



AN APPRAISAL ABOUT RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN FROM STUDENTS OF UTTAR DINAJPUR DISTRICT OF WEST BENGAL

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Abstract: *Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is the most recent initiative of Government of India to achieve the goal of universalisation of secondary education (USE). It is aimed at expanding and improving the standards of secondary education up to class X. The RMSA would also take secondary education to every corner of the country by ensuring a secondary school within a radius of 5km for every neighbourhood. The objective of the study is to examine the appraisal about Rashtriya Madhyamik Shiksha Abhiyan among students of Uttar Dinajpur 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 Uttar Dinajpur District, a lowest dense (956 inhabitants per square kilometer) population 30,00,849, as well as one of the lower literate districts (60.13%) 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 (X_1), Regular schooling (X_2), Causes of absent (X_3), Private tuition (X_4), Reason 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, PTR, Regressional Effect, Quality development, etc.*

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INTRODUCTION

Education play important role in development of student's mind. Success of education depends on student's development. So the modern education system is developing on the basis of students' need. In modern education, student is key factor. Primary to Secondary education stages are the vital stages, covering the human life development. So development of this stage is get first priority of every nation. This is the reason that Government of India has launched several programmes to develop literacy rate in the country. But the success of getting 100% literacy is far away. Secondary Education is a crucial stage in the educational ladder as it prepares the students for higher education and also for their future life. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes.

In his article, Parhar Madhu found that the variables like the availability of schooling facilities, unserved to habitations, average number of instructional rooms, ratio of upper primary to secondary schools, pupil teacher ratio (PTR), average number of teachers, subject specialization, qualification of teachers, and quality of education have strong bearing on the secondary education system of the country. Students are suffering from lack of teachers and also they faced problem of seating in a classroom. In their study, Mukhopadhyay and Sahoo did a household-level longitudinal survey of 43 villages in Uttar Pradesh, a state in India, and found that better access to secondary education increases enrolment and attendance among children in the primary school-going age group. The major achievements of RMSA as of October 2013 report are: (i) 10,230 new schools were sanctioned, and 9,219 schools were opened; (ii) in 34,891 existing schools 23,407 new science laboratories, 19,641 computer rooms, 25,869 libraries, 28,969 art/craft/culture rooms, 19,401 toilet blocks, 12,370 drinking water facilities and 2,020 residential quarters were allocated; (iii) 64,215 teachers were sanctioned for the new schools and 24,184 teachers were already recruited; (iv) in existing schools 41,507 additional teachers were approved, out of which 21,936 were appointed and (v) 49,356 additional classrooms were approved out of which 9,516 have been completed.

METHODOLOGY

The present study is based on intensive individual survey conducted during July to October 2013, in 20 different secondary schools of Uttar Dinajpur which was selected on random



basis out of 187 Secondary schools. The sample size of this study is 200 among students class IX and X of the district. Sampling conducted with random sampling method. Tool used to collect data by pre-structured questionnaires with 16 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 (X_1), Regular schooling (X_2), Causes of absent (X_3), Private tuition (X_4), Reason 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.

RESULT AND DISCUSSION

Table - I: Correlation Analysis

Variables	'r' Value
X_1 Age	0.2412**
X_2 Regular schooling	0.0692
X_3 Causes of absent	-0.1227
X_4 Private tuition	-0.1381
X_5 Reason behind private tuition	0.2648**
X_6 Shortfall of present education system	0.2934**
X_7 Drawback of secondary education	0.3001**
X_8 Remedial measures of secondary education	0.2771**
X_9 Lack of social awareness	-.1502
X_{10} Additional boost up given by RMSA	0.2896**
X_{11} Upliftment due to SSA	0.0777



X ₁₂	Success of SSA	0.1184
X ₁₃	familiar with Mid-day Meal	-0.1192
X ₁₄	Role of Mid-Day Meal	-0.1502
X ₁₅	Provision of Mid-day meal at Secondary level	-0.0462
X ₁₆	Way of successful implementation of Mid-day meal	-0.1945*

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 (X₁), Regular schooling (X₂), Causes of absent (X₃), Private tuition (X₄), Reason 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 (X₁), Reason behind private tuition (X₅), Shortfall of present education system (X₆), Drawback of present secondary education (X₇), Remedial measures of secondary education (X₈), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan(X₁₀), and Way of successful implementation of Mid-day meal (X₁₆) 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 understand 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.



Present Education System has a lot of lacuna like shortage of classrooms, seating arrangement of all students, accessibility of requisite number of teachers, maintaining standard student-teacher ratio of 30:1, accessibility of free text and reference books, availability of drinking water, availability of sufficient number of ladies toilets and lavatories, easy use of library, and also ensure the quality of education. As a higher class student, one can easily realize the shortfalls of present education system (X_6) and hence it has strong impact on the appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Sarva Shiksha Abhiyan implemented since 2002. Through Sarva Shiksha Abhiyan, Schools are getting sufficient number of teachers up to elementary level to maintain the student-teacher ratio 30:1, free text books for students up to class VIII, free dress materials for girls students, additional classrooms, better seating arrangement, teaching learning materials, and mid-day meal facility which ultimately ensure the 100 per cent enrolment, retention, and quality of education. As a result, demands are generated in the secondary level. But secondary level infrastructure is not in a position to meet up such challenges. Hence, drawback of secondary education(X_7) gives impetus on the dependent variable.

So the apparent success of Sarva Shiksha Abhiyan suggests the similar Abhiyan should be launched for the secondary level in order to get casual effect. For that reason, remedial measures of secondary education (X_8) have the powerful impact on the appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

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 appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).



Table-2 : Multiple Regression Analysis

Dépendent Variable: Y

Variables	Beta Value	't' Value
X ₁	0.238159	3.652**
X ₂	-0.020268	-0.208
X ₃	-0.088615	-0.833
X ₄	0.111902	1.122
X ₅	0.088790	0.940
X ₆	0.137439	1.312
X ₇	0.032974	0.266
X ₈	0.113508	0.931
X ₉	-0.239968	-3.134**
X ₁₀	0.269114	3.848**
X ₁₁	0.069378	0.913
X ₁₂	0.167359	2.231**
X ₁₃	-4.003E-04	-0.006
X ₁₄	-0.130252	-1.556
X ₁₅	-0.066747	-0.990
X ₁₆	-0.102735	-1.416

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

*Significant at 5% level

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

** Significant at 1% level

Multiple R = 0.58194

R Square = 0.33866

Adjusted R² = 0.28083

Standard Error = 0.74945

It has found the variables like Age (X₁), Lack of social awareness (X₉), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan(X₁₀), and Success of SSA (X₁₂) 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 33.86 per cent variations of this multiple relation are being explained here.

Again, News Paper or print media and Television or electronic media open up the eyes of students that happen 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 lack of Lack of social awareness (X₉) has the strong negative regressional effect on the appraisal (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).



Table-3: Step-down Regression;

Step	Multiple R	R ²	F(Eqn)	Variable	Beta
1.	0.30010	0.09006	19.596	X ₇	0.275140
2.	0.39659	0.15728	18.383	X ₁	0.246367
3.	0.45706	0.20890	17.252	X ₁₀	0.230975
4.	0.51953	0.26991	18.022	X ₉	-0.257116

From the placing of variables into a step down module of regression analysis it has been found that after step (4) four variables viz. X₇, X₁, X₁₀, and X₉, had explained 26.91 per cent variables of the above mentioned relation. The rest 12 variables were explaining only about 6.95 per cent of the total effect. It is interestingly to note that in the step down model drawback of the secondary education system and the additional boost up given by RMSA for upgrading the present secondary education system had come up innovatively to explain 14 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 regression effect.

CONCLUSION

In major reform programmes of recent times for the universalisation of secondary education is RMSA which addresses the issues of quality and equity are generally addressed through macro level interventions 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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