
PERSPICACITY ON RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN AMONG STUDENTS OF KOLKATA DISTRICT OF WEST BENGAL**Dr. Prasenjit Deb****Supervisor & Presently Registrar, University of Kalyani, West Bengal, India
(Principal & Corresponding Author)****Mr. Premendra Das****Asstt. Professor, Malda Women's College & Scholar, University of Kalyani, India****Mr. Gour Sundar Ghosh****Asstt. Professor, Jalpaiguri A.C. College, & Scholar, University of Kalyani, West Bengal, India****ABSTRACT**

The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-10 to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. Largely built upon the successes of SSA and, like SSA, RMSA leverages support from a wide range of stakeholders including multilateral organizations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multidimensional research, technical consulting, implementation and funding support. Currently in its fourth year of implementation, RMSA covers 50,000 government and local body secondary schools. Besides this, an additional of 30,000 aided secondary schools can also access the benefits of RMSA; but not infrastructure and support in core areas. The objective of the study is to examine the appraisal about Rashtriya Madhyamik Shiksha Abhiyan among students of Kolkata district, West Bengal. The finding of the study shows that there is significant relation between casual variables (X_i) and dependent variable (Y). The present study has been conducted in Kolkata District, a highest dense (24,306 inhabitants per square kilometer) population 4,496,694, as well as one of the highest literate districts (86.31%) of the state of West Bengal. To exemplify the appraisal about Rashtriya Madhyamik Shiksha Abhiyan (RMSA) among students, in term of 16 variables, viz. Age of Student (X_1), Regular Schooling (X_2), Causes of Absence (X_3), Private Tuition (X_4), Reasons behind Private Tuition (X_5), Shortfall of Present Education System (X_6), Drawback of Present Secondary Education (X_7), Remedial Measures of Secondary Education (X_8), Lack of Social Awareness (X_9), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X_{10}), Upliftment due to SSA (X_{11}), Success of SSA (X_{12}), Familiar with Mid-day Meal (X_{13}), Role of Mid-day Meal (X_{14}), Provision of Mid-day meal at Secondary level (X_{15}), and Way of successful implementation of Mid-day meal (X_{16}), were found to bear substantial impact on the level of appraisal (Y) of students.

Key Words: Mid-day Meal, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), PTR, Regressional Effect, Quality Development, and Sarva Shiksha Abhiyan (SSA) etc.

Introduction

Historical forces have largely influenced the policy-planning processes and growth trends in education, both in developed and low-income countries. After the Wood's Despatch (1854) and with the introduction of the new system of education in India by the British Crown that largely replaced the indigenous network of schools and the implementation of the 'Grant-in-Aid' policy, the secondary schooling provisions expanded relatively faster as many indigenous schools acquired the status of 'Aided Schools'. The indigenous schools which did not receive grant-in-aid from the colonial government came to be known as 'Private Un-Aided Schools'. Provinces of British India responded differently to the colonial government's grant-in-aid policy viz., aided schools became more common in Bengal province. Some argue that, during the early 1860s, a new system of schooling emerged in India with government universities, a network of affiliated colleges and a number of primary and secondary schools, both aided and un-aided. It was during Lord Curzon's tenure (1899-1905) emphasis was laid on qualitative improvements in schooling and greater state control. The former policies of promoting aided secondary schools and colleges were abandoned in favour of instituting government schools as role models for aided school.⁽¹⁾

After 1919, policies of the provincial governments largely influenced the pattern of growth of secondary schooling provisions. In fact, in 1948, India had around 12,500 secondary schools of all grades in its major states (which included lower secondary stage/UPS) and enrolled in them a little less than 3 million children. However, even after favourable expansion policies of the colonial government, the number of high and higher secondary schools in India was around 4,000 in 1948 with an enrolment of about 1.8 million.⁽²⁾

In independent India, the network of educational institutions has expanded remarkably during the past six decades. The growth rate of secondary level institutions during this period has remained much lower compared to that of the middle level. Between 1950-51 and 2007-08, while the number of primary level institutions increased by almost four fold from 209.7 thousand to 787.8 thousand, the number of the middle level institutions went up by twenty-four fold from 13.6 thousand to 325.2 thousand, and the secondary level institutions by more than twenty-three fold, from 7416 to 173.0 thousand. It may, however, be noted that the growth rates of middle and secondary level institutions seem to be relatively very high during the period primarily because of their small base. The number of teachers at the secondary level (Grades IX-XII) also increased from 127 thousand in 1950-51 to 2,126.9 thousand in 2007-08. The Pupil-Teacher Ratio (PTR) at the secondary and higher secondary stages taken together (Grades IX-XII), however, increased from 21 in 1950-51 to 33 in 2005-06. In 2007-08, PTR was 33 at the secondary stage (Grades IX-X) and 37 at the higher secondary level (XI-XII).⁽³⁾

Expansion has not only been in terms of the number of institutions, but also in terms of the spatial distribution of the schooling provisions at secondary and higher secondary levels. Some eight years ago, more than 73% of habitations in the country had access to a secondary school at a maximum walking distance of 5 kilometers; and more than 62% had access to a higher secondary school at a maximum walking distance of 8 kilometers (Table 4, Annex I, NCERT, 2008,). More than four-fifths of the population in the country had physical access to a secondary school at a maximum distance of 5 kilometers from their habitations in 2002; and around 69% of them had physical access to higher

secondary schooling provisions at a maximum distance of 8 kilometers. According to the NSS 64th Round (2007-08), 82.9% of rural households and 99% of urban households have access to a secondary school within 5 kilometers. In terms of primary schools, the picture is similar: 92% of both rural and urban households have access to a primary school within at a kilometer; and 91.1% of rural households and 99.1% of urban households have access to middle level schooling within 3 kilometers.⁽⁴⁾

At the macro level, thus, physical access to schooling (as per the distance norm) at the secondary and higher secondary levels seems to be very encouraging, which, in fact, hides the story of large variations across states in India, and within states, across districts and sub-district level units. Large regional variations in physical access to secondary and higher secondary schooling provisions are clear from the fact that, still in some nine states and UTs (Manipur, Meghalaya, Chhattisgarh, Madhya Pradesh, Jharkhand, Mizoram, Nagaland, Arunachal Pradesh, and A&N Islands), more than 40% of habitations have physical access to secondary schooling provisions at a distance of less than 5 kilometers; and in 20 states and UTs, nearly the same proportion of habitations have access to higher secondary schooling provisions beyond 8 kilometers.⁽⁵⁾

Chapman and Sharma (2006) investigated on the educational attitudes and knowledge of Indian and Filipino primary and secondary school students, and their readiness to engage in pro-environmental behaviour that could involve some changes in their personal lifestyle. For the most part, Environmental Education efforts are embedded mainly into various science subjects. The relationship between Environmental education and Environmental awareness is analyzed to examine whether schools' Environmental Education could contribute to the shaping of environmental attitudes. A strategy and accompanying methodology for establishing Environmental Education are supplied. They found that intra-disciplinary approach to environmental education does not help much in increasing environmental awareness and developing positive environmental attitudes.⁽⁶⁾

Harvey, (1990) found that Secondary education plays a critical role in addressing the emerging human development concerns in countries engaged in building knowledge societies for staying connected to the globalization process. The 'globalization' phenomenon has compressed time and space and resulted in 'new circuits of exchange' of capital, people, goods and knowledge.⁽⁷⁾

Kolkata district is totally urban area and this district is also head quarter of West Bengal. On the basis of census report 2011, population of this district is 4496694, ranked 35th out of 640 districts of India. Density of population of this district is 24306 per square kilometer. With sex ratio 899 female against per thousand male. Literacy rate of this district is highest 86.31% among the districts of west Bengal. Students of Kolkata district comparatively got the available facility of better options for their secondary education than other parts of West Bengal. A massive number (713) of secondary school is available in this district where Library, science laboratory, lavatory, seating arrangement, and communication facility are better in conditions. Students of this district got the opportunity due to highly literate and develop urban locality and better educational environment. Students of this district play important role in the field of education by their educational and social advancement. The district presents the general educational picture of West Bengal. This district has a significant contribution in the performance of secondary education. Qualification ratio of teachers, number of

involved teachers, rooms for instruction, and number of students are so high in comparison of other districts of West Bengal.

This district is taken position among the higher literate districts of West Bengal, but although the 100% literacy is still untouched for the district even after 65 years of independence due to different limitations of education system and management. In this district, illiteracy is lagging behind in slums areas due to migrated people from other district, state, and country to Kolkata city as well as Kolkata district.

Methodology

The present study is based on intensive individual survey conducted during January to October 2013, in 20 different secondary schools of north, south, east & west part of Kolkata district were chosen (five schools of each area) which was selected on random basis out of 713 Secondary schools. The sample size of this study is 200 among students class IX and X of the four part of district (Sample size of each part is 50). From each school, 10 students were selected on random basis. Sampling was conducted with random sampling method. Tool used to collect data by pre-structured questionnaires with 21 different open/close ended questions or cluster of questions. Descriptive and inferential statistics like correlation, multiple regression analysis, and Step-down regression analysis were used to analyze data.

Objective of the study

1. To study the general objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
2. To study the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
3. To assess the nature and extend of causal factors viz. Age of Student (X_1), Regular Schooling (X_2), Causes of Absence (X_3), Private Tuition (X_4), Reasons behind Private Tuition (X_5), Shortfall of Present Education System (X_6), Drawback of Present Secondary Education (X_7), Remedial Measures of Secondary Education (X_8), Lack of Social Awareness (X_9), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan(X_{10}), Upliftment due to SSA (X_{11}), Success of SSA (X_{12}), Familiar with Mid-day Meal (X_{13}), Role of Mid-day Meal (X_{14}), Provision of Mid-day meal at Secondary level (X_{15}), and Way of successful implementation of Mid-day meal (X_{16}),
4. To evaluate the nature of interdependencies between and among the causal variables and consequent variable as postulated in the above segments.
5. To screen out the causal variables' substantial effect on the level of appraisal (Y) out of this 16 causal variables for formulating a strategy of intervening Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for the betterment of secondary education.
6. To study the level of deprivation of secondary students to get satisfactory quality education due to gender, socio-economic, disability and other barriers.
7. To assess the improvement of quality of secondary education resulting in enhancement intellectual, social and cultural learning.
8. To observe the quality education received by the secondary students.
9. To study the level of achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

Result and Discussion

Table - I: Correlation Analysis

Variables	'r' Value
X ₁ Age of student	0.2101*
X ₂ Regular Schooling	.0309
X ₃ Causes of Absence	-.0399
X ₄ Private Tuition	-.0092
X ₅ Reasons behind Private Tuition	0.2022**
X ₆ Shortfall of Present Education System	0.0654
X ₇ Drawback of Secondary Education	0.1140
X ₈ Remedial Measures of Secondary Education	0.0313
X ₉ Lack of Social Awareness	-.0016
X ₁₀ Additional boost up given by RMSA	0.4782**
X ₁₁ Upliftment due to SSA	-.1607
X ₁₂ Success of SSA	-.1549
X ₁₃ Familiar with Mid-day Meal	-.1252
X ₁₄ Role of Mid-Day Meal	0.0057
X ₁₅ Provision of Mid-day meal at Secondary level	0.0997
X ₁₆ Way of successful implementation of Mid-day meal	-.1452

Critical value (1-Tail, .05) = +or- 0.1808

*Significant at 5% level

Critical value (2-Tail, .01) = +or- 0.2146

** Significant at 1% level

It was revealed that the variables viz. Age of Student (X₁), Regular Schooling (X₂), Causes of Absence (X₃), Private Tuition (X₄), Reasons behind Private Tuition (X₅), Shortfall of Present Education System (X₆), Drawback of Present Secondary Education (X₇), Remedial Measures of Secondary Education (X₈), Lack of Social Awareness (X₉), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X₁₀), Upliftment due to SSA (X₁₁), Success of SSA (X₁₂), Familiar with Mid-day Meal (X₁₃), Role of Mid-day Meal (X₁₄), Provision of Mid-day meal at Secondary level (X₁₅), and Way of successful implementation of Mid-day meal (X₁₆), were found to bear substantial impact on the level of appraisal (Y) of students. Out of these 16 causal variables, the variables like Age of student (X₁), Reasons behind Private Tuition (X₅), and Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X₁₀), were found to be significantly correlated with the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Ages of classes IX and X students are relatively more than the other students of the school; hence they are able to realize the difference of the present education system and the new approaches what is called Rashtriya Madhyamik Shiksha Abhiyan in a better way. Thus the age (X₁) of the student has the strong bearing on the consequent variable (Y).

At the entry of class IX, one has come under the respective State/Central Board and she/he will be more serious for her/his better result in the Board Examinations. Within the school hours, as it is not

possible to complete the board syllabus of all subjects with solving the exercise problems among the huge number of students, hence students have no alternative but to go to take private tuition(X_5)

In order to ensure 100 per cent enrolment, retention, and quality of education at secondary level, additional boost up would be given by RMSA (X_{10}) to the present education system so that present education system may be uplifted to that level.

Successful implementation of Mid-day meal at elementary level enhanced the rate of attendance of students at the elementary level. This improved the retention level as well transition level from one class to next higher class with better knowledge. The same methodology may be adopted to achieve the universalisation of secondary education. At present, mid-day meal programme was not put into operation for the students at the secondary level. Hence, it has a strong negative bearing on the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

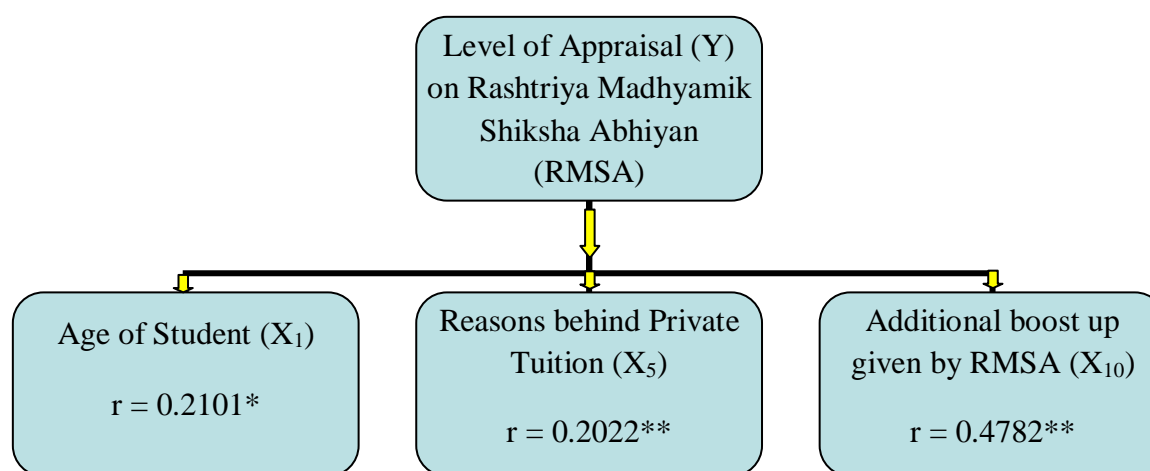


Figure 1 : Correlation Model

Table-2 : Multiple Regression Analysis

Dépendent Variable: Y

Variables	Beta Value	't' Value
X_1	0.156439	2.167**
X_2	0.141649	1.294
X_3	-0.043668	-.449
X_4	-0.002216	-.029
X_5	0.042727	.591
X_6	-0.054585	-.772
X_7	0.058085	0.672
X_8	0.002363	0.030
X_9	-0.006500	0.097
X_{10}	0.416639	5.625**
X_{11}	-0.131994	-1.758*
X_{12}	-0.097467	-1.253
X_{13}	-0.037483	-.470
X_{14}	0.144815	2.102**
X_{15}	0.064438	1.004
X_{16}	-0.060594	-.855

Critical value of 't' = +or- 1.66 (*)

*Significant at 5% level

Critical value of 't' = +or- 1.98 (**)

** Significant at 1% level

Multiple R = 0.55411

R Square = 0.30703

Adjusted R² = 0.24645

Standard Error = 0.75264

It has found the variables like Age of student(X_1), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan(X_{10}), Upliftment due to SSA (X_{11}) and Role of Mid-day Meal (X_{14}) were found to record a significant regression effect on the appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The R² value is found to be 30.70 per cent variations of this multiple relation are being explained here.

Sarva Shiksha Abhiyan has been running since 2002 throughout the country with its specific goals and people now realized the impact of the said Abhiyan. It is common feeling that what students are getting additional assistance due to SSA that would be continued in their secondary education. Hence, the factor like Upliftment due to SSA (X_{11}) has the negative Regression effect on the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Again, News Paper or print media and Television or electronic media open up the eyes of students that were happening around them. It realizes for them to prepare themselves for their future life. So this kind of Lack of social awareness eventually helps the students in fulfilling the objectives of by Rashtriya Madhyamik Shiksha Abhiyan in a better way. So beta value here has shown its negative regression impression on the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

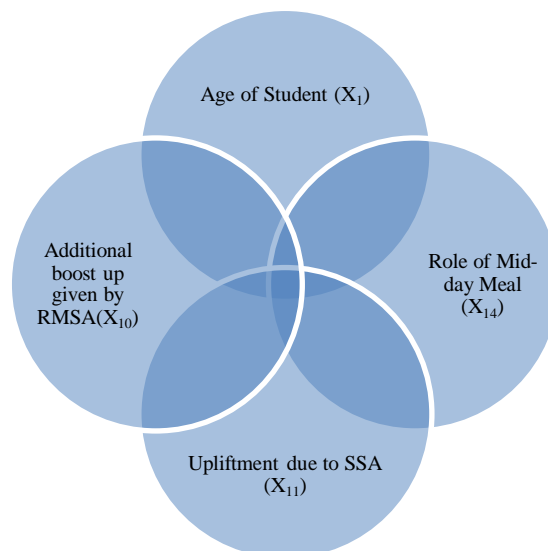


Figure 2 : Multiple Regression Model

Table-3: Step-down Regression;

Variable(s) Entered on Step Number

1. X_{10}

Multiple R = 0.47815
 R Square = 0.22863
 Adjusted R² = 0.22473
 Standard Error = 0.76341

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	34.20157	34.20157
Residual	198	115.39343	0.58280

F = 58.68541 Signif F = .0000

Variable(s) Entered on Step Number

2. X_{11}

Multiple R = 0.49662
 R Square = 0.24663
 Adjusted R² = 0.23898
 Standard Error = 0.75636

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	36.89501	18.44751
Residual	197	112.69999	0.57208

F = 32.24631 Signif F = .0000

From the placing of variables into a step down module of regression analysis it has been found that after step (2) four variables viz. X_{10} , and X_{11} , had explained 24.66 per cent of the above mentioned relation. The rest 14 variables were explaining only about 6.04 per cent of the total effect. It is interestingly to note that in the step down model the additional boost up given by RMSA for upgrading the present secondary education system had come up innovatively to explain 22.86 per cent of the total effect on the level of appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA). This suggests for including more new variables and at the same time excluding some of the existing variables in order to explain the total regressional effect.

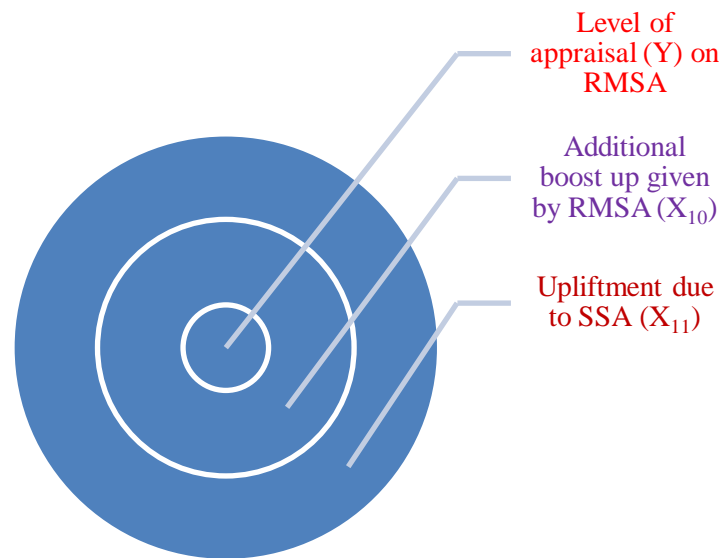


Figure 3 : Step Down Regression Model

Conclusion

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a recent phenomenon and in West Bengal it is practically launched from 2014. Obviously, there are certain reasons behind it. In major transformation programmes of recent times for the universalisation of secondary educations is RMSA which addresses the issues of quality and equity are generally addressed through macro level intrusions such as the rationalization of schooling inputs, improvements in teacher quality, curriculum and examination reforms, improved support services, and demand-side financing strategies such as scholarship schemes, incentives to socio-economically disadvantaged groups like free uniforms, textbooks and transport allowances, which often do not have the desired results. School competence involvements may certainly prove critical in supplementing macro strategies and intrusions in dealing with problems of equity and quality. The school, however, needs support in terms of the facilitating institutional environment, capacity and funds to undertake school improving actions. Creating space for school development in policy planning and programme design and making adequate budgetary provisions for this intervention are considered important development challenges for secondary education in present decade. West Bengal is one of the Indian states where RMSA activities are lagging behind practically four years due to some of its administrative problems of changing the status from Government Aided Schools to Government Sponsored Schools. Better let than never and let us hope that RMSA will definitely address the problems in a right way.

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