

CHAPTER V
EVALUATION ON IMPACT OF RMSA IN SECONDARY SCHOOLS OF
SIKKIM

5.1 Introduction

Evaluation research involves a systematic assessment of the value or significance of the time, finances, energy, and resources to achieve objectives within programs, initiatives, and the advancement of educational institutions, private enterprises, and administrative activities. In educational contexts, evaluation occurs through methods such as school surveys, aimed at gathering comprehensive information to appraise the effectiveness of instructional facilities, curriculum, teaching and supervisory staff, and financial allocations based on educational standards and best practices (Best & Khan, 2006).

The rationale for using evaluative research method in the study was to analyse and evaluate the programme in an in-depth way. Collecting relevant data for a comprehensive evaluation can involve quantitative, qualitative, or a combination of methods (Cohen, 2007). The evaluative research method used to provide rigorous insights for informed decisions, improved education, and efficient resource use within the Rashtriya Madhyamik Shiksha Abhiyan and to find the way forward for the effectiveness of the programme.

RMSA is the flagship scheme of Government of India which focus on Access, Quality and Equity intervention in secondary schools. Sikkim has implemented the RMSA since 2010. The main objective of the study was to evaluate the impact of RMSA in Secondary Schools of Sikkim since its implementation. The results showed that there is the significant positive impact of RMSA in Sikkim with regard to Access, Quality and Equity Intervention as follows:

Objective 6: To evaluate the impact of RMSA in Secondary Schools of Sikkim

5.2 Evaluation on 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.

5.3 Evaluation on 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.

5.4 Evaluation on 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

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a flagship program of the Indian government, has had a positive impact in Sikkim, focusing on access, quality, and equity in secondary education. The scheme has resulted in improved infrastructure, teacher training, and student support. However, there is a need for further attention to areas such as disability-friendly infrastructure, library facilities, and schemes for out-of-school children to ensure a more inclusive and supportive educational environment. Despite notable achievements, efforts are required to address the remaining challenges and sustain the program's positive impact.

5.5 Gaps in implementation of RMSA in secondary schools of Sikkim

There are few areas which needs to improve in secondary schools. These areas are under Access, Quality and Equity of RMSA in the secondary schools of Sikkim.

Gaps on Access in Secondary Education with regard to implementation of RMSA

The provided data appears to be focused on various aspects of secondary education under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in a specific area, in Sikkim. Here is an analysis of the areas of focus based on the data:

1. 20% of the schools are equipped with facilities for wheelchair accessibility. These schools need to be provided with wheelchair to be used by the CWSN.
2. Currently, there are no community contributions for setting up or improving the science lab in any of the secondary schools. Community mobilization by the school authority is needed to contribute for the infrastructural development. As per the RMSA guideline the community should play important role and should contribute for the development of the school.
3. The data indicates a lack of adequate laboratory equipment for the subjects of Physics, Chemistry, Biology, and Mathematics in the secondary schools.

4. A significant 95% of the schools do not have a dedicated activity room for girls, which can be crucial for promoting extracurricular activities and overall development.
5. Inadequate Toilet Facilities: 60% of the schools have substandard or inadequate toilet facilities for students and staff, which is a significant concern for maintaining hygiene and sanitation.
6. Subpar Drinking Water Facilities: Approximately 46% of the schools do not have satisfactory drinking water facilities, which can significantly impact the health and well-being of students and staff.
7. Rainwater Harvesting Systems: 27% of the schools have rainwater harvesting systems, which can be beneficial for conserving water and promoting sustainability. But remaining 73% schools needed to focus on construction of Rainwater Harvesting system, so that they can utilize the stored water in need.
8. Requirement for Additional Classrooms: 20% of the schools need additional classrooms for accommodating the 9th and 10th-grade students.
9. Inadequate Drainage System: A significant 62% of the secondary schools do not have an appropriate drainage system, leading to potential hygiene and safety concerns, particularly during the monsoon season.
10. Lack of Community Involvement in Repairing Work: Only 10% of the community has contributed to the construction of additional classrooms for the 9th and 10th grades. The data indicates that only 30% of the communities are actively participating in the repair and maintenance of physical infrastructure in secondary schools.

Based on this data, it is evident that there are numerous areas of concern that need to be addressed for the improvement of the secondary education system under

RMSA. These areas include accessibility, infrastructure maintenance, hygiene facilities, and community involvement. Addressing these issues can significantly enhance the learning environment and overall educational experience for students in the region.

Gaps on Quality intervention in Secondary Education with regard to implementation of RMSA

The study highlighted various areas that require attention and improvement in the context of ensuring quality interventions in secondary education under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Each area demands focus and improvement, accompanied by corresponding percentages indicating the extent of the issue within the secondary education system in Sikkim.

1. Secondary Schools not covering the area of 5 km from the habitation of the students: 14% of the students reside beyond the reach of secondary schools, indicating a need to expand educational accessibility.
2. Need to focus on the appointment of regular teachers: 40% of the teaching staff comprises ad-hoc or contractual teachers, emphasizing the necessity of appointing regular teaching staff for stable academic provision.
3. Non-availability of Learning Resource Centre: 60% of the schools lack a learning resource centre, indicating a need to establish such facilities to enhance the learning experience and resource accessibility for students.
4. Resource laboratory unavailability in secondary schools for Art, Craft, and Culture Laboratory: 80% of the schools lack essential resource laboratories for art, craft, and cultural activities, emphasizing the need to establish these facilities for holistic education.

5. Inadequate books and reading materials in the schools: 42% of the schools face a shortage of essential books and reading materials, signifying the necessity of ensuring sufficient learning resources for the students.
6. Award for appreciation by schools at the district, state, and national levels: 14% of the schools have received fewer awards, suggesting the need to focus on improving performance and participation in various academic and co-curricular activities.
7. Recognition of secondary schools at the district, state, and national levels for any co-curricular activities: 14% of the schools have not received recognition, highlighting the need to enhance participation and performance in extracurricular activities.
8. Availability of resource labs in the school for Art/Craft/Culture Laboratory: 20% of the schools have resource labs for art, craft, and cultural activities, indicating the need to establish such facilities in more schools to foster creative and cultural development among students.
9. Lack of residential facilities for teachers in the school: 95% of the schools do not have residential facilities for teachers, emphasizing the need to provide suitable housing options for teachers to ensure their well-being and commitment to the institution.

Addressing these critical areas will be crucial for enhancing the quality of secondary education under the RMSA in Sikkim and ensuring a holistic and enriching learning experience for students and teachers alike.

Gaps on Equity intervention in Secondary Education with regard to implementation of RMSA

The study highlighted several areas that require focused attention and intervention in the context of promoting equity in secondary education under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Each area needed improvements, along with corresponding percentages that indicate the extent of the issue within the secondary education system in Sikkim.

1. 47% of the schools lack a dedicated emergency medical room, emphasizing the need to establish such facilities to ensure timely medical assistance for students.
2. 5% of the schools offer hostel facilities in the schools remaining 95% of the schools do not have hostel facilities, highlighted the need to provide residential accommodation for students who may have difficulty accessing education due to geographical constraints or other reasons.
3. 100% of the schools lack transport facilities, indicating the need to provide transportation options for students who have difficulty accessing schools due to geographical distances or other challenges.
4. 80% of the schools lack regular enrolment drives, indicating the need to increase efforts to promote and facilitate student enrolment in secondary schools, particularly for students who might not have access to education due to various socio-economic factors.

Addressing these critical areas is vital for promoting equity and ensuring that all students in Sikkim have equal access to quality secondary education. Implementing measures to address these issues would be crucial in fostering a more inclusive and accessible educational environment for all students, regardless of their background or geographical location.