

**LEVEL OF PERCEPTION ON RASHTRIYA MADHYAMIK
SHIKSHA ABHIYAN AMONG GUARDIANS OF UTTAR
DINAJPUR DISTRICT OF WEST BENGAL**

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Abstract

Majority numbers of people of West Bengal still live in villages and the rural education in West Bengal is of utmost important for them to get rid of poverty. The enrollment of rural students attaining schools is growing, but nearly half of the rural children are still out of the school. Some government schools in rural West Bengal are overly packed with students, leading to a distorted teacher-student ratio (PTR 1:40). Only parents who can afford expenses of education can send their kids to secondary schools. The foundation to turn India into a strong nation has to be laid down at rural level education so that the quality of education should be maintained. After 86th constitutional amendment in 2002, right to education (RTE) is one of the fundamental rights. This ensures the children of age group 6-14 years for elementary education at the children 14-16 years for secondary education. The present study has been conducted in Uttar Dinajpur, and an under develop district as well as low literacy rate among the other district of West Bengal. To measure the perception about Rashtriya Madhyamik Shiksha Abhiyan among the guardian's of class IX and X students in term of 18 variables viz. Age of respondent (X_1), Educational qualification (X_2), Occupation (X_3), Size of family (X_4), Number of school going children of family (X_5), Children studying in class IX and X (X_6), Need of private tuition (X_7), Causes behind private tuition (X_8), Extra boost up give by RMSA (X_9), Shortfalls of present secondary education system (X_{10}), remittable measures of secondary education (X_{11}), Social awareness

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(X_{12}), Social involvement (X_{13}), Improvement through Sarva Shiksha Abhiyan (X_{14}), Achievement of UEE (X_{15}), Role of Mid-day meal (X_{16}), Initiation of MDM for Secondary level (X_{17}), and Options to Successful execution of MDM (X_{18}) were found to bear substantial impact on the level of perception on RMSA (Y) of the guardian of students. This study is to construct a scientific, effective and very operational statistical model to analyse the roles, responsibilities and functions of parents in the educational process of their children with the Correlation Coefficient, Multiple and Step down Regression Analysis. This study confirms that the assessment model has one of the good diagnostic prescriptions.

Key Words: Parents Literacy, SSA, Mid-day meal, UEE, RTE, RMSA, USE, and Regression Effect.

Introduction

India has the largest education system in the world after China. However, issues like quality education and access remain Challenges in some parts of the country. The Right to Education (RTE) is now a Fundamental right for all children in the age group of 6 to 14 years. In simple words, it means that the Government will be responsible for providing education to every child up to the eighth standard, free at of cost, irrespective of class and gender. However, it will take at least five more years before the target is reached. This is because the infrastructure has to be built, and lakhs of teachers to be recruited. The RTE is the first legislation in the world that puts the responsibility of enrollment, attendance and completion of education on the government. Though the National Education Policy, 1968 talked of a free and compulsory education, the Right to Education came into effect only in April 2010. To fulfill the promise the imparting education as a right, the government has enhanced funds to the education sector. In the current budget (2011-12), an increase of 24 per cent has been made in allocation for the education sector. Effective literacy rate in the 2001 census was 64.83, which has improved to 74.04.¹

According to Hazra (2011), allocations to achieve the objectives of the Right to Education (RTE), which has been aligned with the Sarva Shiksha Abhiyan, were hiked from Rs 15,000 crore to Rs 21,000 crore during 2011-12. While this is targeted at strengthening elementary

education, the Centre is now focusing on “vocationalisation” of secondary education, which will enable students to pursue job-oriented courses at the plus two-level².

India infrastructural report (2007) showed that there are broadly four stages of school education in India: namely, primary, upper primary, secondary education (SE), and higher secondary education (HSE). The combination of primary and upper primary schooling is termed elementary education. It is important to note that there is also a programme of pre-school education (for three to six year olds), early childhood care and education (ECCE), mostly provided through the Department of Women and Child Development (DWCD), Government of India through Anganwadi Centre infrastructure³.

Review of literature

Research has shown the gains to be made by training parents not just to listen to their children read but to teach them to read (Sénéchal and Young 2008). This of course, requires a change of mindset on the part of many staff, a move from seeing “teaching” as the sole preserve of school staff. This represents a significant shift away from what might be called the “hegemony of education” being held only by school staff to an understanding that the learning of children needs support from all involved. To give the best support to that learning, the agency of parents must be acknowledged and fostered⁴.

It also identifies from the study of Unterhalter (2012) regarding the kinds of relationships that are associated with girls’ capability to articulate both the range of problems they encounter and what might change this. These suggest access to transport, information, support in articulating problems, and confidence in expressing opinions⁵.

The study of Tveit (2009) can be perceived as a hypothesis-creating study, offering clear directions for future research. The data highlight several challenges regarding the conceptualization and implementation of parental involvement in school. The descriptions seem

² Anupam Hazra, 2011, Monthly Journal Kurukshetra.

³ Michael Ward, Rural Education, India Infrastructure Report, 2007 Oxford University Press.

⁴ Janet Goodalla and Caroline Montgomery, 2013.

⁵ Elaine Unterhalter September 2012.

ambiguous as well as paradoxical, and these countless expectations are allegedly potential areas of conflict⁶.

The observational data of Sriprakash (2010) suggests students were differentiated by narrow criteria of evaluation based largely on their pace or 'brilliance' of their written output. Through such boundaries, students learn they are not equal. Within the classroom, performance stratification is explicit and little agency appeared to be held by the 'dull' child in a strongly framed pedagogic interaction. More broadly, school rituals relating to discipline and moral behaviour relayed a stratified social order that competed somewhat with the democratic ideals of the child-centred pedagogy expected in Standards 1 and 2⁷.

The SSA programme prioritizes good quality school buildings and facilities; improved quality of teacher training and teacher performance; longer time spent in school each day by students; higher levels of teacher motivation; re-energizing academic support for and supervision of schooling according to the study of NUEPA (2014)⁸.

Objective of the study-

1. To assess the level of perception on RMSA (Y) of guardian on Universalisation of Secondary Education (USE).
2. To study about level perception on Rashtriya Madhyamik Shiksha Abhiyan.
3. To know consciousness about national educational schemes.
4. To measure the better way of implementation of mid day meal in schools.
5. To study about the opinion of future implementation mid day meal for secondary level.
6. To examine the socio-economic status and educational background of the parents affect the education of their children.
7. To examine the role of parents' socio-economic and educational background on the Educational process of their children.
8. To define the nature of parental involvement in schools.
9. To analyze the extent of parental involvement in schools.

⁶ Anne Dorthe Tveit, September 2009.

⁷ Arathi Sriprakash, 2010.

⁸ EFA -2014, NUEPA, New Delhi.

10. To identify perceptual level of parents and teachers about their cooperation.
11. To estimate the nature of interdependency between and among the causal and consequent variable as postulated in the above segment.
12. To screen out the causal variables substantial effect on the level of perception on RMSA (Y) out of these 18 causal variables for formulating a strategy of intervening Universalisation of Secondary Education (USE).
13. To assess the socio-personal and attitudinal casual variable viz. Age of respondent (X_1), Educational qualification (X_2), Occupation (X_3), Size of family (X_4), School going children of family (X_5), Children studying in class IX and X (X_6), Need of private tuition (X_7), Causes of behind tuition (X_8), Extra boost up give by RMSA (X_9), Shortfalls of present secondary education system (X_{10}), Remediable measures of secondary education (X_{11}), Social awareness (X_{12}), Social involvement (X_{13}), Improvement through Sarva Shiksha Abhiyan (X_{14}), Achievement of SSA (X_{15}), Role of Mid-day Meal (X_{16}), Initiation of Mid-day Meal for Secondary level (X_{17}), and Better options for execution of Mid-day Meal (X_{18}).

Hypotheses

The present study is guided by the following research question and hypothesis:-

- 1) What is the extent of parental involvement in curriculum implementation in schools?
- 2) Were Guardians of class IX and X students of Uttar Dinajpur district conscious about Rashtriya Madhyamik Shiksha Abhiyan?
- 3) Whether Guardians of class IX and X students of Uttar Dinajpur district were aware about Sarva Shiksha Abhiyan?
- 4) Are Guardians of class IX and X students of Uttar Dinajpur district alert about national educational schemes?
- 5) Do Guardians of class IX and X students of Uttar Dinajpur district cognizant about the quality of Mid-day meal in schools?
- 6) Whether Guardians of class IX and X students of Uttar Dinajpur district desire to start mid day meal for secondary level?

Methodology and Area of Study

District of Uttar Dinajpur is one of the under developed district and least literate (59.07 per cent) district in West Bengal as well as in India with high level illiteracy, low health care and livelihood access and wide – special rural poverty. Although, it is a predominantly agricultural district and rapidly population growing district total area of this district is 3,140 sq km, total population of this district is 30, 07,134, density per square kilometer is 958, contain with 187 secondary school at the time of survey. The present study is based on intensive individual survey conducted during January to August 2014. Ten (10) different secondary schools of each of two blocks were selected on random basis out of 187 Secondary schools. The sample size of this study is 200 among parents of class IX and X students of the two parts of the district. 100 of respondents were selected from high literate (67.88 per cent) Hemtabad Block and rest 100 from low literate (42.26 per cent) Goalpokhar-1 Block. From each school, 10 students were selected on random basis whose parents (either father or mother) are the respondents. Sampling was conducted with random sampling method. Tool used to collect data structured schedule questionnaires with 44 different open questions/ opinion/ option/ views/ comment/ answers were placed before the respondents. Generally, guardians of class IX and X students were chosen as respondents for this study.

Statistical analysis

To assess the nature and extend of causal factors viz. Age of respondent (X_1), Educational qualification (X_2), Occupation (X_3), Size of family (X_4), Number of school going children in family (X_5), Children studying in class IX and X (X_6), Need of private tuition (X_7), Causes behind private tuition (X_8), Extra boost up give by RMSA (X_9), Shortfalls of present secondary education system (X_{10}), Remediable measures of secondary education (X_{11}), Social awareness (X_{12}), Social involvement (X_{13}), Improvement through SSA (X_{14}), Achievement of SSA (X_{15}), Role of Mid-Day Meal (X_{16}), Initiation of MDM for Secondary level (X_{17}), and Better options for execution of MDM (X_{18}) on the level of perception on RMSA (Y), the data as collected through structured schedules were quantified and subsequently statistically analyzed by adopting Correlation, Multiple Regression, Step-down Regression analysis, and Discriminatory analysis method. Here, the dependent variable i.e. the level of perception on RMSA 'Y' ($Y=Y_1+Y_2+Y_3$)

is the combination of three predictor variables viz. Y_1 , Y_2 , and Y_3 which have agglomerated effect in making the perceptual level on RMSA.

Table I : Correlation Analysis

<u>Variables</u>	<u>'r' Value</u>
Age of respondent (X_1)	0.0071
Educational qualification (X_2)	0.0688
Occupation of guardian (X_3)	0.2775 **
Sizes of family (X_4)	-0.2804**
Number of School going children of family(X_5)	- 0.1226
Children studying in class IX and X (X_6)	-0.2195**
Need of private tuition (X_7)	0.1285
Causes behind private tuition (X_8)	0.1366
Extra boost up by RMSA (X_9)	0.0090
Shortfalls of present secondary education system (X_{10})	0.0220
Ways for betterment of secondary education (X_{11})	-0.0387
Social awareness (X_{12})	0.1671
Social involvements (X_{13})	-0.0293
Improvement through SSA (X_{14})	-0.2022**
Achievement of UEE (X_{15})	-0.1143
Role of Mid-day Meal (X_{16})	0.1104
Initiation of MDM for Secondary level(X_{17})	-0.4826 **
Better options for execution of MDM (X_{18})	-0.0516
Critical value (2-Tail, .05) = + or - 0.1808	*Significant at 5% level
Critical value (2-Tail, .01) = + or - 0.2146	** Significant at 1% level

It is shown that the variable viz. Age of respondent (X_1), Educational qualification (X_2), occupation (X_3), size of family (X_4), school going children of family (X_5), children study in class IX and X of family (X_6), need of private tuition (X_7), causes behind private tuition (X_8), extra boost up by RMSA (X_9), shortfalls of present secondary education system (X_{10}), remediable measures of secondary education (X_{11}), social awareness (X_{12}), social involvement (X_{13}), improvement through SSA (X_{14}), achievement of UEE (X_{15}), role of Mid-Day Meal (X_{16}), initiation of MDM for Secondary level (X_{17}), and better options for execution of MDM (X_{18}) were found to be significantly correlated with the level of perception on RMSA (Y). Variables like occupation of guardian (X_3), size of family (X_4) Children studying in class IX and X of family (X_6) showed the desirable effect on the level of perception on RMSA (Y). Since the children study in class IX and X in a school, hence the parents of the school going children know the affairs of the school. Rashtriya Madhyamik Shiksha Abhiyan is a recent phenomenon though it was launched in 2010 still in West Bengal, due to different reasons it practically launched in 2014. RMSA is an additional support to the present secondary education system. Naturally, the parents having children study in class IX and X had the opportunity to know about RMSA. After the implementation of District Primary Education Programme at the primary level and Sarva Shiksha Abhiyan at the elementary level, there was an expectation in the mind of the parents that some issues like classroom management, initiation of free text books distribution, encouragement towards socially backward classes' children, easy access to the school, reducing the dropout rate, introducing remedial classes, introducing of midday meal and enhancement of subject knowledge would be addressed. In that sense, the variable like influence of SSA (X_{14}) was found the substantial negative impact on level of perception on Rashtriya Madhyamik Shiksha Abhiyan (Y). This indicates that the expectation of parents is not supposed to fulfill their dreams in comparison to Sarva Shiksha Avijaan. Parents believed that what is present in the current secondary education system is not sufficient to address some basic issues and hence initiation of mid day meal for secondary level education is to be given on priority basis by way of introducing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) so that the existing shortcomings may be addressed. These ultimately formulate to realize the problems of students in a better way. This will ultimately encourage people to make them involve for the noble social cause. As an outcome, initiation of mid day meal (X_{17}) of parents has further significant on the level of perception on Rashtriya Madhyamik Shiksha Abhiyan (Y).

Table II : Multiple Regression Analysis

<u>Variables</u>	<u>Beta Value</u>	<u>'t' Value</u>
Age of respondent (X ₁)	-0.032930	-0.472
Educational qualification (X ₂)	0.029183	0.389
Occupation (X₃)	0.152388	2.179*
Sizes of family (X₄)	-0.160255	-2.348*
Number of School going children of family (X ₅)	0.063146	0.827
Children study in class IX and X of family (X₆)	-0.142242	-2.219*
Need of private tuition (X₇)	0.148692	2.202 *
Causes behind private tuition (X₈)	0.182529	2.702 **
Extra boost up give by RMSA (X ₉)	0.027915	0.377
Shortfalls of present secondary education sys- (X ₁₀)	0.188087	1.366
Ways for betterment of secondary education (X ₁₁)	-0.190238	-1.423
Social awareness (X ₁₂)	-0.007685	-0.096
Social involvements (X ₁₃)	-0.011634	-0.187
Improvement through SSA (X₁₄)	-0.182396	-2.638 **
Achievement of UEE (X ₁₅)	0.064053	0.915
Role of Mid-day meal (X ₁₆)	0.052992	0.840
Initiation of Mid-day meal for Secondary level (X₁₇)	-0.423499	-6.736**
Better options to execution of Mid-day meal (X ₁₈)	-0.040187	-0.662
Critical value (2-Tail, .05) = + or - 1.982	*Significant at 5% level	
Critical value (2-Tail, .01) = + or - 2.621	** Significant at 1% level	

Multiple R = 0.63927
 R Square = 0.40866
 Adjusted R² = 0.34986
 Standard Error = 0.39236

Analysis of Variance

DF	Sum of Squares	Mean Square	
Regression	18	19.25624	1.06979
Residual	181	27.86376	0.15394

F Value = 6.94925

Table II shows that the variables like occupation of guardian (X_3), size of family (X_4) children study in class IX and X of family (X_6), need of private tuition (X_7), causes behind private tuition (X_8), improvement through SSA (X_{14}), and initiation of Mid-day Meal (X_{17}) were found to record a significant regression effect on the impact level of perception on RMSA (Y). Due to the remote block area and lack of urban and industrial facility of these two reference blocks of Uttar Dinajpur district, maximum number of parents involve with agriculture based works so that occupation of parents play considerable role in the perception of Rashtriya Madhyamik Shiksha Abhiyan. The R-square value of the multiple regression analysis indicates that the present study explains 40.86 per cent of the total effect. This suggests that more variables would be included to explicate the total effect.

Table III : Step-down Regression Analysis

Step I : X_{17}

Multiple R = 0.48257

R Square = 0.23287

Adjusted R^2 = 0.22900

Standard Error = 0.42727

Step II : X_4

Multiple R = 0.53102

R Square = 0.28198

Adjusted R^2 = 0.27469

Standard Error = 0.41442

Step III : X₈

Multiple R = 0.55811
 R Square = 0.31148
 Adjusted R² = 0.30094
 Standard Error = 0.40685

Step IV : X₇

Multiple R = 0.58893
 R Square = 0.34683
 Adjusted R² = 0.33344
 Standard Error = 0.39728

Step V : X₃

Multiple R = 0.60071
 R Square = 0.36085
 Adjusted R² = 0.34438
 Standard Error = 0.39401

Step VI : X₁₄

Multiple R = 0.61530
 R Square = 0.37860
 Adjusted R² = 0.35928
 Standard Error = 0.38950

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	6	17.83952	2.97325
Residual	193	29.28048	.15171

F = 19.59797

<u>Variables</u>	<u>Beta value</u>	<u>'t' value</u>
Occupation (X_3)	0.144347	2.412
Sizes of family (X_4)	-0.192365	-3.206
Need of private tuition (X_7)	0.170900	2.933
Causes behind private tuition (X_8)	0.204098	3.476
Improvement through SSA (X_{14})	-0.140830	-2.348
Initiation of Mid-day meal for Secondary level (X_{17})	-0.427482	-7.275

Table III shows the step-down regression model which indicates that after step VI, the six variables like occupation of guardian (X_3), size of family (X_4) children study in class IX and X of family (X_6), need of private tuition (X_7), causes behind private tuition (X_8), improvement through SSA (X_{14}), and initiation of Mid-day Meal (X_{17}) together can explain 37.86 per cent of the total effect. The rest twelve variables explain only 3 per cent of the entire outcome. This suggests the inclusion of more number of new variables as well as exclusion of existing variables.

Conclusion

The experience of Rashtriya Madhyamik Shiksha Abhiyan in West Bengal is not well set up in the sense that it has been running late due some technical grounds like the conversion of Government aided schools into Government Sponsored Schools and lack of proper campaigning among the common people. Still the parents of secondary schools of Uttar Dinajpur district have not clear idea about Rashtriya Madhyamik Shiksha Abhiyan, their objectives and goals though they are the secondary stake holders of the earlier programmes like District Primary Education Programme and Sarva Shiksha Abhiyan. Still from the part of the researcher, it is to be seen that there should be diverse characters while asking questions of the schedule to the respondent guardians. There are some less significant variables which will be excluded and some more new variables to be included in the structured schedule to redesign the questionnaires for making study viable.

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