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**Title of the Thesis:** Role of Rashtriya Madhyamik Shiksha Abhiyan  
Interventions in ensuring Quality Learning: An Evaluative  
Study

**Abstract**

*Findings*

Secondary education is a very crucial stage in the hierarchy of education system. Jacques Dellor Commission 1996 observed the role of secondary education in two contexts. One is to establish direct link with supplying manpower to the world of work, and the other is to prepare inputs for higher education (UNESCO, 1996). Government's initiative through Rashtriya Madhyamik Shiksha Abhiyan played a very decisive role to get universalized the secondary education in India. The scheme was started in 2009 having the vision to make good quality education available, accessible and affordable to all young persons of 14-18 years of age. Under the scheme, schools were provided provisions to enrich the infrastructural facilities, quality improvement resources, equity assurance inputs and have an effective school governance system. The policy on universalisation of secondary education under RMSA scheme has far reaching consequences.

The present study was carried out to address the following research questions. "Is there any discrepancy between the prescribed interventions of RMSA and their actual implementation in schools of the Bihar state of India? Do the RMSA interventions in schools matter for the learning of students? The main objectives of the study were to study the status of implementation of RMSA interventions in the secondary schools of Bihar, and to study the learning process and learning achievement of secondary classes' students.

According to nature and objectives of the present study, the survey method of research under quantitative approach was followed. Population of the study was comprised of all the principals and students enrolled in class IX & X in government secondary schools of Bihar. A multistage

sampling technique was used to have true representative sample. Thus a total of 47 principals and 1410 of secondary classes' students as sample of the study were selected. Two questionnaires, one for schools principals and other for students were administered to collect the data for the study. However, students' learning outcome data was collected from schools' office record by a self developed format. The collected data was statistically analysed using SPSS package.

The findings of the study indicated that the infrastructure and physical resources of schools have been increased. Now, 88% of schools have their own separate school building with sufficient rooms for different purposes. However, the status of libraries, laboratories and computer lab in schools was found in very less effective condition. Safety and security of students in schools were taken care. Most of the schools were being led by temporary or incharge position of principal's post and large number of teaching positions in schools were vacant. Classrooms were overcrowded. Generally, 70-80 students were made to sit in each section of secondary classes. The pupil-teacher ratio was also very high. More than 80% of schools were found to be violating RMSA norms regarding PTR i.e. 35:1. Access to school is increased for all sections of society. Nowadays, 92% of secondary schools are available within 5-7 kilometre radius of catchment area. Availability of female teacher in schools is also ensured. About 90% of schools have at least one female teacher. Out of which, 82% of schools have 25-75% of female teachers and only 18% of schools have less than 25% of female teachers. Governance of schools has been decentralized. Now, no schools are unattached from the local community. Parents and school management and development committee members are included in function and decisions of schools.