts. Efforts toward gender equality and disparity are evident, although challenges persist, demanding concerted actions for a more equitable educational environment. Financial challenges, community involvement in fund utilization, and the need for transparency and accountability were highlighted, emphasizing the importance of effective resource management and collaborative efforts for educational enhancement.