

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Rashtriya Madhyamik Shiksha Abhiyan was the flagship scheme for the universalization of secondary education with the objective of fulfilling the access quality and equity intervention. RMSA has the significant contribution for the development of secondary schools especially in Sikkim where the school gets annual fund through RMSA programme. Access, Quality Intervention and Equity Intervention are the main three components that has been focused to achieve. In the study the percentage was used 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.

4.2 Access to Secondary Education under RMSA

The access involves improving existing secondary and higher secondary schools on their current premises and enhancing their quality through careful micro planning, including necessary infrastructure and faculty allocation in targeted areas. Access also includes setting up new secondary and higher secondary schools in underserved regions, identified through systematic school mapping, and ensuring the integration of rain harvesting systems in all RMSA buildings to tackle water scarcity issues. Additionally, there is a focus on incorporating disability-friendly features into both new and existing school facilities, while introducing new schools through collaborative initiatives that involve both public and private sectors.

Objective 1

To evaluate the access of Secondary Education under RMSA in Sikkim

Access is the key component that has been included in RMSA where accessibility of all the physical facilities in the schools undertaken. Repairing work of recurring and non-recurring infrastructure was carried out under Access. In order to evaluate Access of Secondary Education under RMSA following components are evaluated:

- 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

1.a. Disable friendly school facilities in secondary schools.

Disable friendly school building consist of Ramp facilities and wheelchair available in the school.

Table No. 4.1

Disable Friendly School infrastructure in the school

Disable friendly infrastructure	Responses	
	Yes	No
	73%	27%
Ramp	60%	
Wheel Chair	20%	

The table No. 4.1 showed the availability of disability-friendly infrastructure, categorized as either "Yes" or "No." The data presented in the table indicated that 73% of schools possess disability-friendly infrastructure, while 27% lack such infrastructure. This analysis indicated the ongoing concern that 27% of schools still lack the necessary infrastructure. Facilities such as wheelchairs and ramps have been established to cater to students with physical challenges. In majority of schools these provisions are available for students facing mobility issues. The study revealed that 60% of schools

are equipped with ramp facilities. A ramp serves as an inclined surface connecting different floors or levels within a building, aiding students with disabilities. The research found that 20% of schools offer wheelchair provisions, which are used by students with illnesses or injuries. Particularly in hilly regions like Sikkim, it is imperative for schools to provide all these amenities to accommodate physically disabled children.

In the support of above findings as per the 27% head teachers where there is no disable friendly infrastructure mentioned that:

Suresh: *We do not have disable friendly infrastructure building in our school and also we do not have such differently abled students in our school, but we have planned to approach the government for the construction of ramp in the school.*

Santosh: *Right now we do not have any CWSN children so we have not done anything for them. We need ram and easy access for their education I need toilets for CWSN.*

David: *Till now we do not have any facility for CWSN, the amount that has given is not sufficient and we don't find any area where ramp can be constructed.*

Tilak: *Ramps and toilets are under construction for especially for CWSN children. CWSN students are given equal opportunity. In our school there is one students whose name is Dipesh Regmi from class nine, who has 70% disability as per doctor's report. He is getting special care by escort who gets 2500 annually.*

Prakash: *Till date we do not have this facilities, but recently as per special teachers are enrolling the name of the CWSN children, and escort allowances*

has been provided to them. The escort comes from nearby Block Administrative Centre.

Manish: *Yes we have. But we do not have many CWSN Children. Only few students are there. But we have all the facilities for this children like Ramp, Disable friendly toilets.*

Santanu: *Actually we should have wheel chair, separate toilets and other facility but unfortunately we do not have such facilities. With the help of local organization called Sek Mari Chungbo, we could construct Ramp for CWSN children, they donated 25000 for this. We have ramp facility in both the building of our school now.*

Laxuman: *Yes we have but we do not have CWSN students in the school right now. We also have disable friendly toilets with hand rails and installed western commode.*

One of the Head Teacher said that the school currently lacks disability-friendly infrastructure and does not have differently-abled students. However, there is a plan to request government support for constructing ramps. While there are no Children with Special Needs (CWSN) at the moment, there is a need for ramps, easy access, and suitable toilets for them. Some head teachers have voiced concerns about the insufficiency of funds for such facilities. Nevertheless, there are ongoing efforts to build ramps and toilets specifically for CWSN children. Dipesh Regmi, who is the student receiving special care and escort allowance due to his 70% disability. Some recent progress includes enrolling CWSN children and providing escort allowances through special teachers and a local organization.

Future plan for disable friendly infrastructure

Sonam: we will approach to the concern department. So that way they are always ready to help us in that regard also

Sanjay: We need ram and easy access for their education we also need toilets for CWSN.

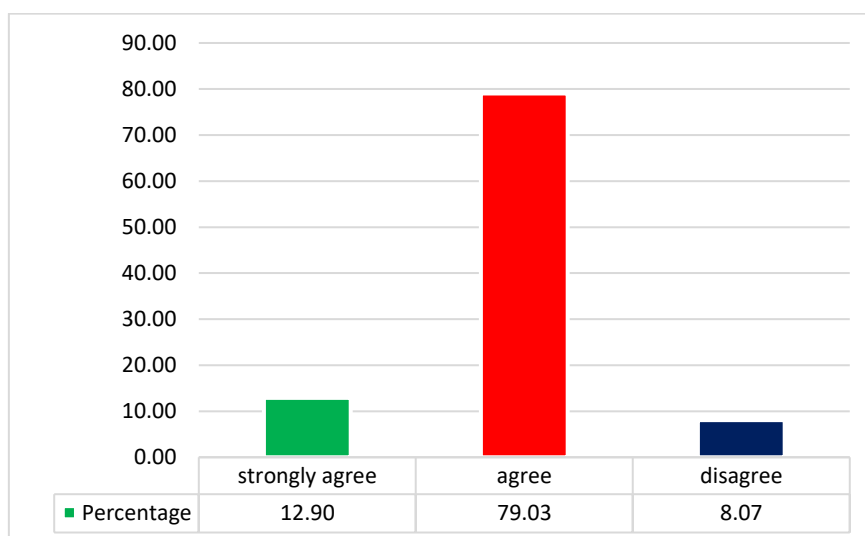
The strategy for future management of differently-abled children involves engaging with the relevant department for consistent support, as suggested by one head teacher. Another head teacher highlighted the necessity for accessible infrastructure like ramps and easy access, along with inclusive facilities such as specialized toilets. This approach emphasizes collaboration with authorities and the implementation of accommodating educational facilities for the betterment of differently-abled children.

Teacher's view on RMSA for disadvantaged groups

In this, the teacher's opinion on implementation of RMSA for disadvantaged group was studied by researcher.

Figure 4.1

Teachers' opinion on RMSA for disadvantaged groups

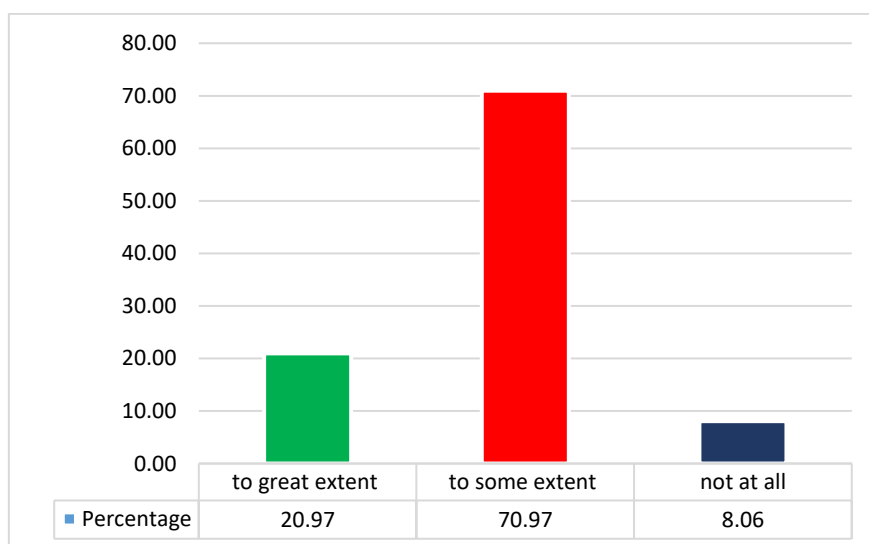


From the figure no. 4.1 revealed that a considerable 79.03% of the teachers affirmed that RMSA holds a positive impact for the disadvantaged group of students. Of noteworthy significant 12.90% of these teachers went a step further, articulating not just agreement but a robust, resounding confirmation through the "strongly agree" classification.

In stark contrast, a mere 8.07% of teachers showed divergence of opinion, though a minority, serves as a crucible of diverse perspectives.

Figure 4.2

Teachers' opinion on RMSA efforts to reduce physical barriers for Children with Special Needs (CWSN).



The data from the figure no. 4.2 revealed that 70.97% of the teachers responded that they perceive some level of effort of RMSA being directed towards eliminating physical barriers for CWSN. This response category reflected that though not the highest, of the measures undertaken to create a more inclusive and equitable environment. Furthermore, 20.97%, of teachers expressed a stronger agreement, signifying that they believe considerable efforts have been invested in mitigating physical disparities for CWSN. However, it is important to note that there is a minority,

constituting 8.06% of teachers do not agree that physical barriers are advantaged for CWSN children.

Figure 4.3

Teachers' opinion on provision of escorts for Children with Special Needs.



The figure no. 4.3 showed that 54.84% of teachers, agreed that they provide escort facilities for Children with Special Needs to some extent. Escort services play a vital role in ensuring that CWSN can navigate geographical and infrastructural challenges, facilitating their access to education. 29.03% of teachers agreed that school do not provide escort facilities for CWSN students. Further, the data revealed that 16.13% of teachers responded that schools have a stronger commitment to ensuring that Children with Special Needs are adequately supported through escort facilities.

It is evident that while a substantial portion of schools have shown the importance of escort facilities for CWSN, there is still room for improvement and broader implementation.

1.b. Schools with rain harvesting system

RMSA has focused on the rain harvesting system in the school, so that the rain water can be stored in harvesting tank for future use. The study found in the below table that:

Table No. 4.2

Rain Harvesting System in the Secondary Schools of Sikkim

Rain Harvesting System	Responses
Yes	27%
No	73%

The Table No. 4.2 revealed that merely 27% of the schools have adopted the Rain Harvesting System. In contrast, a significant 73% of the school do not rain harvesting system. This indicated that, 27% use the harvested rainwater for diverse purposes such as cleaning, sanitation, and garden irrigation in schools. The rainwater harvesting system involves accumulating rainwater during the rainy season, directing it from rooftops into tanks on underground reservoirs. This system is very helpful during periods of water scarcity in schools, it is important that other secondary schools should also start Rain Water Harvesting which is beneficial for school.

1. c. Physical infrastructure in the secondary schools of Sikkim

Under RMSA physical infrastructure refers to the school buildings, desk, bench, toilet facilities and other physical facilities available in the secondary schools.

Table No. 4.3

Classroom for IX ad X in Upgraded Schools

Number of Classroom for IX & X in Upgraded School	Responses
Sufficient	93%
Not Sufficient	7%

The table No. 4.3 provided the data on the availability of classrooms for students in classes IX and X. The data revealed that 93% of schools possessed an adequate number of classrooms, while only 7% of schools lack sufficient classroom space.

In further explaining the information with head teachers in 30 school agreed that school has sufficient class room.

***Prakash:** Till now we are lacking of classroom, but the infrastructure is under construction process and as soon as construction process is complete we will have enough classroom for the students.*

The Head Teacher acknowledged the current classroom shortage but assured that construction is ongoing to provide enough classrooms for students once the process is complete.

Construction of building under RMSA in secondary schools

***Sonam:** No we do not have school buildings under RMSA.*

***Sanjay:** Not really from the RMSA but one building is under construction process which is funded by SJWD.*

***Vivek:** We do not have school building constructed under RMSA.*

***Pravesh:** Yes, one building was constructed under RMSA in 2014 before I joined this school and we are utilizing this building for secondary classes. After we do not have any repairing work under RMSA.*

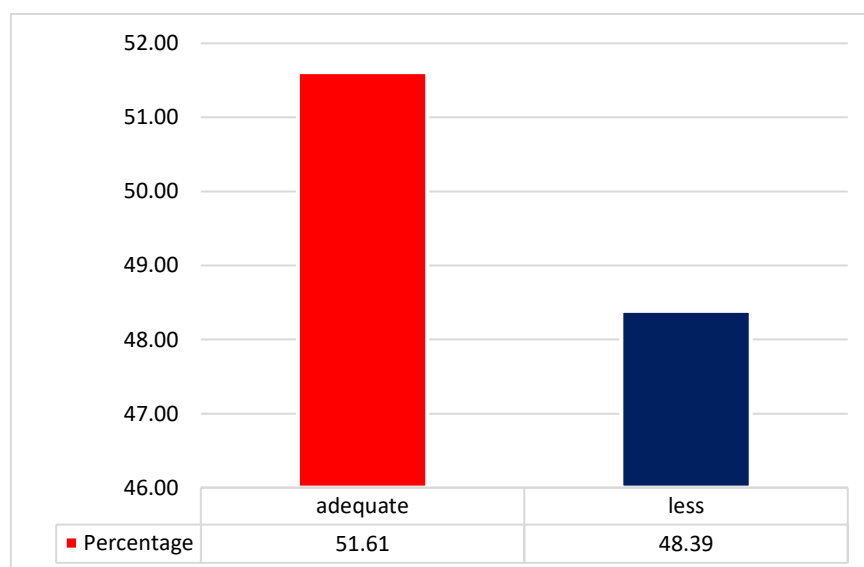
***Shyamlal:** If we have to talk about the contribution of RMSA, we have got two stored building and washroom for the school. The school building constructed under RMSA has helped a lot, recently we have installed K Yan Smart class and to another room we are using to store text books, Uniform and other incentives provided by the government with proper textbook in-charge.*

The head teachers discussed the presence and construction of school buildings under RMSA (Rashtriya Madhyamik Shiksha Abhiyan). One head teacher mentioned the absence of RMSA school buildings, while another head teacher mentioned the construction of a building funded by SJWD (Social Justice and Welfare Department) and its current construction status. Another head teacher mentioned the utilization of a building constructed under RMSA for secondary classes, followed by the lack of subsequent RMSA repairs. One head teacher highlighted the positive impact of RMSA by mentioning a two-story building with washrooms, being used for classrooms and storage, including for educational materials and incentives provided by the government. The interview centred on the presence, construction, and utilization of school buildings and facilities under RMSA.

Teacher's perception on additional classrooms provided by the RMSA in the secondary school.

Figure 4.4

The teacher's opinion on additional classrooms provided by the RMSA in the secondary school.



The figure no. 4.4 revealed that 51.61% of teachers agreed that they are adequately equipped with an appropriate number of additional classrooms as facilitated by the RMSA. This signifies a substantial portion of teachers who view the availability of these extra learning spaces as being well-matched to the needs of their teaching environment.

On the other hand, a significant 48.39% of teachers expressed a sentiment of inadequacy, stating that they have fewer additional classrooms provided by the RMSA within their school. This sizeable segment of teachers showed the existence of a notable concern, where the supply of these supplementary learning spaces does not align with their perceived demand or requirement.

Classroom Pupil Ratio in secondary schools as per RMSA in Sikkim

Table No. 4.4

Classroom Pupil Ratio in secondary schools as per RMSA in Sikkim

Classroom Pupil Ratio	Responses
1:25	10%
1:40	90%

The table No. 4.4 showed the current classroom pupil ratios within study schools of Sikkim. The classroom pupil ratio refers to the relationship between classroom size and the number of students it can accommodate. The data revealed that 90% of schools maintain a 1:40 classroom pupil ratio, signifying that a single classroom has the capacity for 40 students simultaneously. This 1:40 ratio aligns with the recommended standard for optimal teacher and student convenience, as outlined by the RMSA. Additionally, 10% of schools adhere to a 1:25 classroom pupil ratio. According to the RMSA framework, the recommended classroom pupil ratio is 1:40, with a minimum ratio of 1:25.

Contribution from the community for classroom construction in secondary schools

Table No. 4.5

Contribution from the community for classroom construction in secondary schools

Contribution from the community for classroom construction	Responses
Additional Classroom for IX and X	20%
Community contribution	10%

This table 4.5 showed the contributions made by the community towards the construction of classrooms. In line with the norms set forth by the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), the significance of community engagement in the advancement of secondary schools is important.

It was found that merely a 20% of the schools has additional classrooms to accommodate students of the ninth and tenth grades.

Merely 10% of schools received community contribution. This indicated that the Head Teachers including the staff, must inspire, motivate the members of the School Management Committees (SMCs) and parents for more contribution.

On the issue of additional classroom for class IX and X students the Head Teachers explained that:

Kuldip: *We have encouraged and invited the local bodies for the help to construct the additional classroom, however, they could not give 100% fund but some of the member donated as per their ability and some of them have physically supported for the construction and renovation of additional classroom for the students.*

Vivek: *They showed the interest but for the development of the infrastructure there is no any participation from the community.*

Community mobilization for the construction of school building or any other developmental work

***Sonam:** for that we approach our parents department and till now we have not involve them.*

***Sanjay:** Right now we are requesting the parents and Papon to help in the development of school and they have assured us to help.*

***Vivek:** Yes but SJWD and Education department is the funding body for the new school building in the school.*

***Mahesh:** If we motivate and involved this bodies they have always come forward to support. I have constituted the body according to RTE norms and I used to conduct meeting three times in a year. In this meeting we involved all the stakeholders from parents, SMCs and local bodies and named as CHINTAN SAVHA which happens in the beginning of the session. In the middle of the year we organised meeting called PRAGATI SAVHA and we organised meeting at the end of the year named as MULYANKAN SABHA. In this meeting we involved parents, SMCs, local bodies and teachers and whatever the house passed we initiate and complete with the help of them. The stakeholders are very supportive and without taking any help from department and only by the support of community we have gathered the infrastructure of around 2000000/- like water tank of around 20000 litres, development of assembly ground construction of mid-day-meal dining hall costing around 600000 only through community contribution. And I am very much satisfied with community contribution.*

The interview on community involvement in the construction and development of school infrastructure. It is found that in few schools some local members donated funds

and offered physical support for classroom construction, others mention limited community involvement in infrastructure development. The role of local bodies, parents, and stakeholders is highlighted. The practice of conducting regular meetings involving parents, SMCs (School Management Committees), and local bodies is mentioned as a means to gather support and make decisions collaboratively. Community support has led to the creation of various infrastructure components, such as a water tank, assembly ground, and dining hall, with a significant financial value.

Availability of Laboratory for science subject in secondary schools

Table No. 4.6

Availability of Science Laboratory for secondary schools

Availability of Science laboratory	Responses	
	Yes	No
	80%	20%
Integrated science lab for PCMB (Physics, Chemistry, Mathematics and Biology)	85%	
Community Contribution		
Community contribution for Science Lab	Nil	
Grants available under RMSA for Science Laboratory	Nil	

This table No. 4.6 showed the presence of science labs and equipment across various secondary schools in Sikkim. Secondary education serves as the foundation for a wide array of subjects, enabling students to grasp fundamental concepts in biology, chemistry, physics, and mathematics. The study revealed that 80% of schools are equipped with science labs, while 20% lack science laboratory. It is also found that 85% schools from those 80% having science laboratory have integrated science laboratory for Physics, Chemistry, Mathematics and Biology. It is imperative for schools to possess basic science facilities, including laboratories fully equipped with necessary apparatus. This infrastructure is crucial in teaching students to engage in practical

coursework alongside theoretical instruction. Interestingly, the study highlighted the absence of community contributions toward development of laboratory provisions in schools. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has not allocated specific funds for lab maintenance. Instead, it disburses annual grants based on student enrolment figures within RMSA-affiliated schools.

Santosh: *we have one each library and laboratory separately with sufficient equipment for science. We use RMSA fund to replace the chemical when needed and sometime the government also supply the chemical but not every time.*

Kumar: *We have library and laboratory and we have library room and students are using it. We have books also but it is not sufficient for the students. We need more equipped library. As well as regarding laboratory we have one bio, chemistry and physics but we do not have maths and geography library. Not only that we need laboratory equipment like apparatus and all.*

David: *We do not have lab in our school since this school is recently upgraded. But we have lab equipment stored in the store room and soon we are going to have science lab after that the lab will function. This is due to insufficient rooms and buildings. Agastia International Foundation are there who are frequently visiting in our school with their kits, Agastia foundation is the mobile science lab and they conduct science lab classes.*

Tilak: *We have science composite laboratory of physics, chemistry and biology, but some of the equipment are old and non-functional and we are using those equipment to show them. In some cases bio-teachers demonstrate by creating models by themselves but it is not possible to the chemistry teachers because it needs chemicals. We have library rooms as well but we cannot say it is sufficient*

but still we are managing with the available books. Government is supplying books occasionally and we are also contributing to purchase the books.

Prakash: *We have science lab which is very much sufficient for the students.*

Suresh: *We do not have separate science lab, instead we have small room for science lab which is not sufficient for the students. If department would have provided at least two rooms for science lab it would be very beneficial for the students.*

Prabin: *It has to be in the sr. sec. school but due to the recent upgradation of the school we do not have and soon we are going to get all this facilities.*

Kamlesh: *Yes we have sufficient science lab in our school. Out of 75000 we use 30 to 40 percent to purchase chemicals and other lab equipment.*

Shyamlal: *Since our school is recently upgraded (2017), we do not have facilities like it should have in Sr. Sec Schools. We have the equipment and building which is workable up to secondary level. It doesn't mean that we do not have, it is like Anikal Ko Tita Phapar (Bitter Buckwheat in Scarcity) something is better than nothing.*

Mahesh: *We do not have separate science lab, instead we have small room for science lab which is not sufficient for the students. If department would have provided at least two rooms for science lab it would be very beneficial for the students. Since I joined this school in 2017, 2 to 3 years back we had received lab equipment for science subject and we have some equipment for maths and science like apparatus, microscope but we do not have chemicals and other necessary equipment. Instead of providing this equipment government may provide funds in the name of Head Teacher so that we can procure the essential lab equipment and library books as per the need of the students and school.*

The interview among the head teachers was on the availability and adequacy of libraries and science laboratories in different schools. Majority of Head Teachers mentioned that schools have separate libraries and well-equipped science laboratories, using funds from RMSA (Rashtriya Madhyamik Shiksha Abhiyan) and government support for equipment replacement. Other Head Teachers expressed the need for more equipped libraries and laboratories, mentioning specific subjects like math and geography. Some schools faced challenges due to recent upgrades, leading to a delay in establishing science labs, while others have composite science laboratories with aged equipment. External organizations like Agastia International Foundation played a role in conducting mobile science lab classes. While some schools have satisfactory science lab facilities, others find the existing rooms inadequate and emphasize the need for more space. Overall, the interview highlighted that the varying degrees of satisfaction with science lab and library facilities, as well as challenges related to equipment, space, and funding.

Managing without Science Laboratory in secondary schools

David: Agastia International Foundation are there who are frequently visiting in our school with their kits, Agastia foundation is the mobile science lab and they conduct science lab classes.

Kumar: Once in three to four year they get changed, but it actually had to change yearly or should be used on time.

The Head Teachers discussed management strategies for Class IX and X education. One Head Teacher mentioned the involvement of Agastia International Foundation, which conducts mobile science lab classes in their school. This indicated an external organization's support for science education. Another Head Teacher highlighted the importance of changing chemicals annually or on time, but acknowledged that in their

case, changes occur every three to four years. This suggested a need for more frequent chemical replacements to ensure effective science lab utilization.

Availability of laboratory equipment in science laboratory in secondary schools of Sikkim

Table No. 4.7

Availability of laboratory equipment

Lab Equipment	Available	Responses	Responses
Physics	Yes	87%	Sufficient 46%
	No	13%	Not Sufficient 54%
Chemistry	Yes	85%	Sufficient 47%
	No	15%	Not Sufficient 53%
Biology	Yes	80%	Sufficient 53%
	No	20%	Not Sufficient 47%
Mathematics	Yes	79%	Sufficient 27%
	No	21%	Not Sufficient 73%

The Table No. 4.7 provided a data on the availability of laboratory equipment across secondary schools in Sikkim, particularly concerning the subjects of Physics, Chemistry, Biology, and Mathematics. From the above table it became apparent that 87% of schools have lab equipment for Physics, while 13% schools lack physics equipment. This indicated that a majority, of the schools 87%, have a dedicated Physics laboratory. Further, analysis revealed that 54% of these schools are faced with inadequacy of Physics lab equipment and 46% of schools has sufficient physics laboratory in the school.

Similarly, the data indicated that 85% of schools heads mentioned that schools have laboratory equipment for Chemistry, while 15% schools lack chemistry lab. This highlighted that a majority 85% of schools are equipped with a Chemistry laboratory.

Further analysis showed that 53% of these schools lack the required lab equipment, while 47% schools have sufficiently equipped Chemistry lab.

In relation to Biology, responses from Head Teachers indicated that 80% of the schools have laboratory equipment, with the remaining 20% lacking the lab. This indicated that majority, with 80% of schools maintaining a dedicated Biology lab. Of this 80%, further analysis unveiled that 47% schools struggled with inadequacy in biology lab provisions, whereas 53% schools enjoyed a well-equipped Biology laboratory.

The data on Mathematics lab revealed that 79% of Head Teachers agreed with the presence of lab equipment, while 21% expressed its absence. This signified that a significant majority with 79% of schools have Mathematics lab. Further exploration showed that a majority 73% of these schools have insufficient mathematics lab apparatus, and 27% schools has suitably equipped Mathematics laboratory.

Therefore, it can be interpreted that the majority of secondary schools in Sikkim are grappling with a dearth of adequate laboratory equipment. The presence of well-equipped labs is important for school students for the hands-on dissemination of practical knowledge.

Teachers' perceptions on the adequacy of laboratory equipment supplied by RMSA.

Figure 4.5

Teachers' opinion on the adequacy of laboratory equipment supplied by RMSA

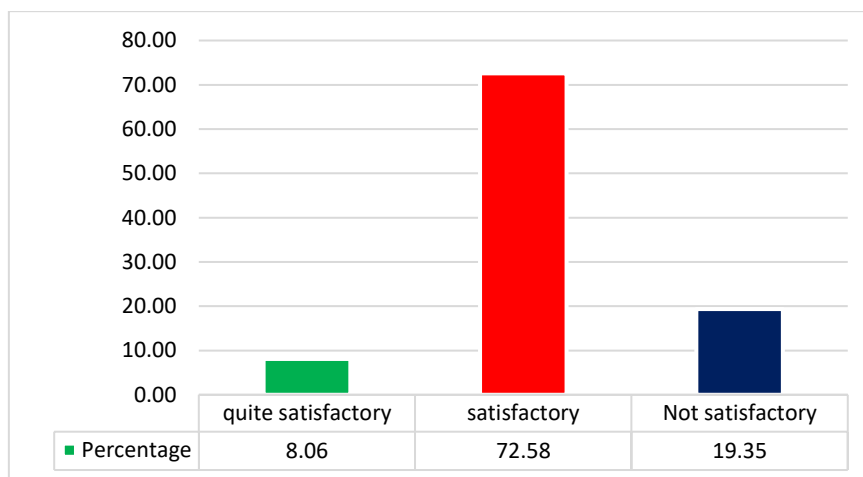


Figure no. 4.4 showed that the majority with 72.58% of the teachers, indicated that they find the laboratory equipment provided by the RMSA to be satisfactory. This response category showed a widespread contentment among teachers with the resources at their disposal, indicating a positive perception of the equipment's adequacy for facilitating effective teaching and learning.

Furthermore, the analysis revealed that 8.06% of teachers, expressed a "quite satisfactory," implying a moderate level of contentment. Conversely, 19.35% of teachers responded with a "not satisfactory" perception, suggesting that they find the lab equipment's adequacy to be lacking to a certain extent.

It is evident that the majority of teachers hold a favourable perspective on the lab equipment supplied under the RMSA scheme. The high percentage of teachers who expressed satisfaction showed the significance of the RMSA program in effectively addressing the educational institution's laboratory needs. This data can be indicative of a successful allocation of resources that cater to the practical and experiential aspects of learning within the school environment.

The presence of a group indicating a "not satisfactory" perception suggested areas where improvements could be considered to enhance the laboratory provisions. It might reflected disparities in equipment availability across schools or specific concerns about the quality and functionality of the provided resources.

Separate Rooms for Head Teacher in the secondary schools of Sikkim

Table No. 4.8

Separate Rooms for Head Teacher in the school

Separate Rooms for Head Teacher		Responses
Available		93%
Not Available		7%
Purpose	Room of Head Teacher used for meeting	60%
Contributions	Community contribution	10%

The table no. 4.8 showed the status of rooms designated for the Heads of schools along with the separate rooms. Undoubtedly, the role of Heads of schools is very important, they have responsibility of academic and administrative domains within an educational establishment.

The data showed that the majority 93% of schools have provisioned separate room for the Head Teachers. Within this group of schools, a majority 60% of schools used the Head Teacher's room for conducting meetings for issues related to school. Still 7% of schools lack separate room for their Heads. In such instances, Head Teacher shares office spaces, with other staff. 10% of Head Teachers mentioned that community's contribution for principal room construction and maintenance.

Availability of Staff Room in secondary schools in Sikkim

Table No. 4.9

Availability of Staff Room

Staff/Teacher Room		Responses
Available		100%
Room Size as per govt. Norms		30%
Contributions	Community Contributions for staff room	10%
Grants	Grants Available for Maintenance of staff room	0%

This table no. 4.9 showed the availability of staff room, room size as per government norms community contribution and grants for the maintenance of staff room. Staff members undoubtedly constitute the bedrock upon which the educational institution firmly rests. They play a pivotal role in ensuring the functioning of the school. Hence, the provision of a staff room, with fundamental amenities such as tables and chairs, is imperative.

The study found that 100% schools have separate room for the staff in which 30% of schools aligned their infrastructure with officially prescribed norms. A mere 10% of schools have received community contributions in making the staffroom. It is observed that the sustenance of staff rooms largely depends upon internal resources, as none of the schools in the study reported the receipt of grants exclusively for the maintenance of these staff room.

On further inquiry, head teachers mentioned that:

David said that till now it is sufficient but after few days few teachers are going to join after that there may be the shortage of staff room.

In the data given, it is observed that the current availability of staff rooms is deemed sufficient as mentioned by one Head Teacher. However, there's anticipation of a shortage due to the upcoming addition of new teachers.

Girls' activity room in the secondary schools of Sikkim

Table No. 4.10

Girls' activity room in the secondary schools of Sikkim

Girls Activity Room	Responses
Available	5%
Not Available	95%
Community Contribution	-
Grants Available for Maintenance	-

The data presented in the table no. 4.10 showed that mere 5% of the schools have taken a proactive step by providing dedicated activity rooms tailored specifically for girls. This indicated that a majority of 95% of the secondary schools are without the important facility for girls. Girl students, who form an integral part of schools, it is important for them to have their own designated spaces like girls activity room.

The significance of this consideration is further explained by the principles enshrined in the Right to Education (RTE) and the National Education Policy. Both these educational policy advocated for the creation of activity spaces that are also as per the unique requirements of girl students. In the light of these guidelines, it is rather disheartening to observe that a staggering 95% of schools have short in delivering on the mandate of providing a stipulated Girls Activity Room.

***Sonam:** We do not have separate rooms for girls but they participate in every co-curricular activities.*

***Kamlesh:** We do not have separate for girls but we have general activity room managed for them.*

***Mahesh:** We do not have separate activity room for girl students but it is due to the department we have changing room for girl child and installed sanitary napkin vending machine. So during menstrual problems they use this rooms.*

But we do not have recreation and other activity rooms separately for girl student.

Further analysis found that, Head Teachers acknowledged the absence of separate activity rooms exclusively for girl students. However, they highlighted various ways in which the needs of girl students are addressed. A Head Teacher explained the way they have established a changing room for girls, including a sanitary napkin vending machine, to address menstrual needs. While dedicated recreational and activity spaces are lacking, efforts have been made to cater to the specific requirements of girl students.

Separate toilet facility for girl students in secondary schools of Sikkim

Table No. 4.11

Separate toilet facility for girl students

Separate toilet facility for girl students	Responses	
Separate Toilet for Girls	Yes	100%
	3	18%
Number of toilet available in the school	2	27%
	1	55%
Satisfactory	46%	
Not Satisfactory	54%	

The presented data in table no. 4.11 showed the separate restroom infrastructure available for girl students across secondary schools in the state of Sikkim. The statistics highlighted a remarkable achievement, with every single school having a separate and exclusive toilet arrangement for its girl students. Further analysis showed that 18% of schools have three number of toilets, while 27% offer a setup of two toilets. The majority, constituting 55% of schools have at least one separate toilet for girl students. Further analysis of the findings uncovered that 46% Head Teachers expressed satisfaction with their toilet provisions, as it has continuous water supply, cleanliness, adherence to hygiene standards, and alignment with student enrolment figures.

Contrarily, the majority with 54% of the Head Teachers, conveyed dissatisfaction with the state of toilet facilities for girl students. This dissatisfaction, in these cases, were inadequate water availability, unsatisfactory levels of cleanliness and hygiene, and an insufficient number of toilets vis-à-vis student enrolment figures.

Separate toilet facility for boy students in secondary schools of Sikkim

Table No. 4.12

Separate toilet facility for boy students

Separate toilet facility for boy students		Responses
Availability	Yes	100%
	3	20%
Number of Toilet for Boys	2	10%
	1	70%
Satisfactory		40%
Not Satisfactory		60%

The table no. 4.12 revealed that 100% of the Head Teachers confirmed the existence of separate toilet provisions for male students. Among the secondary schools, 20% reported having three separate toilet facilities available for male students, while 10% indicated the presence of two such facilities. Notably, a majority 70% of schools confirmed having a minimum of one exclusive toilet for male students.

Meanwhile, a significant 40% conveyed a satisfactory level of contentment with the available facilities i.e. continuous water supply and clean toilet. However, it is found that majority of 60% of the schools conveyed their discontent with the toilet facilities designated for male students.

Separate toilet facility for male faculty in secondary schools of Sikkim

Table No. 4.13

Separate toilet facility for male faculty

Separate toilet facility for male faculty		Responses
Availability	Yes	100%
	3	8%
Number of toilet for male faculties	2	0%
	1	92%
Satisfactory		60%
Not Satisfactory		40%

The data in the table no. 4.13 showed a comprehensive overview of the toilet provisions dedicated to male staff within various secondary schools. The study showed that all secondary schools in Sikkim have confirmed the presence of a designated toilet facility exclusively for male faculty members. Within this subset, it emerged that 8% of these schools are equipped with three toilets, while the remaining 92% schools have a minimum of one toilet catering to the needs of their male staff cohort.

This data indicated that the prevailing trend wherein a significant proportion of the schools have with only a single toilet facility tailored for male faculty, it indicated that these schools falls short of meeting the demands adequately. It is observed from the tabulated data pertains to the evaluation of the toilet facilities. 60% agreed that toilets have water supply and clean. However, it is concerning to noted that a majority 40% of the schools convey dissatisfaction with the prevailing toilet amenities found for male staff members.

Separate toilet facility for female faculty in secondary schools of Sikkim

Table No. 4.14

Separate toilet facility for female faculty

Separate toilet facility for female faculty		Responses
Availability of toilets	Yes	100%
	3	8%
Number of Toilet for Female Faculties	2	0%
	1	92%
Satisfactory		67%
Not Satisfactory		33%

The presented table no. 4.14 provided a comprehensive overview of the toilet provisions specifically designated for female faculties. The study showed that 100% of the included secondary schools have taken the crucial step of implementing separate toilet facilities for their female staff members. Further analysis revealed 8% of the secondary schools have chosen to allocate three toilets for female faculties, while the overwhelming majority, comprising 92% of the schools have a single toilet arrangement.

This distribution indicated a significant concern as it becomes apparent that the prevailing trend revolved around providing only a singular toilet facility, and it raises concern about adequacy and accessibility. This observation draws attention to the necessity of addressing potential issues stemming from this lopsided distribution.

Moreover, an additional layer of information emerges when assessing the quality of these toilet facilities. Within this context, 67% of the schools have provided water supply and cleaning material indicated satisfactory denoting a commendable provision in these cases. However, a majority 33% of the secondary schools expressed

dissatisfaction with their current toilet facilities, signifying an area of concern that demands attention.

On further inquiry to the head teacher about the toilet facilities for students and staff they said that:

***Kamlesh:** Yes, we have sufficient toilets but do not have water facility connected to the toilets.*

***Diwash:** We have separate toilets for boys and girls students as well as for teaching staff but it is not sufficient for students as well as for teachers and we have placed the demand to the department.*

***Pravesh:** We have separate toilets for girls and boys but it is in repairable condition. We also have this facilities to teaching and non-teaching staff and we are repairing the staff toilets.*

***Vivek:** Till now we do not have toilet facilities in the school especially for CWSN but we escort them whenever they need by our staff. For the time we are managing the girls and boys toilets separately and we have enough.*

The interview revolved around toilet facilities for both students and staff in the school. One Head Teacher mentioned having sufficient toilets, however, lacking water facility connected to them. Another Head Teacher acknowledged separate toilets for boys, girls, and teaching staff, but highlighted their insufficiency and the submitted demand for improvement. A third Head Teacher noted the presence of separate toilets for boys and girls, but mentioned their need for repair. When it comes to toilet facilities for differently-abled children, one Head Teacher explained that the school does not currently have proper facilities, but the staff provided assistance as needed. The conversation outlined that the varying conditions and adequacy of toilet facilities for different groups within the school.

Drinking water facilities in secondary schools of Sikkim

Table No. 4.15

Facilities of drinking water in the secondary schools of Sikkim

Drinking Water Facilities in School	Responses
Highly Sufficient	8%
Sufficient	46%
Not Sufficient	46%

The data presented in the table no. 4.15 showed a comprehensive overview of the current status of the drinking water facilities available within the school premises. According to the data collected from the Head Teachers, it is revealed that 8% of the secondary schools, have an abundance of highly efficient drinking water provisions. In contrast, an almost equal proportion, accounting for 46% of the schools, reported a satisfactory level of drinking water infrastructure. However, 46% of Head Teachers expressed dissatisfaction with the adequacy of the drinking water facilities accessible within their respective schools. This dichotomy in responses highlighted the prevalent insufficiency of drinking water amenities across these educational establishments.

Status of drinking water facilities for the students and staff in secondary schools of Sikkim.

Vivek: As compare to other previous school, it is very pathetic in condition, we do not have space as well. We do not have enough drinking water facility in our school.

Pravesh: We had good water facility but due to the power grid project it is damaged and we have already informed the local panchayats and they are going to manage this. At this moment we are managing water facility from the private source and we are managing somehow there is no scarcity of water in the school.

***Sanjay:** We do not have safe drinking water facility we manage it with running water. But students need filtered water which we are lacking. We advise students bring boiled water from home. We need immediate water connection for toilets.*

***Diwash:** We have scarcity of water supply and we have asked panchayat and SMCs to look into matter.*

***Pravesh:** With regard to the drinking water facility the water source is very far from the school and in collaboration with the public we are managing it.*

The interview focuses on the status of drinking water facilities for students and staff in the school. Head Teachers express concerns about the inadequate water situation. One Head Teacher compares it unfavourably with their previous school, emphasizing the lack of space and insufficient drinking water facilities. Another mentioned the impact of a power grid project damaging their water facility, but mentioned that alternative arrangements are being managed with private sources. Some Head Teachers noted the absence of safe drinking water, relying on running water instead, and suggest that students bring boiled water from home. The importance of immediate water connections, especially for toilets, is highlighted. Some Head Teachers highlighted their efforts to collaborate with local authorities like panchayats and SMCs to address the water scarcity issue. Overall, the interview highlighted various challenges and approaches in managing drinking water facilities in the school.

Drainage system in secondary schools of Sikkim

Table No. 4.16

Drainage system in the secondary schools

Drainage System in School	Responses
Excellent	0%
Appropriate	38%
Not Appropriate	62%

A comprehensive analysis of this data is presented in the table 4.16, which showed the distribution of schools based on the quality of their drainage systems. It is found that none of the secondary schools were found to possess an excellent drainage system, indicating the absence of excellent drainage infrastructure. The findings showed that 38% of the schools have appropriate drainage system. However, a significant majority, around 62% of the schools, lacked a drainage system that could be classified as suitable. This analysis indicated the prevalent dearth of well-designed drainage systems across the educational landscape. The findings showed a sad picture, bringing to light the pressing need for an improvement in the drainage infrastructure across schools in Sikkim, as a majority seem to be grappling with inadequate systems.

Improving drainage systems in schools requires a comprehensive approach including meticulous planning, consistent maintenance, and vigilant monitoring. This involved various measures: conducting thorough drainage system assessments, collaborating with experts for tailored plans, implementing modern drainage solutions, prioritizing installations during construction or renovation, maintaining regular upkeep to prevent clogs, ensuring proper grading for natural water flow, considering rainwater harvesting for non-potable purposes, applying erosion control techniques, educating stakeholders on system importance, promoting responsible waste disposal, integrating green infrastructure elements, scheduling routine inspections, involving the community for

support, preparing for emergencies, including improvements in long-term facility planning, establishing feedback channels, and seeking professional expertise as needed. Proper drainage system are required in schools to foster a safer, healthier, and more conducive learning environment, while effectively addressing potential risks and consequences associated with inadequate drainage systems.

Repairing of physical infrastructure-recurring in secondary schools of Sikkim

Table No. 4.17

Repairing of physical infrastructure-recurring

Physical Infrastructure-Recurring Repairing Work done in school	Responses	
	Yes	No
	58%	42%

Areas of repairing work	Responses
School Building	40%
Toilets	20%
Tanks	13%
Play Ground	20%
Campus	20%
Electrical Fittings	40%

Involvement of Community in the repairing and renovation of the school infrastructure	Yes	No
	30%	70

The above table 4.17 showed the efforts made towards maintaining and enhancing the physical infrastructure of schools. 58% of Head Teachers responded, indicating the repair and renovation projects within their school premises has been done. This signified a majority accomplishment in terms of maintenance of infrastructure. On the

other hand, 42% of Head Teachers responded negatively, implying that these particular schools have yet to undertake repair work on their physical infrastructure.

40% of schools have successfully executed repair work on their school buildings, highlighted their commitment to creating conducive learning environments. 20% of schools have invested efforts in refurbishing toilets, thereby prioritizing hygienic facilities for their students. Furthermore, 13% of schools have taken steps to address issues with water tanks, ensuring a seamless water supply.

The dedication to holistic improvement is evident as 20% of schools have rejuvenated their playgrounds, contributing to students' physical well-being. Simultaneously, 20% of schools have undertaken comprehensive repairs within their campuses, fostering an overall conducive atmosphere for learning. 40% of schools have meticulously addressed electrical fittings, guaranteeing a safe and functional infrastructure.

The importance of community involvement in the betterment of school infrastructure 30% of schools have enjoyed the support and contribution of the community in their repair and renovation endeavours. This cooperative approach not only enhanced the physical aspects of the school but also strengthens community bonds. In contrast, 70% of schools have yet to leverage such community collaboration in their infrastructure enhancement initiatives.

Minor repairing work done in secondary schools of Sikkim under RMSA fund

***Vivek:** Yes, it was done in the year 2016. It was the vertical extension of two rooms and we are using this rooms are for language classes.*

***Kamlesh:** Yes, we have mobilizing community like panchayats, parents and SMCs, and they have good support and sponsored for specific work like last year we have fitted floor tiles in the school premises. They also have assured us that they will do more work for the school.*

Minor repair work was conducted under the RMSA program involving the vertical expansion of two rooms that now serve as language classrooms. Head Teachers mentioned that the community, including panchayats, parents, and SMCs, played an active role by offering strong support and sponsoring specific initiatives such as installing floor tiles on the school grounds in the previous year. This indicated the community has also committed to further contributions and improvements for the school's benefit.

Satisfaction with the infrastructure of school

***Sanjay:** Not really because this building is 40 years old anything can happen in future. So it needs major repairing work. So we have taken this matter to the District collector and they inspected our school and have assured us that they will look into this matter as soon as possible.*

***Vivek:** Till now we are lacking of classroom, but the infrastructure is under construction process and as soon as construction process is complete we will have enough classroom for the students.*

***Kamlesh:** Yes, we have sufficient, but we need some language classes because we have science commerce and vocational subject. And hopefully we are waiting for additional classes.*

The Head Teachers shared their perspectives on the school's infrastructure satisfaction. One Head Teacher expressed dissatisfaction due to the age of the building and the need for major repairs. They've involved the District collector, who has promised to address the issue. Another Head Teacher acknowledged the current lack of classrooms but mentioned ongoing construction that will soon provide sufficient space. Another Head Teacher expressed satisfaction with the existing infrastructure but noted the need for additional language classes to accommodate various subject streams. Overall, the

opinions vary, with some Head Teachers highlighted improvements and needs in different aspects of the school's infrastructure.

1. d. Upgradation of schools in Sikkim in Secondary and Sr. Secondary

Table No. 4.18

Upgradation of government schools in Sikkim since 2015

Level of school	2015-16	2016-17	2020-21	2021-22
Primary	404	399	388	475
Jr. high school	184	180	168	171
Secondary	113	118	120	122
Sr. Secondary	64	65	90	96
<i>Total</i>	<i>765</i>	<i>762</i>	<i>766</i>	<i>864</i>

Sources: Annual Report, (2015-16), (2016-17), 2020-21); UDISE Report, (2021-22)

The presented tabulated data from the table no. 4.18 offered a comprehensive overview of the progression in the number of schools across various educational levels within the timeframe of 2015 to 2022. This data has been collated from the annual report spanning the years 2015 to 2022, as provided by the Education department Government of Sikkim. The findings showed a significant shift in the secondary education of the state over these seven years.

The data highlighted two distinctive trends in school upgrades during the mentioned period. Firstly, there has been a majority advancement in schools transitioning from the Secondary level to the Senior Secondary level. According to the recorded information, a total of 32 schools undertook this upgradation. This signifies a noteworthy upgradation in the scope of education offered by these schools. It lead to a broader range of subject offerings and an enhanced educational experience for students preparing for senior secondary board examinations.

Secondly, the data indicated that 41 schools successfully underwent the upgradation from the junior level to the secondary level. This shift indicated an upward upgradation in the schools. Such an advancement will enable these schools to cater to a broader age group of students.

The implications of these trends of upgradation are both significant and multifaceted. An increase in the number of Senior Secondary schools reflected a commitment to providing higher education opportunities for students, aligning with the evolving demands of modern education. The elevation of Junior Schools to the Secondary level signified a strategic investment in fostering a stronger educational foundation.

4.3 Quality Intervention

In the context of enhancing the quality of secondary education, several key measures are being implemented. These include the provisioning of essential infrastructure such as computer labs, blackboards, libraries, furniture, and science/mathematics laboratories, as well as the establishment of appropriate toilet facilities. Additionally, efforts are directed towards addressing the shortage of teachers through the appointment of additional staff and providing in-service training opportunities under the RMSA initiative. To encourage students' learning capabilities after completing class VIII, a bridge course has been introduced. Curriculum enhancements are also underway to align with the NCF 2005 guidelines. Recognizing the challenges faced by teachers, particularly in rural and challenging areas, residential facilities are being considered, with a special emphasis on catering to female teachers' needs.

Objective 2:

To evaluate the quality interventions in secondary education under RMSA in Sikkim.

Quality intervention includes mapping of school, availability of trained and quality teachers, training of teachers, learning resource centre available in the schools, health and physical facilities, residential facilities for teachers, adolescent education programme, guidance and counselling, excursion tour for the students and role and support of head teachers and parents for the quality education through RMSA in the state of Sikkim. Quality interventions in secondary education under RMSA in Sikkim was evaluated 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

2.a. Mapping of the Secondary schools

As per the Rashtriya Madhyamik Shiksha Abhiyan the distance of school from residential area should be 5 km and 7 km for secondary and higher secondary schools respectively. The researcher has studied the mapping of the school in the state of Sikkim given in the below table:

Table No. 4.19

Secondary schools within the area of 5 km in Sikkim

Secondary schools within the area of 5 km in Sikkim		
School cover the area of 5 km	Responses	
	Yes	No
	86%	14%

The table no. 4.19 showed the mapping of schools. These secondary schools, which are the beacons of knowledge, must be located within a 5 km radius. An overwhelming 86% of these dedicated head teachers stated that their schools covers the area of 5 km radius, stressing a definite commitment to accessibility. Among these education stewards, a mere 14% Head Teachers expressed reservations, indicating that the school are not located in 5 km radius.

Guided by the visionary framework of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), the benchmark are defined. Secondary schools are not just educational

entities; they are pillars of empowerment that reach out to envelop habitation areas in a 5 km embrace. Furthermore, must reach out within a 7-10 km radius of each habitation. This visionary approach of RMSA indicated the unwavering dedication of educational authorities to bridge geographical gaps and bring the light of learning closer to every doorstep.

Satisfaction of students with the distance of secondary schools from their home

Table No. 4.20

Satisfaction of children with the distance of school from their home

Distance of school		
The children are satisfied with the distance that has to be travel from their home	Responses	
	Yes	No
	73%	27%

This table no. 4.20 the data showed an encouraging picture, as a majority 73% of head teachers enthusiastically confirmed that the children were indeed satisfied with the distance between the school and their habitation. This indicated a strong connection between the children's comfort and the school's accessibility. Furthermore, while the majority held an affirmative stance, 27% of Head Teachers responded no with regard to the distance of school from the home. In this comprehensive data indicated that the importance of ensuring an optimal proximity between schools and habitation for enhancing the overall satisfaction of the children.

Focus Group Discussion was conducted to the students of class IX and X to know the satisfaction of students with regard to the distance of school from their home. Majority of students responded that they are very much satisfied with the distance of schools from their home. Some students responded that the school is far from their home. Some students mentioned that due to their household work and distance of school from their home sometime they get let for the school.

2.b. Number of teachers in the secondary level under RMSA

RMSA was concern on the appointment of additional teacher in the secondary level to impart the quality of education.

Table No. 4.21

Number of teachers in Secondary School

Number of Teacher in the School	Responses		
	Number of teachers	% of school	Level wise teacher
Total Number of teachers in the school	41 & Above	17%	56%
	21-40	75%	
	1-20	8%	
Total number of teacher for Secondary	21 & Above	7%	44%
	11-20	55%	
	1-10	38%	

The table no. 4.21 provided a comprehensive overview of the distribution of teachers across various levels within Sikkim's secondary schools. Notably, a majority 56% of teachers are dedicated to nurturing primary and senior secondary education, underlining the commitment to building a strong foundation for students. Equally noteworthy is the allocation of 44% of teachers to the secondary level, a figure that clearly demonstrates a well-considered and adequate distribution to cater to this crucial stage of learning.

Further exploration of the data revealed fascinating insights into the school sizes and teacher numbers. It is impressive to observe that a significant 17% of schools have extensive faculty of over 41 teachers. Meanwhile, a majority of 75% of schools maintain a commendable range of 21 to 40 teachers, showcasing a majority commitment to ensuring quality education. Additionally, the data highlighted the diversity in school sizes, with 8% of schools having a faculty of 1 to 20 teachers.

7% of schools are equipped with more than 21 teachers, demonstrating a proactive approach to fostering advanced learning. Meanwhile, an impressive 55% of schools maintain a teacher count ranging from 11 to 20, ensuring a healthy teacher-student ratio

conducive to effective education. Moreover, 38% of schools are efficiently managed with a compact faculty of 1 to 10 teachers, showcasing a dedicated effort towards tailored and focused instruction for secondary students.

Subject wise number of teachers in the secondary school of Sikkim

Table No. 4.22

Subject wise number of teachers in the secondary school of Sikkim

Number of Teacher in the School (Subject Wise)	Responses		
	Number of teachers	% of schools	Percentage in each subject
Language	6-10	17%	38%
	1-5	83%	
Mathematics	6-10	0%	15%
	1-5	100%	
Science	6-10	0%	19%
	1-5	100%	
Social Science	6-10	8%	28%
	1-5	92%	

The table no. 4.22 provided offers a comprehensive breakdown of the teaching staff within the school categorized by different subjects. The findings showed an encouraging data that 38% of the teachers are recruited to teach language, 15% recruited for mathematics, 19% are recruited for teaching science, and 28% are teachers of social science. It's remarkable to note that within the educational landscape of Sikkim, 17% of schools has 6-10 language teachers, while a majority with 83% of schools have 1-5 dedicated language teachers.

Interestingly, a trend emerges in mathematics education, wherein 100% of schools employed 1-5 mathematics teachers. Similarly, the science education is evident as no school have 6-10 science teachers; instead, a remarkable 100% of schools employed 1-5 science teachers.

Number of teachers based on the nature of appointment in secondary schools of Sikkim

Table No. 4.23

Number of Teachers based on the nature of appointment

Teachers Based on nature of Appointment	Response
Regular	51%
Ad-Hoc	40%
RMSA	5%
SSA	4%

The table no. 4.23 showed the distribution of teachers based on their nature of appointment revealed a picture of the education sector's teacher composition. Among the categories, regular teachers constitute the majority at 51%. These teachers are a cornerstone of the educational system, providing stability and continuity to students' learning journeys.

40%, comprised of ad-hoc teachers. The presence of teachers under the RMSA (Rashtriya Madhyamik Shiksha Abhiyan) category stands at 5%.

Teachers falling under the SSA (Sarva Shiksha Abhiyan) umbrella account for 4% of the total. RMSA and SSA teachers often play a critical role in ensuring education reaches the grassroots level, promoting inclusivity and equality in the learning process.

2.c. In-service training of teachers of secondary schools of Sikkim

In-service training of teachers was the priority under RMSA as it believes that the quality of teachers depends on the quality of training and the quality of education depends on the quality of teachers.

Table No. 4.24

Trained and untrained teachers in the school

Trained and Untrained teachers	Response	
	Trained	Yet to be trained
	90%	10%

Satisfaction with the in-service teacher-training programme	Response	
	Yes	No
	92%	8%

The analysis from the table no. 4.24 indicated that 90% of the teaching staff have successfully undergone training, leaving only a mere 10% yet to be trained.

Furthermore, a majority 92% of teachers have agreed the in-service teacher-training program is effective, expressing their satisfaction. Only a marginal 8% Head Teachers mentioned that they are not satisfied with the in-service teacher-training programme.

Within this 90% of proficiently trained teachers, each teacher has not only completed the essential B. Ed Training but has also actively participated in the enriching National Initiative for Head Teachers' and Teachers' Holistic Advancement (NISHTHA) v 1.0 v 2.0 in-service training, thoughtfully floated by NCERT. Their dedication extends beyond these accomplishments, encompassing other crucial training undertakings such as syllabus and quality question paper drafting.

Furthermore, these devoted teachers are using SMART class and cultural heritage training, including their engagement with the prestigious Centre for Cultural Resources and Training (CCRT). These initiatives have enabled teachers to nurture artistic and cultural facets, encouraging appreciation for Indian heritage among both themselves and their students, thus contributing to a holistic educational experience.

Addressing the question, "**How has the in-service teacher training influenced your teaching strategies and career?**" the response from a full 100%, resonates with

positivity. They unanimously acknowledged that the training has revolutionized their teaching methodologies, especially in navigating diverse classroom dynamics, inclusive of varied cultural, linguistic, and social backgrounds. This transformative influence has extended to providing essential remedial support, nurturing students' learning capabilities.

Moreover, the consensus indicated the training's role in updating pedagogical skills, thereby empowering teachers to tackle evolving educational challenges. This synergistic blend of progressive training and teachers' dedication contributes significantly to the holistic growth of Sikkim's school education.

Impact of training on teachers

***Shyamal:** Yes, like NISHTHA is giving training and orientation to the teachers and said that teaching should be children centred. But like I said we have not familiar with the new technology being a teacher when we do not know how to use technology how we are going to teach them. Some of our teachers are trained in this field and we are learning by seeing them. But we appreciate the initiative taken by the government.*

***Kaptan:** I feel that this training should be given to all the teachers compulsorily, because we the senior teachers are also very much interested, we also want to move forward with the demand of the time and situation. Even we would have been updated and could give quality education to the students. We are also very much eager to learn new technology.*

The interview highlighted the essential role of teacher orientation and training. Initiatives like NISHTHA are recognized for equipping teachers with crucial skills and a student-centred teaching approach, aligning with the changing educational landscape. Embracing technology is emphasized as pivotal for effective teaching, even though

some teachers might be less familiar with emerging technologies. Specialized training has inspired teachers to learn through observation from their colleagues. One teacher acknowledged NISHTHA's child-centric training as positive, while also recognizing the need to bridge technological gaps. Being tech-savvy is deemed essential for effective teaching. Another teacher strongly supported universal training for teachers, emphasizing the interest even among senior educators to enhance skills in line with contemporary demands. This signified a collective aspiration for quality education and adapting to the evolving educational context, including the eager adoption of new technologies.

2.d. Learning Resource Centre (LRC) in secondary schools of Sikkim

Learning Resource Centre (LCR) is the main resources required in the school for quality education. Learning Resource Centre are Library, Lab facility either computer lab or science lab, art and craft facilities are some of the learning resource centre available in the school.

Table No. 4.25

Availability of Learning Resource Centre in the secondary schools of Sikkim

Learning Resource Centre in the School	Response	
	Yes	No
	40%	60%

The data presented in the table no. 4.25 highlighted an encouraging aspect that accessibility of Learning Resource Centre has already reached an impressive 40% of schools in the state of Sikkim. This signified a positive trend in the integration of such valuable facilities within the secondary education. The Learning Resource Centre has proven to be a versatile tool, utilized not only during proxy classes as remedial sessions but also for fostering engaging activity-based learning experiences among primary students. As Sikkim's educational infrastructure continues to evolve, the prospects for

an increased presence of Learning Resource Centres in majority of 60% schools is also necessary.

Availability of Teaching Learning Material as per the response made by the head teacher of secondary schools of Sikkim

***Sonam:** yes we have smart classroom and it depends on the teachers regarding the use of smart classroom sometime they bring students to smart classroom and used in for their purpose.*

***Sanjay:** Yes we have two smart classes. Teacher also bring home made models to teach students. Not all but few teachers are well trained and they help other teacher to use it. TLM is very much helping learners, because using book is different but this smart classroom is helping a lot.*

***Shyam Lal:** Yes, we have internet facility since three years, but it is not working properly, we also have three rooms with the facility of Virtual Classroom. Physically they have not gone for any training but they have done online training in a huge manner, Tashi Sir (Commerce Teacher), Karma Doma Bhutia (Tourism teacher) and G.P. Vivek (Bio Science Teacher) recently transferred are trained and helping the students to enjoy virtual classroom up to some extent. These TLM has become beneficial for the students, may be because we belong to the remote area we are not very much aware with all this new technology but when we see the young and trained teacher teaching students in the class with all this smart classroom what we feel is that the students are practically getting something new, higher level and quality education in a new ways and even the students is enjoying very much because they can learn the content by watching videos and images related to the content, they can see the bigger letters. They method of teaching is even easier than*

traditional methods. The school building constructed under RMSA has helped a lot, recently we have installed K Yan Smart class.

In the data educational resources within the school, a variety of perspectives emerged. One Head Teacher affirmed the presence of a collection of teaching materials, spotlighting the presence of smart classrooms and their effectiveness, contingent on teachers' integration of these spaces into teaching methodologies. Another Head Teacher echoed this sentiment, revealed the school's possession of two smart classrooms and the extra efforts some teachers invest in creating homemade teaching aids. He emphasized the collaborative exchange of expertise among teachers for optimal utilization of Teaching Learning Material (TLM), enhancing the learning environment. Another Head Teacher acknowledged the challenge of deploying teaching materials due to insufficient classrooms, yet assures that all teachers are adequately trained for smart classroom operation. One Head Teacher introduced the concept of Knowledge Yantras, advanced teaching tools that synergize with well-trained teachers to offer students an integrated curriculum and supplemented teaching aids. Another Head Teacher discussed the deferred implementation of teaching materials due to ongoing construction, which once completed, will start using Teaching Learning Material. One of the Head Teacher indicated the effectiveness of the school's six smart classrooms, credited to both advanced infrastructure and teachers. It was also discussed by one of the Head Teacher on the digital landscape, noting challenges with inconsistent internet functionality and the introduction of virtual classrooms, supported by online training and the expertise of new staff. He reflected on remote areas' technological unfamiliarity, highlighted the positive impact of adept young teachers and multimedia resources. Further one of the Head Teacher showed into the enjoyable transition to smart classrooms, emphasizing the crucial role of timely and practical

teacher training, given generational unfamiliarity with such technology. Comprehensive training and support are stressed to ease unease around these innovative tools.

Availability of computer room and computers in secondary schools of Sikkim

Table No. 4.26

Availability of computer room and computers in the school

Computer Lab	Responses	
Available	86%	
Not Available	14%	
	No of computer	Percentage
Number of Computer available in the school	11-20	18%
	6-10	64%
	1-5	18%
Community Contribution	Nil	
Grants Available for Maintenance of computer	Nil	

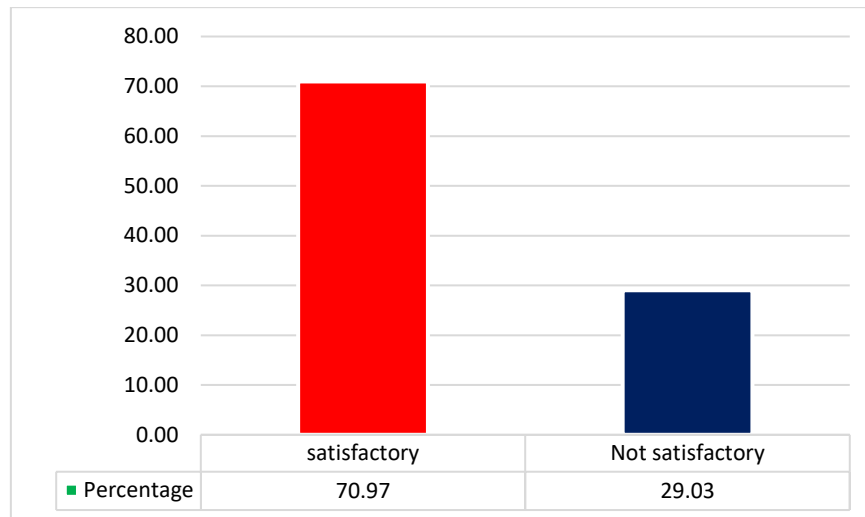
The table no. 4.26 showed the facility of computer in the school. Computers is the essential tools that unlock the doors to comprehensive education across all tiers of learning. This idea is provided in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), an initiative focused on enhancing secondary education in India, which mandates the provision of computers to every educational institution, thereby empowering students with technological knowledge.

The data showed that a majority 86% of schools have computer rooms, showing the growing significance of this technology in educational settings. However, merely 18% of schools possessed 11 to 20 computers. 64% of schools possess a moderate range of 6 to 10 computers, while a further 18% schools have mere 1 to 5 computers. The

availability of adequate number of computer is also important so that computers are used by students and integrated in their learning.

Figure 4.6

Teachers' satisfaction regarding computer facilities provided by RMSA in the School



The findings from the figure no. 4.6 showed that the majority 70.97% of teachers expressed satisfaction with the provided facilities. However, a contrasting viewpoint is apparent as 29.03% of teachers conveyed dissatisfaction with the existing computer provisions.

This distribution of responses showed the prevailing attitude among teachers. The striking difference lies in the fact that an impressive majority, accounting for 70.97% of teachers, showing a positive inclination towards the availability of computer facilities within the school premises as facilitated by RMSA. This data not only showed the significance of integrating technological resources into the educational environment but also signals the need for targeted improvements to address the concerns of the dissatisfied minority. The findings highlighted the importance of continuous assessment and refinement of such provisions to ensure that they effectively cater to

the varied needs and expectations of the teaching community, ultimately contributing to an enriched educational experience.

ICT facilities in the government schools of Sikkim

Table No. 4.27

ICT facilities in the government schools of Sikkim

PAB approval year	Year	No. of school	% on total
	Implementation started and end year	covered under ICT facility	number of schools
2005-06	2008-13	103	35.52%
2007-08	2007-12	2	0.68%
2010-11	2013-18	46	15.86%
2015-16	2015-20	17	5.86%
2016-17	2016-21	13	4.48%
2017-18	2017-22	6	2.07%
2018-19	2018-23	82	28.28%
2019-20	2019-20	17	5.86%
2020-21	2021-22	4	1.39%
Total school		290	100%

Source: Annual Report, 2016-17, 2018-19, 2020-21

Noted: PAB=Project Approval Board, ICT=Information and Communication Technology

The tabulated data from the table no. 4.27 provided an information into the extent of coverage of schools in the state of Sikkim under the ICT @ School scheme. The collected data represents a period from 2008 to 2022.

The later years have exhibited less no of schools were covered under ICT as majority of schools were already covered.

Resource Laboratory available in secondary schools of Sikkim

Table No. 4.28

Resource Laboratory available in the school

Resource Lab (Art/Craft/Culture Laboratory)		Responses
Available		20%
Not Available		80%
Contributions	Community Contribution	Nil
Grants	Grants Available for Maintenance	Nil

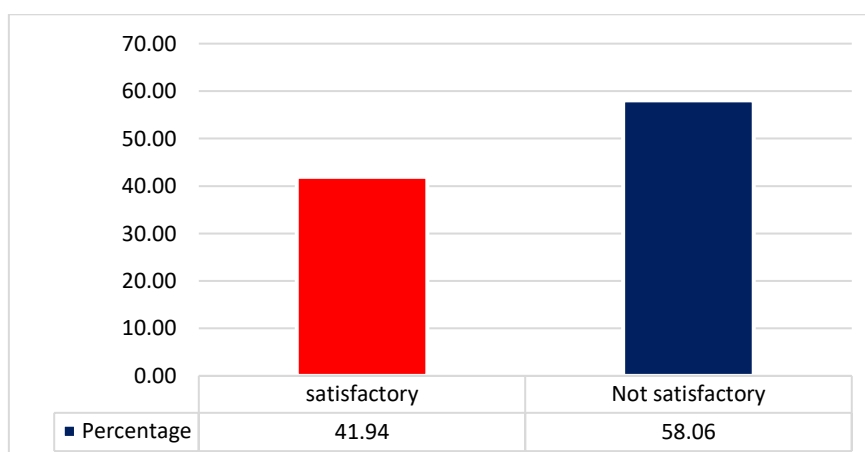
The data presented in the table no. 4.28 provided an overview of the availability of resource labs within the school environment. The analysis revealed a significant 80% of schools lack the essential resource lab that would facilitate the vital domain of art and craft education. In contrast, a mere 20% of secondary schools are endowed with this facility of resource lab.

Nurturing the ability for art and craft at an early age can sow the seeds for a lifelong vocation. As children passionately engage in these creative endeavours, the prospect of transforming their interests into a viable profession becomes easy. RMSA emphasises the importance of resource lab to support learning.

Teachers' Opinions on School Arts and Crafts Facilities within RMSA

Figure 4.7

Teachers' Opinions on School Arts and Crafts Facilities within RMSA



The findings from the figure no. 4.7 revealed a perspective among the teachers. Out of the total, 58.06% of the teachers expressed discontent with the current provisions of art and craft facilities within their schools. In contrast, 41.94% of the teachers reported a level of satisfaction with the existing facilities.

These outcomes emphasized the need to address the concerns of a significant proportion of teachers who felt dissatisfied with the art and craft facilities. The results also showed the importance of understanding the factors contributing to this dissatisfaction and identifying areas for improvement.

Library facilities in secondary schools of Sikkim

Table No. 4.29

Library facilities in the school

Library	Responses
Adequate books and reading materials	58%
Inadequate	42%

The table no. 4.29 showed the library facility in the secondary school of Sikkim. The role of the library within a school environment is important as it serves as a pillar in the delivery of education. The data revealed that 58% of secondary schools have collection of books and reading materials, while the remaining 42% schools had scarcity of books. Students' access to a well-equipped library with collection of books is essential. Such an endeavour stands as an investment in nurturing erudition, fostering holistic comprehension, and nurturing inquisitive minds which will make majority contributions to the world.

Sanjay: Yes we have library room and students are using it. Books are there. But it is not sufficient. We need more equipped library. As well as regarding laboratory we have one bio, chemistry and physics but we do not have maths and geography library.

Pravesh: *We have library rooms as well but we cannot say it is sufficient but still we are managing with the available books. Government is supplying books occasionally and we are also contributing to purchase the books.*

Vivek: *It has to be in the sr. sec. school but due to the recent upgradation of the school we do not have and soon we are going to get all this facilities.*

Shyamalal: *Since our school is recently upgraded (2017), we do not have facilities like it should have in Sr. Sec Schools. We have the equipment and building which is workable up to secondary level. It doesn't mean that we do not have, it is like Anikal Ko Tita Phapar (Bitter Buckwheat in Scarcity) something is better than nothing.*

The qualitative dimension among Head Teachers revolved around the availability of infrastructure in their respective schools. One Head Teacher mentioned having fully equipped facilities. Another acknowledged the presence of a library room with books but expresses the need for a better-equipped library, as well as the absence of specific subject-related books. Others Head Teachers mentioned having library rooms but admitted to insufficient resources, with occasional government book supplies and contributions for book purchases. Schools recently upgraded to secondary level highlighted limitations in terms of facilities, equipment, and resources. Despite the shortcomings, the schools are opening library with whatever available resources.

Teachers' responses regarding the adequacy of library facilities in the school, as provided by the RMSA program.

Figure 4.8

Teachers' responses regarding the adequacy of library facilities in the school, as provided by the RMSA program



Figure no. 4.8 revealed that the majority, encompassing 62.20% of the teachers, expressed a view of "satisfactory," indicating their contentment with the library facilities made available through the RMSA program. This response category reflected a prevalent recognition among teachers that the provided resources are sufficiently equipped to support effective teaching and learning practices. 11.29% of teachers, conveyed a sentiment of "quite satisfactory." This response suggested a moderate level of contentment, potentially indicating that while these teachers find the facilities satisfactory, there might be areas where improvements could enhance the overall library experience.

Conversely, the data also indicated a portion of 25.81% of teachers who responded with a "not satisfactory" perception. This perspective signified a concern among this subgroup regarding the adequacy of the library facilities provided by the RMSA

initiative. These responses could stem from factors such as resource availability, accessibility, diversity of materials, or the physical layout of the library space.

Art and craft facilities in secondary schools of Sikkim

Table No. 4.30

Art and craft facilities in the schools

Art and Craft Facilities	Response
Knitting	46%
Stitching	26%
Wood Carving	7%
Others	0%

The table no. 4.30 showed the status of art and craft facilities in the secondary school of Sikkim. The psychomotor facet of children's development holds undeniable importance, it coexists harmoniously with their growing sense of self-reliance and a quality that is equally pivotal for their holistic growth.

Finding showed that 46% of Head Teachers acknowledged the incorporation of knitting instruction as part of their pedagogical repertoire. This undoubtedly signified the recognition of the manifold benefits that activities like knitting bring to children's motor skills and creativity. Similarly, stitching activities is emphasised by 26% of schools incorporating such pursuits into their educational approach. The inclusion of stitching within the curriculum aligns with the broader objective of fostering children's fine motor skills and precision. Furthermore, the table revealed a less prevalent engagement with wood carving activities, with 7% of schools offering this intricate and skill-enhancing endeavour to their students.

The findings indicated that the conscious efforts made by a majority proportion of schools to engage students in diverse art and craft activities that significantly

contributed to their psychomotor development. This pedagogical effort is to nurture not only their creative but also foster a sense of self-reliance, thereby amplifying their overall growth trajectory.

Teachers informed regarding the art and craft facilities in school.

Sonam: we do not have trained teacher most of them are trained in one or other way so they manage to teach the students.

Sanjay: We do not have art and craft education in school but the teachers are helping students to do so.

Diwash: Till now there is no any teachers for art and craft.

Pravesh: Painting and drawing is going on earlier it was termed as SUPW now it is in different term. Students used to bring crafts by making themselves, but today due to electronic gadget like mobile phone it has gone down.

One Head Teacher noted that while most teachers are not professionally trained in art, they still manage to teach students. Another Head Teacher mentioned that art and craft education isn't formally included but teachers assist students in pursuing it. Third Head Teacher pointed out the absence of dedicated art and craft teachers so far. Another Head Teacher mentioned that activities like painting and drawing, previously known as SUPW, have evolved, but students' engagement has decreased due to electronic gadgets. Further another Head Teacher shared an experience of organizing an Art and Craft Mela in a previous school to boost students' morale but noted the lack of specific art and craft teachers. Another head teacher confirmed occasional drawing and painting competitions with students participating actively, aided by teachers familiar with these activities, though there isn't a dedicated art and craft teacher.

2.e. Health and Physical Activities for the students in secondary schools of Sikkim

Health and physical activities for the students is much required facilities in the school for the recreational activities after the classroom education. Proper facilities of co-curricular activities may produce the quality sports person from the school, ultimately they can build their carrier as per their ability. The researcher has tried to study the availability of physical and health facilities in the school of Sikkim.

Table No. 4.31

Health and Physical activities in the school

Physical Activities	Response
Volleyball	80%
Football	95%
Cricket	66%
Basketball	7%
Health Care Facilities	
Medical Checkup	85%
Vaccination	100%
Other Activities	20%

The table no. 4.31 showed a comprehensive overview of health-related provisions and physical activity offerings within schools is presented through the tabular representation. The data revealed the prevalence of various sports facilities in secondary schools. Notably, the statistics indicated that a majority 80% of the secondary schools are equipped with volleyball facilities, emphasised the popularity of this sport. Furthermore, the prominence of football is emphasised, with an impressive 95% of the schools having football facilities. The sport of cricket is also played in a significant presence, as 66% of the schools extend cricket facilities to their students. In contrast, the availability of basketball facilities appears to be comparatively limited, with a mere 7% of schools providing access to this particular sport.

An observation from the findings pertains to the healthcare initiatives undertaken within these educational settings. Remarkably, 100% of the secondary schools are reported to conduct vaccination drives, reflecting a commendable commitment to public health. Additionally, the research identified that 85% of the schools prioritized the well-being of their students by arranging for regular medical check-ups. These health evaluations are primarily facilitated through collaboration with Accredited Social Health Activist (ASHA) Workers, in conjunction with the support of Physical Health Centres (PHCs) and Physical Health Sub-Centres (PHSCs). This emphasised the multifaceted approach adopted by schools to ensure the holistic health of their students, not only through physical activities but also by engaging with health professionals and community health resources.

Encouragement for the students to participate in sports and other co-curricular activities.

***Sonam:** every Saturday we organized cultural and sports activities and especially all the co-curricular activities for all the children. And we have also won many awards in science exhibition in national level.*

***Pravesh:** We have prepared annual calendar for academic activities and we have included all the programmes which has to be conducted throughout the academic session, which includes inter house volley ball tournament for boys and girls, inter house badminton, football, Table Tanis and 100mtr run. We have included yoga, music and dance competitions on weekly basis.*

***Vivek:** Yes, we are conducting sports activities and recently we have selected cricket team and soon they are going to play in district level. And two students 1 boy and 1 girls is already represented in national level.*

***Kamlesh:** Yes, last year only we have organized sports mela involving all the federal schools and the partner organization was the sports department actually*

it was a coaching programme. Before that we had self defence programme was organised for the girl child under Samagraha Siksha Abhiyan.

The study highlighted a collective effort to encourage students' participation in sports and co-curricular activities. The Head Teachers shared their commitment to promoting these activities. First Head Teacher mentioned the regular organization of cultural and sports activities on Saturdays, as well as their success in national-level science exhibitions. Another Head Teacher supported this by mentioning their encouragement of students in singing, dancing, and other activities, along with award distribution to motivate them. Third Head Teacher emphasized the importance of student participation and noted the support received from a local district official. Another Head Teacher detailed the comprehensive approach taken, with an annual calendar of activities including various sports, games, and competitions.

Further another Head Teacher discussed ongoing sports initiatives, including the formation of a cricket team and national-level representation by two students. Another Head Teacher mentioned a recent sports event involving multiple schools and a self-defence program for girls. The last Head Teacher added a financial perspective, indicating a need for more funds to adequately support sports equipment and activities.

It is evident from the study that the schools are dedicated to fostering a holistic learning environment. The diverse range of activities, from sports to cultural events, highlighted the recognition of students' multifaceted development. The success in competitions and the involvement of local officials further reinforced the commitment to these initiatives. The Head Teachers acknowledged the importance of resources, indicating a need for additional funding to enhance sports facilities.

Yoga in schools

***Sonam:** we have organized frequently but we do not have teacher exactly for the yoga class but we do have yoga instructor or the in-charge who manage to conduct any yoga activities in our school.*

***Kamlesh:** Yes, every Saturday we organized all the co-curricular activities and even we do this in the auditorium and interested students participated in it.*

The interview addressed the presence of yoga activities and instructors within the school setting. One Head Teacher explained that while the school frequently organizes yoga activities, there isn't a dedicated yoga teacher. Instead, they have a yoga instructor or a designated person in charge who oversees and conducts yoga-related activities. Another Head Teacher confirmed the organization of co-curricular activities every Saturday, including yoga, which takes place in the auditorium. Students who are interested are encouraged to participate.

It was clear that the schools are integrating yoga into their co-curricular activities. While one school lacks a dedicated yoga teacher, they still manage to incorporate yoga through an instructor or responsible staff member. This reflects an awareness of the benefits of yoga for students' physical and mental well-being. The emphasis on participation and making it available on a regular basis, demonstrated the schools' commitment to holistic development and providing students with opportunities to engage in activities beyond the academic curriculum.

2. f. Residential facilities for Teachers in secondary schools of Sikkim

Residential facilities is much needed for teachers due to the job appointment and transfer away from their own home. RMSA has also emphasised on the residential facilities for the teachers. But very less school in Sikkim has residential facilities in the schools.

Table No. 4.32

Residential facilities for the Teachers in the school

Residential facilities for the Teachers	Response	
	Yes	No
	5%	95%

The data presented in the provided table no. 4.32 revealed a distribution disparity in terms of residential amenities provided to teachers across schools. Specifically, a mere 5% of the schools offered residential facilities for their teaching staff, leaving a majority 95% without such residential provisions. However, that even within the subset of schools offering residential amenities, only a limited number have managed to operationalize this provision effectively.

The study showed that the majority of teachers opted for alternative accommodation arrangements. The prevailing trend involved teachers residing in their privately owned residences, commuting to and from school using personal vehicles. Additionally, a group of teachers who are not native to the area choose to reside as tenants in rented houses. This data of residential choices indicated the complex landscape within which teachers navigated their living arrangements while fulfilling their educational responsibilities of teaching.

Transportation and housing provisions for teachers of Secondary schools of Sikkim

Figure 4.9

Transportation and housing provisions for teachers



The figure no.4.9 revealed an overwhelming 98% of the teachers express a stance of "not at all" in relation to the availability of transport and residential facilities within the school. This response reflected a resounding sentiment that these essential provisions are absent. In contrast, a mere 2% of teachers indicated that they possess these amenities "to some extent".

It is evident that the prevailing perception among teachers is one of dissatisfaction and inadequacy regarding the availability of transport and residential amenities within the school environment. This signified a substantial gap in the provision of these facilities, which could impact the overall well-being and convenience of both teachers and students.

2.g. Adolescent education programme in secondary schools of Sikkim

Adolescent education programme denotes the programme especially for the girl's students and the adolescent students about their physical and mental health which is

much needed of the hour in the school. Majority of the school organised adolescent education programme in the school of Sikkim as per the findings.

Table No. 4.33

Adolescent education programme in the secondary school

Adolescent Education Programme	Response	
	Yes	No
	93%	7%
Frequency of organizing the programme		
More than 2 times	50%	
1 time	50%	
Organizing Partners and programmes related to girl students		
Organizing partners involved in the programme	Yes	No
	90%	10%
Awareness programme related to the problems of the Girls Students	Yes	No
	100%	0%

The table no. 4.33 showed a comprehensive overview of the Adolescent Education Programme's implementation status within Sikkim's secondary schools. The gathered data showed that a majority with 93% of the schools have diligently undertaken the initiative of incorporating the Adolescent Education Programme into their educational milieu. However, a mere 7% of schools admitted to not having organised this programme catering to the needs of their adolescent group.

Further, 93% of schools revealed that a balanced dichotomy in their organization frequency of adolescent education programme. Precisely, 50% of these schools have demonstrated a commendable commitment by hosting the programme at least twice annually, whereas the remaining 50% have opted for an organizing the adolescent education programme annually.

Further inquiry into the collaborative dimension of this initiative uncovers a noteworthy pattern. Majority with 90% of the schools have proactively engaged in partnerships with different organizing entities to ensure the success of the Adolescent Education Programme. In contrast the 10% of schools that have chosen to independently organize the programme sans external assistance. 100% Head Teachers responded that they organised awareness programme specially focussing on girl students in the school.

Among the collaborative endeavours, it is found that a certain partners emerge as prominent contributors to the programme's implementation. The Red Ribbon Club, PHCs and PHSCs, State Council for Educational Research and Training, and BACs have emerged as main agencies in this educational undertaking, fostering an environment conducive for the holistic development adolescents.

As a part of the programme's curriculum, various awareness sessions have been conducted to address this critical topics. These sessions encompass a broad spectrum, including Health and Wellness classes, insights into HIV/AIDS, and the provision of comprehensive Adolescent Health Care.

Data showed the presence of the Adolescent Education Programme across Sikkim's secondary schools. The data showed that collaborative efforts, gender-sensitive approaches, and a diverse array of awareness programmes, emphasised the commitment of secondary schools to nurturing the holistic development of their adolescent students.

2. e. Guidance and counselling programme in secondary schools of Sikkim

The guidance and counselling programme stands as a pivotal cornerstone in secondary schools impacting the holistic development of students. It is found that schools have the practice of enlisting expert practitioners from diverse organizations as resource persons. Especially SAATHII (Solidarity and Action Against the HIV Infection in India) and the Red Ribbon Club have been instrumental in disseminating crucial

counselling and awareness pertaining to HIV AIDS and a spectrum of health-related concerns.

An innovative initiative has recently surfaced, bearing the nomenclature of Health and Wellness Ambassadors. This involves the selection of distinguished teachers from each institution, designated as ambassadors. A defining feature of this initiative lies in the thorough training given to these ambassadors, which has been facilitated by notable entities including the Population Education Cell-SCERT and the Rashtriya Kishore Swasthya Karyakram (RKSK) unit of the Health Department, under the Government of Sikkim. It is found that two teachers have been nominated from each school, converging their efforts to fulfil the overarching objective of endowing school-going children with comprehensive knowledge and invaluable psychological sustenance within the framework of the Ayushman Bharat Scheme.

This transformative process not only caters to immediate academic needs but also nurtures the seeds of informed decision-making, destined to bear fruits in the realms of future career.

2.h. Excursion and tours for the students

***Sonam:** we have taken them within Sikkim like Pelling, Yumthang and sometime riverside also*

***Vivek:** We have organized in my previous school and in future I am planning to organize in this school.*

***Kamlesh:** Yes, we have sent our students to G.P. Panth institute, Pangthang, for three day programme. Sometime they go to river dams situated in Dikchu, sometime to the power house situated in dipu dara and they learned many things with this excursion.*

***Mahesh:** Yes, excursion and educational tour gives exposure to our children apart from regular class. Every year we take them to some place as an exposure tour. Under Samagraha Siksha Abhiyan the students securing 1st, 2nd and third position get chance for exposure trip.*

Head Teachers mentioned about their involvement in planning and conducting educational excursions and exposure trips for students. One Head Teacher highlighted their successful implementation of trips to various places within Sikkim, underlining the experiential learning students have gained. Another Head Teacher expressed a future intention to initiate such activities. Third Head Teacher indicated that they have intermittently organized trips, particularly to a science centre, suggesting an integration of hands-on learning into their educational approach. Another Head Teacher discussed their history of arranging trips and their ongoing commitment to fostering practical learning in their current institution. Head Teacher of another school elaborated on the diverse locations they've taken students to, emphasizing the educational value derived from visits to places like G.P. Panth Institute, river dams, and powerhouses. Further one Head Teacher indicated the significance of these excursions in enhancing traditional classroom education, notably recognizing high-achieving students through an annual exposure tour. Overall, the data indicated the multifaceted aspects of planning, executing, and benefiting from educational trips. The Head Teachers collectively acknowledged the enrichment that real-world experiences bring to formal education, embracing a holistic approach to learning.

Participation of secondary school students in science exhibition

Table No. 4.34

Participation of secondary schools students in science exhibition

Participation of schools in science exhibition	Responses
Frequently	40%
Sometime	53%
Never	7%

This table no. 4.34 provided a comprehensive overview of school student participation in science exhibitions. The data revealed an encouraging landscape wherein 40% of schools consistently participate in these science exhibition events. Moreover, 53% of schools engage in science exhibitions on occasion, showcasing a widespread interest in promoting innovative learning experiences. 7% of schools have never participated in science exhibitions. This effort of majority of schools signified a positive step towards nurturing a generation of inquisitive minds through the platform of science exhibitions.

Achievement of the students in the District, State & National Level in artistic domain of activities

Table No. 4.35

Achievement of the students in the District, State & National Level in artistic domain of activities

Achievement of the students in the District, State & National Level in artistic domain of activities	Response
Music	13%
Dance	13%
Theatre	0%
Visual Arts/Painting	7%

The tabulated data presented in the table no. 4.35 showed the commendable accomplishments attained by students across diverse artistic domains such as Music,

Dance, Theatre, and Visual Arts/Painting. This finding showed 13% of the secondary schools have demonstrated the ability in the Music, an equivalent 13% have garnered successes in the domain of Dance, and also 7% have earned achievement in Visual Arts/Painting. Whether on the district, state, or national stage, these achievements emphasised the multifaceted capabilities of the student.

However, the study brought to light a vital concern. Despite the evident talent dispersed within the educational landscape, a few schools appeared to be in such extracurricular activities. It is therefore, imperative that secondary schools emphasised for increased student engagement and participation in these artistic pursuits, supplementing their conventional academic routines. The findings undeniably stressed the significance of fostering a holistic educational environment that not only prioritizes scholastic achievements but also actively nurtures and celebrates artistic aptitudes.

Recognition of secondary schools in District, State and National level any co-curricular activities

Table No. 4.36

Award received by the schools in District, State and National level

Award Received by the school	Responses	
	Yes	No
District/State/National	14%	86%

The table no. 4.36 showed the data about the awards received by a school, categorized into three levels: District, State, and National. The responses indicated whether the school has received awards at these different levels.

The table indicated that the school has a relatively low rate of receiving awards. Only 14% of the Head Teachers mentioned that the school has received awards at the district

level, while the majority 86% Head Teachers indicated that the school has not received such awards.

2. j. Role and support of head teachers and parents for the quality education

Role of Head Teachers for quality of education

***Sonam:** I used to visit classes frequently and observe the teaching of my fellow colleagues. I used to give feedback to them and they used to take it in a positive way, that way we used to manage.*

***Pravesh:** What I want to say is that it is easy to build a child than to repair a man. For the foundation level of child we have focused very much. Literacy and numeracy comes under foundation which is also there in NISTHA, and we are already imparting it to students. English is not our language and students find difficulties to grasp everything in English, so, we are imparting and delivering nursery rhymes to primary students and we are delivering English speaking classes so that the students can avoid difficulties due to language barriers. For numeracy, we have started basic mathematics classes to avoid from the phobia of mathematics. We are also imparting value education to the students, we are imparting education to create patriotism and brotherhood within the students.*

***Vivek:** I am very much new to this schools but aim very much eager to talk about this matter as per my experience. I have maintained a diary where I noted down activities done by me. In my previous school I frequently visits the house of my students and interacts with the parents of the students. Sometime I give them some incentives to support the poor students. I have seen some of the students are in pathetic conditions. As per the RMSA visiting of the house of students is very important. I have maintaining since 2008 and 09 and motivating the*

students and parents from my level. I encourage, motivate and give counselling to the children as well as parents.

Mahesh: *I always conduct frequent meeting with teachers and try to motivate them. We also conduct some training programmes in the GPU and complex level apart from departmental training. We have always involved students and parents in some meeting to motivate students and parents.*

Support of Parents in quality education in secondary education as per the response of head teacher

Vivek: Yes they are very much supportive, but frequent counselling is needed to parents also. Some of the parents are literate and some are not so they do not know the value of education. They think that to send their children to school is only their responsibility which is not going to help in the quality education of children. Community awareness programme is needed to be conducted for the community people.

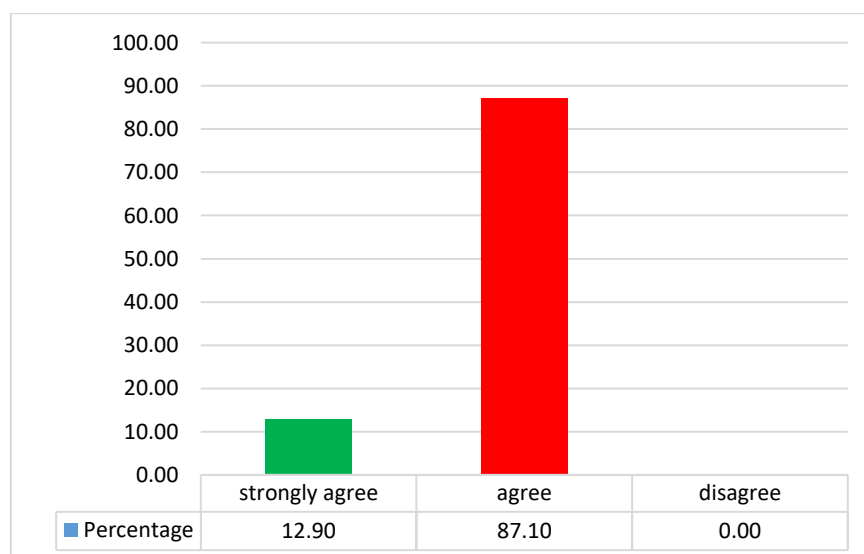
This interview provided a comprehensive view of strategies aimed at improving education quality. Each Head Teacher contributes a unique perspective, highlighted various methods used in educational settings. One Head Teacher's approach of observing colleagues and providing feedback fostered a culture of continuous improvement. This collaborative approach encouraged the adoption of effective teaching practices throughout the institution. He focused on counselling and effective use of teaching materials aligned with a student-centered approach. By addressing students' emotional needs and optimizing resources, he contributed to an enriched learning environment. Another Head Teacher's commitment to regular and remedial class acknowledged diverse learning pace. His approach helped bridge learning gaps, ensuring all students received appropriate support and opportunities to succeed. Third

Head Teacher emphasised on foundational literacy, numeracy, and value education indicated the importance of a solid educational foundation. Addressing language barriers and instilling values contribute to holistic student development. Another Head Teacher's personal engagement with parents indicated the role of families in education. His efforts demonstrated a holistic view of education as a collaborative effort between teachers and families. Another Head Teacher emphasised on remedial classes and parental involvement highlighted the need for comprehensive learning support. Engaging parents and addressing student's learning needs can foster a more inclusive learning environment. Another Head Teacher emphasised on teacher motivation and training recognized teachers' pivotal role. Continuous professional development can lead to improved teaching methods and higher teacher morale. Another Head teacher called for community awareness programs emphasized wider community involvement. Engaging parents and raising awareness about education's importance could create stronger support systems.

Teachers' opinion on RMSA's impact on improving quality school education.

Figure 4.10

Teachers' opinion on RMSA's impact on improving quality school education



The figure no. 4.10 revealed that a majority proportion, encompassing 87.10% of the teachers, agreed with the notion that RMSA has played a pivotal role in bolstering the quality of education within the school. Additionally, 12.90% of teachers strongly affirming RMSA's positive influence on educational quality. This unanimous consensus highlights the pervasive belief among teachers that RMSA's contributions are indeed instrumental in elevating educational standards.

It is evident that RMSA has garnered considerable appreciation from teachers for its significant role in enhancing the quality of education within the school. The overwhelmingly positive response showed the effectiveness of RMSA's strategies and interventions in fostering a conducive learning environment. It is important to note that the multifaceted nature of this improvement becomes evident through the cited reasons: RMSA's contribution to the training of in-service teachers, provision of essential library resources, allocation of funds to schools, and infrastructural development.

The unanimous agreement among teachers serves as a testament to the program's efficacy in driving improvements within the school context. It also highlighted the need for continued investment in teacher training, resources, and infrastructure to sustain and further amplify these positive impacts.

Head teacher's opinion on support of parents with regard to the quality of education of their children

Sanjay: Yes, it is not only the duty of teachers, parents also need to support, but maximum students are from the lower class family who is socially disadvantage group like labour, so they are not getting any help sometimes and we call their parents and make aware them to take care, especially the Pipon and other community helps us whenever we require them.

Pravesh: *We conduct parents meeting frequently. What I used to say to them is teachers, parents and students are the three pillar of the burning stand. If any one of this fell down, then the students will suffer on their whole education. We always give counselling to parents regarding the role of parents and we guide them on the activities of students. We also invite them on any programme or related activities of students, and we make them to witness the achievement of the students.*

Mahesh: *Most of the parents in this area is illiterate and the students mostly are first generation learner. Parents do not bother whether the children are properly going to school or not. Parents think that their responsibility is only to send their children to the school rest will be done by the teacher or the school. I want to say that especially in rural area teachers has to be friends, philosopher and guide.*

The data discussed the level of parental support in relation to the quality of education for their children.

One of the Head Teacher mentioned the organization of parent-teacher meetings and awareness programs involving parents to actively engage them in their children's education. Another Head Teacher acknowledged the significance of parental support, particularly for students from socially disadvantaged backgrounds, and highlighted the role of community members in assisting such families.

Third Head Teacher emphasized the collaborative nature of education involving teachers, parents, and students as the three pillars. Regular parent meetings are conducted to counsel them about their roles, and parents are invited to student-related activities to witness their achievements.

Fourth Head Teacher pointed out that many parents in the area are illiterate, and their children are often first-generation learners. There is a perception that the responsibility lies solely with the teachers and the school, while parents might not be actively involved in monitoring their children's education. He further stressed the need for teachers in rural areas to play multifaceted roles as friends, philosophers, and guides to bridge this gap.

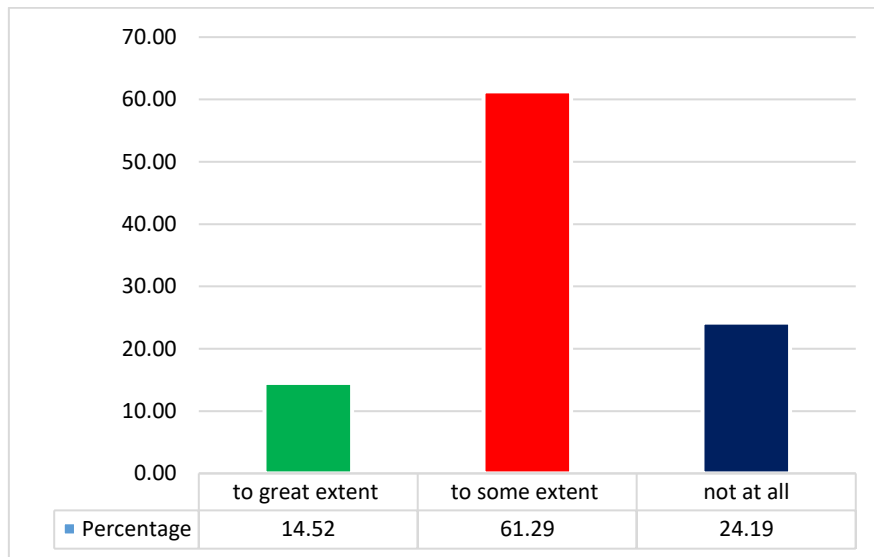
It was evident from the study that the Head Teachers recognized the crucial role of parental involvement in enhancing the quality of education. Strategies such as parent-teacher meetings, awareness programs, and involving parents in school activities are used to foster collaboration. The study found that challenges include socio-economic factors affecting parental engagement and misconceptions about parental roles in education. The insights provided by the Head Teachers highlighted the complexities of promoting effective parent-teacher-student partnerships, particularly in contexts where educational backgrounds and social dynamics vary. This indicated the importance of targeted efforts to bridge gaps and ensure a well-rounded educational experience for students.

From the Focus Group Discussion with the students, it was found that majority of the students agreed that they have good support of their parents with regard to their education. Some students mentioned that their parents do not have any concern with their education however they do not stop them from going to school.

The provision of specialized counselling for parents of Children with Special Needs (CWSN) at secondary schools of Sikkim

Figure 4.11

The provision of specialized counselling for parents of Children with Special Needs (CWSN)



The figure no. 4.11 showed that the majority 61.29% of teachers acknowledged the provision of counselling services to parents of CWSN children, though to varying extents, reflects a recognition of the significance of parent support in addressing challenges faced by differently abled children. The 24.19% of teachers not agreeing that such counselling are provided to parents indicated a potential need for awareness and training initiatives, emphasizing the importance of inclusive practices.

4.4 Equity Intervention

The ongoing initiatives within the education sector encompass various aspects to ensure inclusivity and accessibility. These involve offering complimentary boarding and lodging arrangements for students from marginalized backgrounds like SC, ST, OBC, and minorities. Moreover, endeavours are focused on establishing residential schools with provisions such as uniforms, books, cash incentives, and dedicated restroom facilities for girls. Scholarships are being extended to financially disadvantaged yet promising students at the secondary level. The commitment to inclusivity extends to differently abled and underprivileged children through the provision of essential infrastructure within schools that facilitate inclusive education. Additionally, there is a drive to expand open and distance learning opportunities, thereby catering to those unable to partake in formal education due to financial constraints.

Objective 3:

To evaluate the equity intervention by RMSA in Sikkim

Equity in education helps the backward children to equally participate in acquiring quality education. RMSA has emphasised that Schedule Cast, Schedule Tribe, Other Backward Class, Children with special need and Educationally Backward Minority should get equal opportunity by providing required facilities like scholarship and physical facilities in the school.

3. a. Scholarships for meritorious and needy students of secondary schools of Sikkim

Table No. 4.37

Number of students belonging to SC/ST/OBC and Educationally Backward Minority getting financial assistance for Education from Primary to Sr. Secondary Level

Schemes	2014-15	2015-16	2016-17	2018-19	2019-20	2020-21
HCMMS	127	96	50	50	*	55
Merit & Prerna	99	103	117	78	78	*

*Source: Annual Report (2014-21), Education Department, Government of Sikkim, *: Data not available*

The table no. 4.37 showed the number of students belonging to SC/ST/OBC and Educationally Backward Minority. In accordance with the information provided in the Annual Report of the academic year 2015-16, a comprehensive screening test was administered on the 11th of January, 2015, specifically for the purpose of assessing eligibility for the Hon'ble Chief Minister's Merit Scholarship scheme. This evaluative procedure took place across four districts within the region of Sikkim. As a result of this meticulous assessment, a group of students comprising 96 students emerged successful in their endeavours and were consequently granted award for their endeavour. Among this group of students, 77 students were conferred the privilege of pursuing their studies within the geographical confines of Sikkim, while the remaining 19 students were sponsored to study in locations beyond Sikkim's borders.

The same Annual Report of (2014-21) was the clarification of the "National Means-Cum-Merit Scholarship Scheme (NMMSS)", an initiative inaugurated in 2008 with the primary objective of recognizing and supporting academically proficient students hailing from economically disadvantaged backgrounds. A financial grant amounting to Rs. 6000/- per annum per student was made available under this scheme, earmarked for

students pursuing their education in the realms of classes IX through XII. It is to be noted that for the aforementioned scholarship scheme, a total of 56 students were chosen through a prescribed roster adhering to the NMMS Scheme's guidelines. Additionally, the Annual Report highlighted that on an annual basis, 54 students were selected as recipients of both the general merit-based scholarship and the Prerna scholarship.

In a subsequent year, specifically for the academic session of 2016-17, the selection process for the Hon'ble Chief Minister's Merit Scholarship Scheme (HCMMSS) shifted its focus towards students in class V. A rigorous evaluation was conducted, resulting in the selection of a total of 50 students, comprising 27 boys and 23 girls, as successful candidates for this prestigious scholarship as per the Annual Report for 2016-17. Further, an open competitive examination was held on the 25th of February, 2017, exclusively for class V students. This evaluative selection identified 54 exceptionally talented students who were found eligible for both the Merit and Prerna scholarship schemes.

Among the 54 students selected for scholarship, a subset of 3 students from each gender were chosen for the Merit scholarship, while an equivalent number of girls received the Prerna scholarship. The financial rewards attached to these distinctions were set at Rs. 1200, Rs. 1000, and Rs. 800 per annum for the 1st, 2nd, and 3rd rank students, respectively, in the context of class VI through VIII. Under the Prerna scholarship, the top-ranking students were bestowed with Rs. 800, the second position holders with Rs. 700, and the third position holders with Rs. 600 annually.

Now the secondary level, commencing from 2018 through 2021, an annual quota of 24 students was established for the Prerna scholarship. The selection criteria remained anchored to the performance rankings achieved at the district level. These deserving

students were granted financial assistance amounting to Rs. 1500, Rs. 1200, and Rs. 900 per annum, based on their respective positions in classes IX and X.

4.4.1 Financial support for SC, ST, OBC and Minority for secondary schools students

Diwash: Yes, the scholarship is given by Social welfare department and education department. There were 3 students in my previous school and right now in this school there is no students who are getting scholarship.

Vivek: There is facility of scholarship provided by SJWD department.

Pravesh: Ummm.... Scholarship is getting from SJWD department but we have seen very less participation by the students. With regard to the equity, I think in Sikkim there is less or no biasness between daughter and son. Daughter is given more priority than girls. And even there is no biasness between SC, ST, and OBC students.

The paragraph discussed the availability of facilities for marginalized communities such as SC/ST/OBC and minority groups. One head teacher stated that in the past, there was equal treatment for all without any specific facilities. Another head teacher acknowledged that scholarships are indeed available for these groups, and they actively encourage and inform them about these opportunities. Third head teacher mentioned that scholarships are offered by both the Social Welfare Department and Education Department. Another head teacher highlighted the provision of scholarships by the SJWD department and another noted that scholarships are indeed offered by the SJWD department, but there's limited student participation.

The Head Teachers in this interview seem to have mixed views regarding the provision of facilities for marginalized groups. While there is an overall acknowledgment of the existence of scholarships and special provisions for SC/ST/OBC and minority students,

there are varying degrees of awareness and engagement. The emphasis on encouraging and informing these students about available opportunities suggests a proactive approach to promoting inclusivity in education. The mention of biasness between daughters and sons and lack of discrimination among different student categories suggests a positive perception of equity within the educational context of Sikkim. Nonetheless, the issue of limited participation in scholarship programs warrants further investigation into the reasons behind the low engagement of eligible students. Additionally, exploring the impact of these facilities on educational outcomes and social integration could provide valuable insights into the overall effectiveness of the support provided to marginalized groups.

3. b. Transport facilities for the students of secondary schools in Sikkim

Transport facilities means the availability of buss facilities in the school for students. But there are no any school availing transport facilities in the school of Sikkim.

Table No. 4.38

Transport facility for the students in the schools

Transport facility for the students	Response	
	Yes	No
	0%	100%

The table no. 4.38 showed the status of transport facilities for the students in the school.

Remarkably, none of the secondary schools under scrutiny extend the purview of transport facilities to their students. 100% was responded that they do not have the transport facilities for the students.

The students in the focus group discussion highlighted that they do not require the transport facilities it is due to that the distance to school from their home is in the walkable distance. Few students mentioned that they require travel facilities.

3. c. Emergency Medical room in the secondary schools of Sikkim

RMSA has emphasised on the Emergency medical facilities in the school, so that this facilities can be used in the need of the hour. However, majority of the school has emergency medical facilities in the school.

Table No. 4.39

Emergency medical room in the school

Emergency Medical room	Response	
	Yes	No
	53%	47%

In this research study, the present table no. 4.39 provided the prevailing status concerning emergency medical rooms dedicated to serving students within various schools. Out of the secondary schools, an intriguing distribution emerged wherein 53% of Head Teachers confirmed the existence of emergency medical rooms for students. In contrast, the remaining 47% responded negatively to the presence of such facilities within their respective schools.

The significance of establishing emergency medical rooms within schools is important. These spaces cater to the immediate medical needs of students who may fall ill or sustain injuries during school hours, offering crucial first aid interventions before the possibility of transfer to a hospital setting. This necessity is particularly pronounced in regions like Sikkim, where the topographical constraints and inadequate road networks often hinder prompt transportation, increasing the challenges faced by schools located in remote areas.

The research findings showed that a majority of schools, with 53% have taken proactive measures to introduce emergency medical facilities. This provision has undoubtedly proven beneficial, safeguarding the health and well-being of the student population.

This study showed the pivotal role of emergency medical rooms within school premises, particularly in challenging terrains such as Sikkim. The evident benefits taken by a majority of schools in providing emergency medical facilities affirm the importance of these provisions.

3. d. Boarding facilities for the students of secondary schools of Sikkim

Boarding facilities means the hostel and residential facilities in the school for the students.

Table No. 4.40

Availability of Hostel facility for girl students in the school

Hostel Facility for Girl Students	Response	
	Yes	No
	5%	95%

In the context of this research investigation, the table no. 4.40 presented the provision of the hostel facilities to accommodate girl students within government schools situated in the region of Sikkim. The findings revealed a rather striking distribution that a mere 5% of the secondary schools have instituted hostel facilities aimed at catering to the needs of girl students, while an overwhelming 95% of schools remain devoid of such lodging arrangements within their premises.

The significance of hostel facilities within the schools are very important. Connecting information from Head Teachers that in rural areas there is lesser demand for hostel facilities. This can be attributed to the prevailing practice of students commuting from their homes to schools, rendering the immediate necessity for residential accommodations less pronounced.

4.4.2 Students views on hostel facilities in secondary school of Sikkim

The students themselves articulated a lack of necessity for hostels. Many students from rural areas actively contribute to domestic chores during holidays and often in the early

morning and late evening hours. This attitudinal stance indicated the cultural ethos prevalent within rural communities, wherein the communal ethos and the sharing of familial responsibilities form a cornerstone of values instilled from a young age. The notion that helping parents with household tasks is a contributory duty reflects a deep-rooted respect for tradition and family bonds.

This study showed into the provisioning of hostel facilities for girl students within government schools of Sikkim. The data showed a clear picture of the existing divide, with a mere 5% of schools providing hostels and the remaining 95% lacking such accommodations. This distribution indicated the contrasting dynamics between urban and rural areas, where urban settings necessitate such facilities while rural contexts exhibit a lesser demand due to distance not far from home.

4.4.3 Residential Hostel for the students of secondary schools of Sikkim

The Residential Hostel situated in the North District has been operational since 2015, accommodating up to 55 children. This establishment holds significant importance in the North District region, primarily due to the challenges posed by inclement weather during the rainy season, leading to frequent road blockages. These blockages hinder the timely delivery of essential food supplies to the remote areas of the district, particularly affecting the provision of sustenance to the Residential Hostel within the Hee-Gyathang Senior Secondary school.

In light of these logistical difficulties, innovative measures were undertaken to address the supply chain challenges. The administration took the strategic step of affiliating the Residential Hostel with three other secondary schools: Pentong Primary School, Passingdong Secondary School, and Lum Primary School. This collaborative approach ensured a more reliable and consistent supply of essential food items, mitigating the adverse effects of the rainy season's transportation disruptions.

However, recognizing the pressing need for expanded accommodation and enhanced facilities, the state government intervened in 2020-21. Subsequently, an official endorsement was granted to improve the Residential Hostel's capacity, allowing it to accommodate up to 100 students. To facilitate this expansion and the continued operation of the hostel, a majority sum of Rs. 30.65 Lakh was sanctioned by the state government. This financial allocation was intended to bolster the hostel's operational capabilities, ultimately providing an improved residential and educational environment for the students.

***Sonam:** Yes we have, till now there are 11 students in the hostel. Economically backward children get admission in the hostel.*

***Pravesh:** We do not have hostel facility and I think there is no need of hostel till now because most of the students are local resident, they commute from their respective house.*

***Vivek:** No we do not have. Yes it is needed especially for the girl child. In Sikkim we have seen that social welfare department is providing fund for the construction of hostel.*

***Kamlesh:** We do not have hostel facility and there is the need of girl's hostel in our school because they travel from far away.*

In this interview among head teachers the topic of hostel facilities for students emerged. First Head Teacher shared that the current hostel population consists of 11 students, with a focus on admitting economically disadvantaged children. Another Head Teacher on the other hand, expressed the opinion that there isn't a present requirement for a hostel as most students are local residents who commute from their homes.

Third Head Teacher asserted that while they don't currently possess a hostel, there is a definite need, particularly to support girl students. He mentioned the example of

Sikkim, where the social welfare department provided funding for hostel construction. Another Head Teacher showed the sentiment that their school lacks hostel facilities and emphasized the necessity for a girls' hostel due to the considerable distance some girl students have to travel.

This interviewed data highlighted varying perspectives on the necessity of hostel accommodations among the Head Teachers. While some see the need, particularly in terms of supporting economically disadvantaged or girl students who travel from distant areas, others believe that the current commuting arrangement suffices given the predominantly local student population. The mention of funding initiatives from the social welfare department also indicated the external support in addressing hostel-related needs.

3. e. Enrolment, retention and achievement activities in the secondary schools of Sikkim

RMSA has emphasised on the enrolment, retention and achievement of the students. Enrolment signifies the new admission and the strength of the students. Retention denotes the continuation of the students in the same class even if they failed in the class and achievement activities signifies the progress of students in class as well as in the other activities. To achieve all this criteria schools and government has to look into some of the main areas as per RMSA.

Activities in the enrolment, retention and achievement in the secondary school schools of Sikkim

Table No. 4.41

Activities in the enrolment, retention and achievement in the school

Enrolment, Retention and Achievement	Response
Steps implemented for the enrolment of the students in secondary education	
More women teachers are appointed	61.64%
Regular enrolment drives	60%
Conduct special camps	20%
Working in close collaboration with the community in mobilization	53%
Using local community leaders in community mobilization	67%
Enrolment of students in the school based on gender	
Number of boy Students	50.3%
Number of Girl students	49.7%
Appointment of Teachers in the school based on gender	
Number of Female Teachers	61.64%
Number of Male Teachers	38.36%

The table no. 4.41 showed the analysis on the enrolment, retention, and academic accomplishments within the secondary schools of Sikkim.

Within this educational landscape it is showed that a significant emphasis has been placed on gender-sensitive strategies, as evidenced by the deliberate appointment of a higher proportion of women teachers with 61.64% in the secondary schools aiming to provide optimal nurturing and support to the female student group.

Further, a majority constituting of 60% of the schools, proactively engaged in conducting regular enrolment drives. These strategic campaigns witness the active participation of both teaching staff and school leadership, synergizing their efforts to

instil motivation and enthusiasm among students, ultimately compelling them to embark upon their educational journey.

Study showed that 20% of the schools exhibit a pronounced commitment to community collaboration. Through these collaborative efforts, they effectively mobilize students by harnessing the synergy between the secondary schools and the local communities they serve. Furthermore, a majority 67% of schools showed the inclusion of local community leaders in the process of community mobilization, showing the significance of collaborative partnerships in boosting enrolment and ensuring sustained student retention rates. In observation emerged from the data analysis, where none of the secondary schools offer hostel facilities for their students.

Upon examining the gender distribution within these schools, it is found that there is gender balance, revealing that the student composition consists of 50.3% male and 49.7% girl students. Furthermore, study showed a distinctive gender distribution among teachers, with 61.64% of the teaching workforce being female, and the remaining 38.36% being male teachers. This shows that schools serve as conduits for fostering gender equality and enhancing overall societal progress.

Monitoring attendance of students in the secondary schools

Table No. 4.42

Monitoring attendance of students in the school

Retention Monitoring Attendance	Response
Weekly	60%
Monthly	33%
Yearly	7%

The table no. 4.42 showed that the 60% of Head Teachers, as indicated by their responses, display a proactive commitment to the frequent monitoring of student

attendance, employing a weekly assessment schedule to gauge the presence of learners. Moreover, 33% of these Head Teachers embraced a slightly less frequent approach, opting for a monthly evaluation cadence to ensure the continuity of student engagement. Only 7% of Head Teachers revealed their reliance on a more extended timeframe, conducting an annual scrutiny of attendance records.

The prominence of monitoring attendance on both a weekly and monthly basis is important for effective institutional practices. This approach is a viable strategy to curtail student attrition rates, addressing the underlying causes of absenteeism. Such information not only enable the timely intervention in case of irregularities but also provide a window into understanding the multifaceted reasons behind student absences. The adoption of this practice facilitates the starting of immediate remedial measures, thus fostering a conducive environment for continuous student attending the school and avoid dropout.

Retention drive for the parents to ensure regularity of students in secondary schools of Sikkim

Table No. 4.43

Retention drive for the parents to ensure regularity of students

Retention drive for the engagement of parents and the school system to ensure regularity of students	Response
Monthly	42%
In every 3 months	8%
In every 6 months	25%
Yearly	25%

The table no. 4.43 revealed different strategies employed by Head Teachers to maintain a persistent engagement with parents and to cultivate a culture of student regularity.

Study revealed that 42% of the Head Teachers have embraced the practice of monthly retention drives, effectively engaging parents to prioritize and facilitate their children's

regular attendance. This strategy shows the commitment to sustained communication and reinforcement, positioning regular attendance of their students.

However, with 8% of Head Teachers opted for a retention drive once every three months. 25%, organized retention drives in every six months, reflecting a structured yet less frequent strategy of engagement of parents.

However, 25% of Head Teachers mentioned for a more annual retention drive, a practice where engagement were applied on both parents and the school system, ensuring a comprehensive commitment to regular attendance.

The strategic significance of retention drives becomes evident in their pivotal role in minimizing dropout rates within the school environment. The concerted efforts of Head Teachers, teachers, parents, and other stakeholders, such as School Management Committees (SMCs), collectively creates a holistic support network. This network serves to inspire, encourage, and guide students toward embracing regular attendance as a fundamental pillar of their educational journey.

3. f. Incentives for the secondary school students

Awards and grades are some of the incentives possible to deliver to encourage the students.

Table No. 4.44

Awards, grades and incentives for the better performing students

Provision of some token awards, grades or incentives, if possible for better attendance	Response	
	Yes	No
	85%	15%

The tabulated data from the table no. 4.44 revealed a comprehensive framework encompassing the distribution of awards, grades, and incentives as a strategic measure to optimize student attendance rates. Majority of 85% of Head Teachers, as ascertained from their responses, affirmed the implementation of a novel approach by bestowing

awards, assigning grades, and offering incentives to student on the basis of their attendance. In contrast, a more modest faction comprising 15% of Head Teachers indicated their deviation from this practice, opting not to provide such motivational mechanisms to foster consistent student attendance.

The distribution of mementos during annual functions serves as a ceremonial acknowledgment, reinforces the significance of attendance among students. Additionally, the conferment of tokens and certificates serves as tangible symbols of recognition, appreciating the dedication shown by students towards their attendance commitment.

Appreciation of the students for good academic excellence

Table no. 4.45

Appreciation of the students for good academic excellence

Provision of appreciation of the students for good academic excellence	Response	
	Yes	No
	70%	30%

The table no. 4.45 revealed the provision of public commendation for the students who exhibit exceptional academic achievement. The study showed that overwhelming 70% of Head Teachers expressed the existence of a structured framework for public appreciation of students for their academic achievement. However, the remaining 30% of Head Teachers reported a lack of such provisions in their respective schools, the study showed a more diverse way of recognition practices in schools of Sikkim.

Explaining the approaches employed by schools to confer appreciation, a multifaceted approach emerged. The primary way for acknowledgment is the grand annual day celebration of an occasion to appreciate the accomplishments of students who have excelled academically. An interesting practice involved the invitation extended to the parents or guardians of these high-achieving students. This inclusion of families as

guests served a dual purpose not only does it showed the collaborative partnership between the schools and the student's support network, but it also created a platform for parental involvement in fostering continued academic growth.

The annual day included in the distribution of prizes, these prizes, was awarded based on individual performance of the students.

3. g. Special coaching and remedial classes for educationally backward children of secondary schools

Coaching and remedial classes has been given in majority of the students as per the guideline of RMSA in the school of Sikkim.

Table No. 4.46

Special coaching classes and remedial classes for educationally backward children in the school

Achievement	Response	
	Yes	No
Special coaching classes/remedial classes especially for educationally backward children in the School	91%	9%

The table no. 4.46 presented the implementation of specialized coaching and remedial classes targeted at catering to the educational needs for the educationally backward children.

Majority with 91% indicated the existence of programs encompassing special coaching and remedial classes for students in need. This collective commitment highlighted the educational community's proactive stance in addressing the diverse learning needs of their student population. However, 9% of Head Teachers revealed a deviation from this practice, indicating a more varied terrain in the provision of these specialized educational interventions.

Explaining further, Head Teachers revealed a comprehensive and unbiased approach to offering specialized assistance. The provision of special coaching and remedial classes for slow learners across all categories of students, transcending any form of class or caste. This approach served as a resounding testament to the dedication of secondary schools in fostering an environment of equality and equity.

It was also explored that in the context of the special and remedial classes provided to Class X and XII students, particularly in preparation for their board examinations. These targeted interventions, often timed to align with the winter season, stand as a pragmatic approach to addressing the unique challenges and aspirations of students approaching critical milestones in their academic journeys.

It was explored that a distinctive highlight within the sphere of specialized instruction was emphasised on science subjects. Special and remedial classes for these subjects are facilitated by teachers with expertise in the subject. This targeted approach showed the importance of providing tailored support for students facing difficulties in science.

3. h. Schemes for out of school children for secondary schools

RMSA said that there should be proper activities and programmes for out of school children. Very less schools has the activities for the out of school children.

Table No. 4.47

Programme and schemes for out of school children

Programme and scheme for out of school children	Response	
	Yes	No
	20%	80%

The table no. 4.47 showed the schemes formulated to address the educational needs of out-of-school children. The responses indicated that 20% of Head Teachers acknowledged the existence of specialized programs and schemes tailored for out-of-school children. In contrast, a majority of 80% indicated a lack of such initiatives in

their schools, showing more prevalent gap in addressing the educational needs of this vulnerable demographic.

One noteworthy strategy involved the organization of awareness programs in collaboration with non-governmental organizations (NGOs). These programs served as pivotal platforms for disseminating information and raising awareness about the educational opportunities available for out-of-school children. This collaboration indicated the importance of forging partnerships with external stakeholders to address this societal concern.

Further, the emphasis on providing alternative pathways for education is evident in the rearrangement of the National Institute of Open Schooling (NIOS) for those who are unable to continue in formal schools. This recognition of diverse learning avenues reinforces the commitment to inclusivity and the acknowledgment of varied learning trajectories.

It was explored that a proactive stance is also evident through the organization of counselling sessions for both students and their guardians. These sessions play a pivotal role in motivating and guiding head teachers to reintegrate into the formal educational system or opt for alternative education through NIOS if needed. Such counselling sessions hold the potential to address the underlying reasons for discontinuation and offer a supportive space for exploring viable solutions.

4.4.4 Programme and activities for out of school children in secondary schools of Sikkim

***Kamlesh:** We have NIOS centre in the school and we encourage them to get admission in this open school and complete their education.*

***Mahesh:** We try to contact the students and motivate them, if not possible we encourage and support them to go for distance education and I even helped some of the students to purchase books.*

In the context of addressing the educational needs of out-of-school children, two Head Teachers discussed their respective approaches. One Head Teacher mentioned the existence of a National Institute of Open Schooling (NIOS) centre within the school. They encouraged out-of-school children to enrol in this Open School system to attain an education. Another Head Teacher, on the other hand, highlighted their efforts to establish communication with these students and provide motivation. If direct re-enrolment is not feasible, they actively advocated for distance education as an alternative. They also mentioned personally assisting some students in procuring educational materials like books.

One Head Teacher's approach of directing out-of-school children towards the NIOS centre aligned with the idea of providing flexible and accessible learning opportunities. The use of the term "encourage" implies a recognition of the potential resistance these children might have towards re-entering formal education, and thus a need for motivation.

Another Head Teacher's strategy of personal outreach and motivation seems to acknowledge the significance of a supportive environment in re-engaging children in learning. The willingness to explore distance education as an option showed an attempt to adapt to the specific needs and situations of these children. Additionally, his involvement in helping students acquire educational materials could be an indicator of the broader challenges these children face, possibly related to financial constraints.

The finding provided a glimpse into the complexities of addressing the education of out-of-school children. The interview suggested an understanding of the need for

tailored approaches, considering factors like motivation, accessibility, and resources. However, further investigation could explore the effectiveness of these strategies, potential barriers faced by the children, and the long-term impact of alternative education methods like NIOS and distance learning.

4.4.5 Reason for the dropout of secondary schools students of Sikkim as perceived by head teachers

Interview was conducted from the head teachers of secondary schools of Sikkim and the response is as follows:

***Sanjay:** It may be due to the lack of awareness of the parents towards education. They are not sending their children to the school. They rather motivate their children to earn for livelihood.*

***Sonam:** for your information we do not have dropout in our school but still the reason is they do not want to study, broken family are some of the reason for the dropout.*

***Diwash:** We do not have dropout in our school. But considering whole Sikkim the reason of dropout is the equipment and other facilities in government school is very less as compare to private school and it is not possible for all the parents to send their children to the private school.*

***Pravesh:** There are various reason but some are due to the broken family where parents gets in fight and disturb the children. Both the Barents elope with different person. Another reason is the migrant labour, they shift from one place to another in search of job and due to which the education of their children gets neglected. Another reason is on the death of parents and the illiteracy of parents. The illiterate parents do not know about the quality of life which has*

to suffer ultimately by their children. The other reason is due to the poverty students and the children has to suffer.

Vivek: *Firstly, the ignorance of the parents, lack of motivation to the parents and students and their family background. It is not good to express, but I have seen the parents are eloping with other person which cause the children to suffer with their life and education. Sometime they say that we have just given our title to him/her but this are not by child, this type of irresponsible statements by the parents make their child suffer.*

Kamlesh: *Yes we have and we have bring back 5 students and they are continuing with their education. The main reason is they failed in one classes and other is family problem.*

Mahesh: *We have very few dropout but we try to contact and find out the reason for the dropout. The reason we found was over age and slow learners makes them failed in a class many times and left school, broken family are another reason due to which they had to go for earning.*

The Head Teachers responded that the reasons for dropout are influenced by a range of socio-economic, familial, and educational factors. Lack of parental awareness and emphasis on immediate financial needs were highlighted by one Head Teacher as contributing to dropout rates. Another Head Teacher's perspective emphasized disinterest in education and broken family situations as potential reasons for dropout in their vicinity.

Third Head Teacher's viewpoint draw attention to the disparity in educational facilities between government and private schools, which can lead to dropout in the broader Sikkim context. Another Head Teacher highlighted the adverse impact of broken families, migration for work, parental illiteracy, and poverty on students' education.

Another Head Teacher's perspective showed the role of parental behaviour and irresponsibility as well as societal stigma in influencing children's decision to discontinue schooling. Another Head Teacher revealed that students failing a class or family issues can contribute to dropout, while the last Head Teacher observed the point toward age-related challenges and academic struggles as possible dropout triggers.

In interpreting these responses, it becomes evident that school dropout is a multi-dimensional issue with roots in economic challenges, familial disruptions, lack of educational resources, disinterest in learning, and societal dynamics. These factors can vary greatly within different communities and regions. Addressing dropout requires a holistic approach involving parental education, awareness campaigns, improved educational infrastructure, psychological support for children facing familial difficulties, and strategies to engage slow learners. A collaborative effort between secondary schools, families, communities, and policymakers is crucial to mitigate the impact of these factors and promote sustained educational participation for all students.

3. i. Equality on participation in secondary schools of Sikkim

With regard to the equality on participation two head teachers of secondary school of Sikkim responded that:

Sanjay: Yes, girls are more active than boys, girls is active in education, culture and even in sports.

Mahesh: I think we are little advanced and there are not such biasness as far as I know.

The interview centres on the question of whether girls have equal opportunities in a certain area. One Head Teacher expressed the belief that girls have more active participation than boys across various domains including education, culture, and sports.

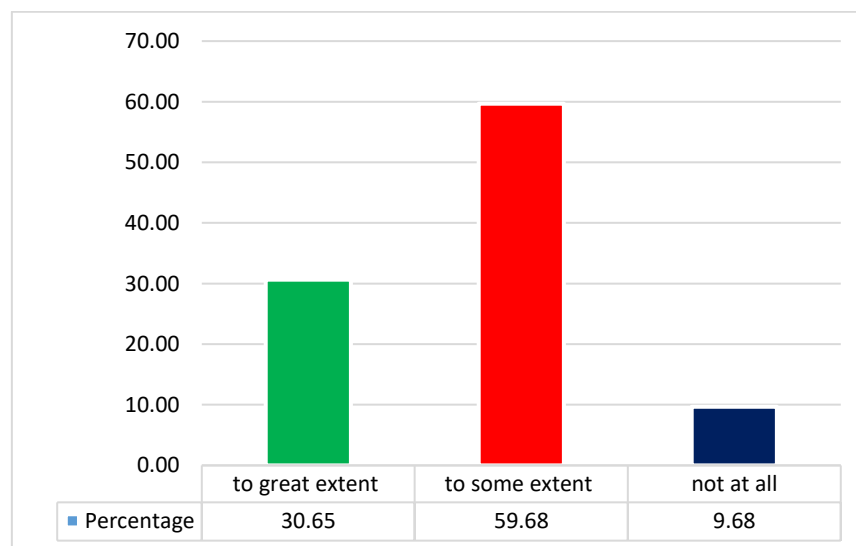
Another Head Teacher, on the other hand, believed that the region has progressed and doesn't exhibit significant biases or inequalities as far as he is aware.

The dialogue provided two different perspectives on the topic of gender equality within the given area. One of the Head Teacher's assertion that girls are more active than boys in education, culture, and sports could imply that there has been a positive shift towards empowering girls and providing them with opportunities to participate in diverse fields. This perspective might suggested that efforts to promote gender equality have yielded some observable results, allowing girls to excel and participate actively.

Teachers' opinion regarding the measures taken to address gender disparity within the school

Figure 4.12

Teachers' opinion regarding the measures taken to address gender disparity within the school



The figure no. 4.12 revealed that 59.68% of teachers showed a sense that efforts to address gender disparity within the school have been made, however, to a moderate extent. A substantial proportion of 30.65% of teachers exhibited a stronger conviction, indicating that they perceive significant measures being implemented to tackle gender

disparity. This fervent response showed the significance attached by many schools on the issue of gender parity.

Further the findings showed majority 90.33% teachers expressed that there have been effort towards eradicating gender disparity in the school. This consolidated endorsement by the majority of teachers indicated a collective recognition of the importance of these efforts in promoting a more equitable educational environment.

However, a distinct minority, constituting 9.68% of the teachers, indicated a lack of efforts made by schools.

4.5 Funding

Secondary education is the gateway to the higher education. RMSA provide finding for secondary education fund is provided by RMSA. The fund is provided based on the enrolment and level of the school.

Objective 4.

To study the financial assistance and utilization of funds in the school under RMSA

Rashtriya Madhyamik Shiksha Abhiyan was the main funding agency for secondary education in the country. Sikkim and other North East State of India has the share of 90:10, where 90% of the fund is given by the central government through RMSA and only 10% of the fund has to be endure by the state government.

Financial assistance and utilization of funds in the school under RMSA

***Sonam:** we used to take care school right from nine to 12 so yearly they are providing funds according to our enrolment that way like my school has 245 students at present so in that case we are receiving 75000 per year and whatever fund we are receiving from RMSA that fund we utilize for conducting examination and whatsoever.*

***Sanjay:** We have been getting 25000 funds from RMSA and SSA annually which falls under Samagraha Siksha Abhiya. We are using this fund in different areas like 2500 which is 10% of overall fund for cleanliness like toilets, school buildings, surroundings and health and hygiene. Some amounts are being used for the maintenance of computers, purchasing papers and some funds are used in organizing different activities in the schools like games and sports. We use the funds for games and sports and to prints certificates results and tokens,*

sometimes we use funds for minor repairing work in school. But this fund is not sufficient to run the school.

Diwash: *Regarding Samagraha Siksha Abhiyan we have received total 75000, out of which 2000 are for media and community mobilization, 50000 is for school grants and grants for CWSN to prepare ramp is 25000. Govt. is providing this grants every year, we use this grants in purchasing stationaries.*

Pravesh: *We are getting fund from RMSA and the amount was 50000. We utilize this fund for purchasing stationary items such as paper, pen, pencil, monograms, tie, chalk, and marker and even we use it for examination purpose. Minor repairing also done from that fund like sealing repairing, desk bench repairing and board repairing. Classroom painting and decoration are also done from that fund. Printing question papers, result cards, purchasing gift and prizes for achievers. We also use the same fund for purchasing sanitary items.*

Vivek: *we are getting 75000 per year from SSA, we get this fund as per the enrolment of the students, but it is not sufficient to cop up with different problem we are facing.*

Kamlesh: *First of all I would like to say about the fund that we get from RMSA, we get 75000 every year to utilise in the school. We utilize this fund for the procurement of the required items like science lab equipment and chemicals, repairing of computers and furniture and we utilise this fund for purchasing sanitary items for toilets and washrooms. This funds has also to be used for the purchase of stationaries like carterage, papers and other stationary items. And we submit utilization certificate to the education department every year. I can't say this fund is sufficient but somehow we are managing till now. We also used*

to collect money as a donation from the guardians and utilize this fund as an addition for our expenses.

Shyamal: *every year 75000 as a grants is provided for the school. We use this fund for minor repairing work of the school, and our school has been upgraded to Sr. Sec level recently for which repairing work to segregate additional rooms was needed and we have used for this purpose also.*

Mahesh: *Especially in our school we are getting 50000 and has to manage all minor civil work, stationaries and other minor programmes with this amount. But this amount is not sufficient to run the school, so I have involved stakeholders and with the help of the community I have solved most of the problems like assembly ground development, mid-day meal dining hall and construction of water tank, sanitation facilities etc. which was not possible only by 50000 even though it has become a bone for school to solve minor problems for minor repairing, purchasing of stationaries, conducting exams. We are also getting other facilities beside this grants occasionally like books for library which we have kept in library and those books are not as per the need of the students or readers. We are receiving so many items in the school like furniture, games and sports material etc. but we are unaware from where we have got this items even we do not get proper documents which has made us difficult to prepare documents and record. The suppliers comes in the road and drop the things and goes, any material provided to the school they should give the information from where they have supplied.*

The interview shows different Head Teachers discussing the utilization of funds received under various educational initiatives such as the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Samagra Shiksha Abhiyan (SSA). Each Head Teachers

highlighted the annual amount of funds they receive and how they allocate these funds in their respective schools. The funds are used for a range of purposes including school maintenance, stationery purchase, infrastructure repair, conducting examinations, sports activities, and more. Some speakers expressed that the provided funds are insufficient to cover all necessary expenses, leading them to seek additional support from community involvement or donations.

The interview data provided valuable insights into the challenges faced by secondary schools in terms of funding allocation and management. The varying amounts of funds received suggest that resource distribution might be based on factors such as school size or level. The study explored following findings:

1. **Insufficiency of Funds:** Many Head Teachers emphasized that the allocated funds are not sufficient to address all the needs of their schools. This indicated a potential gap between the financial requirements and the resources provided by the government initiatives.
2. **Diverse Allocation:** The funds are used for a wide range of purposes, including infrastructure maintenance, stationery, equipment, sanitation, sports activities, and more. This reflects the multifaceted needs of secondary schools beyond just academic instruction.
3. **Community Involvement:** Some Head Teachers mentioned involving the community to address financial shortfalls. This highlighted the role of collaboration between schools and their local communities in overcoming budget constraints.
4. **Accountability and Documentation:** The lack of proper documentation for materials received raises concerns about accountability and transparency.

Proper record-keeping is crucial for ensuring efficient use of resources and tracking their impact.

5. **Supplementary Support:** In addition to the funds, schools receive additional support in the form of books, furniture, and sports materials.

The significant problems the school faced has many reason that they explained in the interview. They stated that the execution of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) encountered a significant challenge, primarily due to the untimely release of grants and the perceived inadequacy of fund allocation. The main point is that this challenge lies in the fact that schools are expected to manage a plethora of expenses using the funds allocated by RMSA, which often proved insufficient to cover the comprehensive operational costs of the institution. This financial limitation possessed a hindrance to the smooth functioning of schools under the RMSA framework.

A criteria of the fund allocation process is its dependency on the school's enrolment figures. While this approach is presumably intended to tailor the funding to the specific needs of each school, it inadvertently created a financial constraint that some schools find difficult to navigate. This issue of fund allocation thus emerged as a primary concern, directly impacting the schools' operational capacity and overall effectiveness. It's noteworthy that, beyond the financial challenges, the Head Teachers did not report encountering any significant issues in the implementation of RMSA itself. Crucially, matters related to crucial aspects such as the construction of school buildings, the provision of laboratory equipment, and other fundamental requirements whether funded by RMSA or other educational schemes are typically addressed by the Education department directly. This division of responsibility alleviated the burden on the Head Teachers in these particular areas.

Head Teachers has the responsibility of both articulating their schools' needs by demanding necessary amenities and overseeing the smooth progress of the projects. This dual role showed their pivotal function as intermediaries between the funding bodies and the practical implementation of infrastructural enhancements.

4.5.1 Perception of head teachers on funding under RMSA for the secondary education

***Pravesh:** So RMSA is providing funds which is the key factors and we need fund to run the school, whatever the programme we organised in school is due to the fund of RMSA.*

***Vivek:** Yes, RMSA is helping in some extend.*

***Kamlesh:** Yes, it is very helpful and supportive.*

In the interview, Head Teachers discussed the impact of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) on equality and equity. One Head Teacher highlighted that RMSA plays a crucial role by providing funds, which are essential for school operations and various programs. Some Head Teachers agreed that RMSA has a positive effect, and it offers some level of assistance, and another Head Teacher emphasized its significant help and support.

The Head Teachers in the interview expressed a generally positive view of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its role in promoting education equality and equity. Another Head Teacher statement underlined the fundamental importance of funding in the functioning of schools and the execution of educational programs. This suggested that RMSA's financial support is crucial for maintaining the infrastructure, resources, and activities that contribute to a holistic educational experience.

Another Head Teacher acknowledged that RMSA provided assistance to some extent implies that the program has managed to make a noticeable impact with possible limitations.

Another Head Teacher's strong endorsement of RMSA as "very helpful and supportive" indicated that, in their perception, RMSA has significantly contributed to addressing educational inequality and promoting equity. This viewpoint is valuable as it highlighted that RMSA's efforts have been recognized as majority and effective by at least one of the Head Teachers.

Objective 5: To study the opinion of teachers on the implementation of RMSA in Secondary Schools of Sikkim

4.6 Opinion of teachers on the implementation of RMSA in Secondary Schools of Sikkim

This objective was constituted on the opinion of head teachers and teacher's on the implementation of RMSA in Sikkim.

Table No. 4.48

Opinion of Head Teachers for the help catered by RMSA in the development of infrastructure in the school

RMSA for infrastructural Development of the school	Response	
	Yes	No
	90%	10%

This table no. 4.48 showed that the majority with 90% of the Head Teachers responded affirmatively. This overwhelming consensus indicated the widespread acknowledgment of RMSA's consistent role in fostering infrastructural improvements within the secondary schools. 10% Head Teachers indicated that, in their perspective, RMSA's influence on the infrastructural advancement of schools has been less

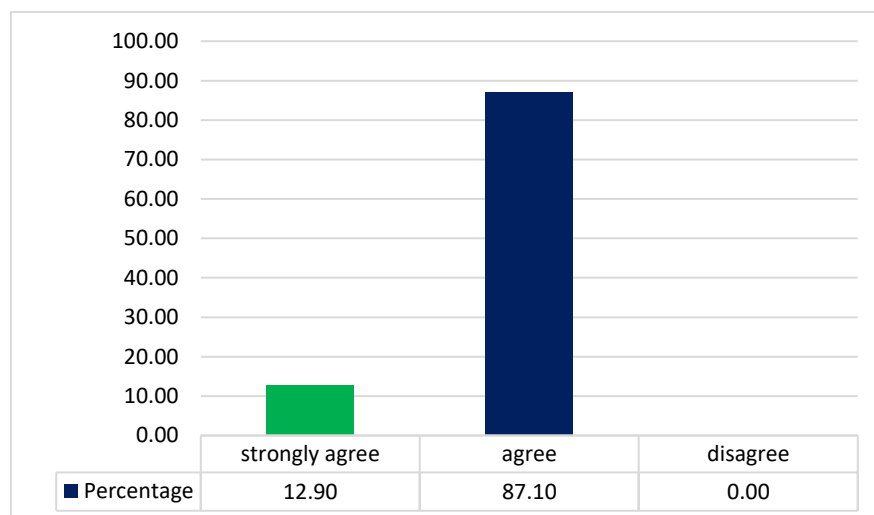
pronounced. Despite being in the minority, their dissenting opinions provided a counterbalance to the prevalent sentiment.

The study showed that the program's widespread positive impact, suggesting that it has become an instrumental factor in continually enhancing school infrastructure. On the other hand, the dissenting voices, although small in number, highlighted the importance of considering diverse viewpoints to gain a comprehensive understanding of the program's effectiveness.

Opinion of teachers on RMSA served its intended purpose

Figure 4.13

Opinion of teachers on RMSA served its intended purpose



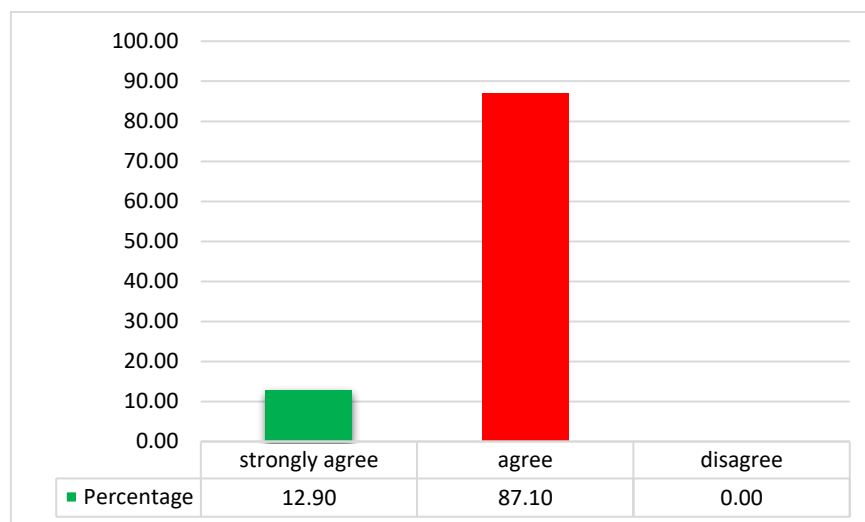
The figure no. 4.13 depicted the distribution of Graduate Teachers' acceptance regarding the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The teachers were asked to assess the extent to which they agreed with the notion that RMSA has fulfilled its intended objectives. The data revealed that the teachers showed inclination towards embracing this statement. A significant majority of the teachers, 87.10%, agreed with the assertion that RMSA has effectively achieved its intended goals. Furthermore,

12.90% of the teachers exhibited a higher level of agreement by selecting "strongly agree," signifying a strong endorsement of RMSA's successful purpose fulfilment. Notably, none of the teachers indicated disagreement with the notion that RMSA has served its intended purpose. Evidently, the overall sentiment among the teachers is overwhelmingly positive in relation to RMSA and its implementation. This data suggested a high level of acceptance and approval among teachers for the achievements of RMSA's objectives.

Teachers' opinion on implementation of RMSA in adherence to the norms

Figure No. 4.14

Teachers' opinion on implementation of RMSA in adherence to the norms



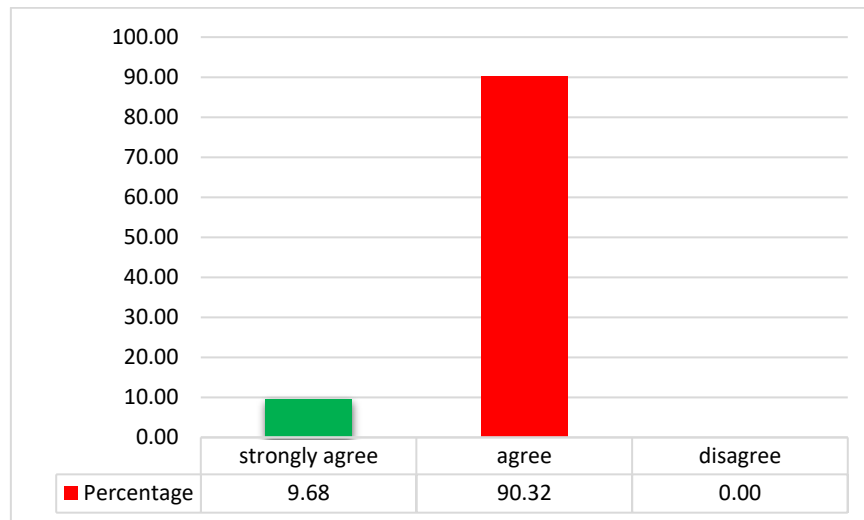
The figure no. 4.14 showed that all teachers had resoundingly favourable perspective regarding RMSA and its diligent alignment with the prescribed norms. This unanimous affirmation showed a widespread positive sentiment among teachers towards the RMSA's efforts in maintaining a high level of conformity to the stipulated standards. Overall, the findings reveal a sense of collective approval and alignment between the RMSA's efforts and the established standards. This positive response is a testament to

the program's successful execution and its impact on the education as perceived by the teaching fraternity.

Teachers' opinion with the execution of RMSA within the school

Figure 4.15

Teachers' opinion with the execution of RMSA within the school

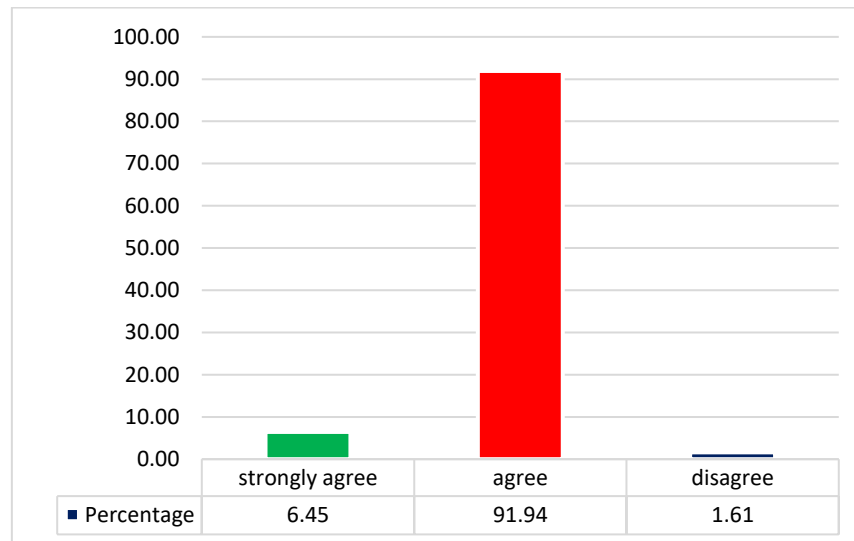


The figure no. 4.15 showed a clear picture emerges, exhibiting the prevailing sentiment among teachers regarding this initiative. It is found that 90.32% of the participating teachers, hold a favourable perspective, as evidenced by their agreement with the implementation of RMSA. This data revealed conspicuous sense of optimism, positivity, and endorsement prevailing among teachers in relation to the implementation of RMSA in the context of the school. This substantial consensus showed the effectiveness of the program, suggesting that it has garnered substantial support and validation from the teaching fraternity.

Teachers' opinion on SMDC members' assistance in RMSA implementation

Figure 4.16

SMDC members' assistance in RMSA implementation

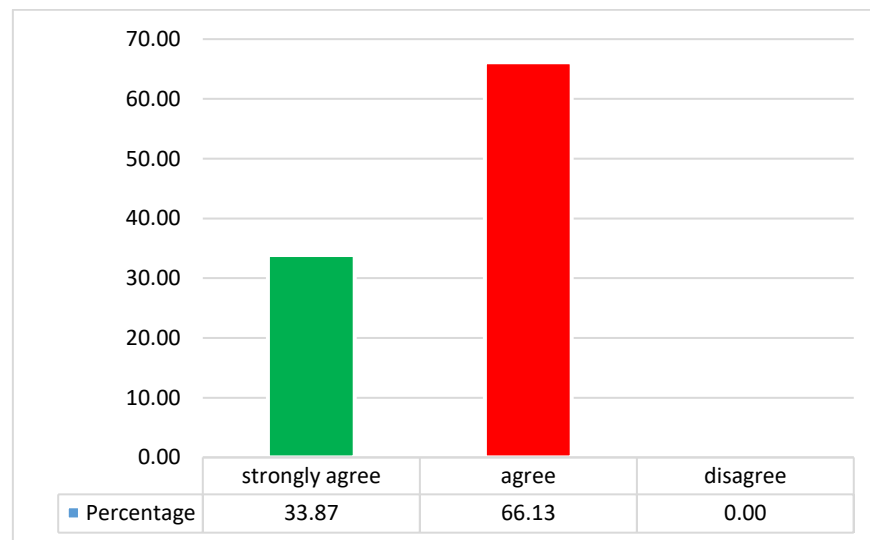


The figure no. 4.16 revealed that a formidable 91.94% of the teaching cohort expressed their accord with this premise. This allegiance to the concept is further pronounced by a distinct subgroup within this majority, comprising 6.45% of the teachers, who expressed a heightened sense of conviction by embracing the "strongly agree" position. Conversely, a marginal 1.61% of teachers, constituting a minuscule minority, diverged from the consensus by professing a stance characterized by dissent. This perspective, while minimal in representation, enriches the discourse by introducing a subtle note of heterogeneity.

Teachers' opinion on whether the continuation of RMSA is conducive to school development

Figure 4.17

Teachers' opinion on whether the continuation of RMSA is conducive to school development

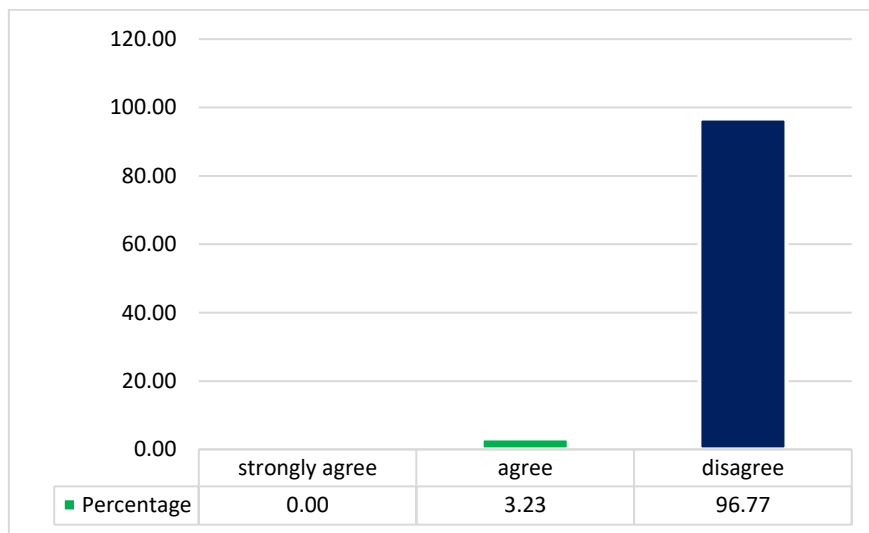


The figure no. 4.17 showed a noteworthy trend wherein 100% of the teachers, advocated for the perpetuation of RMSA as a means to foster school development. It is evident that the sentiment among teachers is overwhelmingly in favour of sustaining the RMSA program as a driving force for advancing school development. The unanimous 100% agreement showed a widespread recognition among teachers of the program's value. The delineation between agreement and strong agreement further enriches the analysis, highlighting that a significant portion of teachers is not only in accord but also exhibits a notable level of conviction regarding the program's contribution to school development. This outcome carries implications for educational policymakers and administrators, as it showed the positive impact perceived by teachers regarding the RMSA initiative.

Teachers' opinion on whether the increased workload from RMSA has become burdensome

Figure 4.18

Teachers' opinion on whether the increased workload from RMSA has become burdensome



The figure no. 4.18 revealed a substantial 96.77% of teachers express their dissent, asserting that they do not consider the increased workload as burdensome due to RMSA. Conversely, a mere 3.23% of teachers acknowledge agreement with the notion that the RMSA's activities have imposed an excessive burden.

It is evident that the prevailing sentiment among teachers is one of disagreement regarding the perceived burden stemming from RMSA's increased workload. This overwhelming majority signifies that the majority of teachers do not perceive RMSA-related responsibilities as excessive or problematic. In fact, these findings showed the significance of RMSA as an integral component of the school's holistic development, with the majority of teachers indicating that they do not feel overburdened by the tasks associated with RMSA.