

# Selection of Issues discriminating High and Low Level of Perception among Educational Managers about Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

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## ABSTRACT

After thriving execution of District primary Education Programme (1997-2002) at the primary level and Sarva Shiksha Abhiyan (2002-till now) at the elementary level, a demand had been generated at the secondary level. The overall infrastructures at the secondary level of the schools were not too healthy to cope up with burden of extra student load. Under these backdrops, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched since 2010 as a comprehensive and integrated flagship programme throughout the country. The present study has been conducted in Kolkata, a highly dense population as well as highest literate district and Uttar Dinajpur, in-proximity to the lowest literate district of the state of West Bengal. To depict the perception about Rashtriya Madhyamik Shiksha Abhiyan among the educational administrators in term of 19 variables, viz., Age ( $X_1$ ), Educational qualifications ( $X_2$ ), professional experiences ( $X_3$ ), Designation ( $X_4$ ), family size ( $X_5$ ), school going children in family ( $X_6$ ), children of class IX and X in family ( $X_7$ ), necessity of private tuition ( $X_8$ ), reasons behind tuition ( $X_9$ ), additional boost up by RMSA ( $X_{10}$ ), drawback of present secondary education system ( $X_{11}$ ), remedial measures of secondary education ( $X_{12}$ ), social awareness ( $X_{13}$ ), social involvement ( $X_{14}$ ), upliftment through Sarva Shiksha Abhiyan ( $X_{15}$ ), success of SSA ( $X_{16}$ ), role of Mid-Day Meal (MDM) ( $X_{17}$ ), necessity of MDM for Secondary level ( $X_{18}$ ), successful execution of MDM ( $X_{19}$ ) were found to bear substantial impact on the high and low level of perception ( $Y$ ) of the educational administrators.

Keywords: RMSA, Remedial Measures, Discriminant Analysis, Mid-day Meals.

## INTRODUCTION

The recently launched centrally sponsored scheme for secondary education, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), offers a strategic opportunity to improve access and equity; enhance quality, accountability and ability to measure learning outcomes; and promote standardization of curriculum and examinations across states. In order to develop proper understanding among the planning teams at different levels, the highlights and significant features of the RMSA are to be studied here. The plans may be developed keeping in view these basic characteristics and financial norms of the schemes.

In West Bengal, there are four types of schools viz. i) Government Schools which is purely run by the government, ii) Government Aided Schools where 100 per cent financial support comes from government exchequer but it has its own Managing Committee as per with regulation of West Bengal Board of Secondary Education which is again an autonomous statutory body under state legislative act, iii) Government Sponsored Schools which is almost similar to Government Aided Schools, and iv) Private Schools. The number of Government and Government Sponsored Schools is quite less than the Government Aided Schools. As per criteria laid down in RMSA, Government Aided schools are not entitled to get financial aid from RMSA and the managing committees of these schools were not ready to accept the status of Government Sponsored Schools. This is principal reason of delaying the launching of Rashtriya Madhyamik Shiksha Abhiyan in the state. Practically, after lapsing of four years, Rashtriya Madhyamik Shiksha Abhiyan launched physically from 2014 after clearing all administrative problems.

Rashtriya Madhyamik Shiksha Abhiyan is the new phenomenon and hence sufficient research findings had not found in the specialized area of educational administration. However, some works were found in related with Secondary education. Recently, the State of Bihar identified some schools as model schools which will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil -teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome.

In the analytical note, the World Bank & DFID showed that the per-capita income of ranges from Rs 2056 in Bihar (pay band of teachers Rs. 6,000) to Rs 16,054 in Goa during (pay band of teachers Rs. 9,300-34,800) 2011-12 and States such as UP, Orissa, Meghalaya and Manipur have a much lower per-capita income than the salary of a

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secondary school teacher. The share of enrolment in government schools is 46%, which is lower than the percentage of government secondary schools (62 %) and the share of government teachers at the secondary school level is 42% of the total secondary school teachers in the country during the year 2010-11.

#### METHODOLOGY

The present study is based on intensive individual survey conducted during January to August 2014 in 25 different secondary schools of Kolkata which was selected on random basis out of 713 secondary schools. A structured schedule containing of 19 different cluster of questions were placed before respondents. Generally, District Inspector of Schools (Secondary Education), Assistant Inspector of Schools (Secondary Education), Sub- Inspector of Schools (Secondary Education), District Project Officer (Sarva Shiksha Mission), District Project Officer (RMSA), School Headmaster, Assistant Headmaster, Secretary, President, and other members of Managing Committee of the Schools were chosen as respondents for this study. The similar study was also conducted during January to August 2014 in 25 different secondary schools of Uttar Dinajpur which was selected on random basis out of 187 secondary schools. The total number of respondents selected randomly for the study from Kolkata and Uttar Dinajpur was 162. While calculating the high and low level perception, the district with highest literacy, that is, Kolkata is taken as high level of perception among its educational administrators and Uttar Dinajpur, the district of close proximity to lowest literate district of the state of West Bengal is taken as low level of perception among its educational administrators. The data as collected through structured schedules were quantified and subsequently statistically analyzed by adopting Mean, Correlation, and Mahalanobis D-Square analysis method.

#### OBJECTIVES OF THE STUDY

The goal of Universalisation of Secondary Education (USE) translates into the following main objectives:

1. To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
2. To improve access to secondary schooling to all young persons according to norms - through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) /efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
3. To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
4. To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
5. To ensure that all students pursuing secondary education receive education of good quality
6. Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

#### The main Objectives of this specific study are as follows:

- i. To assess the level of perception among educational administrators of Kolkata district of West Bengal from some socio-economic, socio-cultural, and other factors associated with secondary school education system;
- ii. To assess the level of perception among educational administrators of Uttar Dinajpur district of West Bengal from some socio-economic, socio-cultural, and other factors associated with secondary school education system;
- iii. To evaluate the difference of their level of perception among educational administrators of two districts; and
- iv. To identify the factors responsible for the high and low level of perception.

## RESULT AND DISCUSSION

**Table -1: Values of Linear Discriminant Coefficient against 19 casual variables (df = 142)**

Variables	Linear Discriminant Coefficient
X <sub>1</sub> Age	0.000552
X <sub>2</sub> Educational qualifications	0.102556
X <sub>3</sub> Professional Experiences	0.109485
X <sub>4</sub> Designation	0.003326
X <sub>5</sub> Family size	0.024588
X <sub>6</sub> School going children in family	0.014424
X <sub>7</sub> Children of class IX and X in family	0.003333
X <sub>8</sub> Necessity of private tuition	0.002454
X <sub>9</sub> Reasons behind tuition	0.000303
X <sub>10</sub> Additional boost up by RMSA	0.059831
X <sub>11</sub> Drawback of present secondary education system	0.084067
X <sub>12</sub> Remedial measure of secondary education	0.009573
X <sub>13</sub> Social awareness	0.063904
X <sub>14</sub> Social involvement	0.001517
X <sub>15</sub> Upliftment through SSA	0.000409
X <sub>16</sub> Success of SSA	0.000756
X <sub>17</sub> Role of Mid-Day Meal	0.000247
X <sub>18</sub> Necessity of MDM for Secondary level	0.012717
X <sub>19</sub> Successful execution of MDM	0.001563

Table 1 shows the D2 based statistics on the nineteen variables. Values of coefficients and Discriminant function of factors which discriminate the educational administrators of two districts of West Bengal in terms of their level of perception about the activities adopted during Rashtriya Madhyamik Shiksha Abhiyan and its utility towards fulfillment of the objectives of universalisation of secondary education. The tabulated D2 values at 142 degrees of freedom have implied that the 19 variables considered in distinguishing the two levels of educational managers having high and low perception level were influential.

**Table - 2: Means, their differences and 'r' values of variables with respect to perceptual levels**

Code No. Variables	High Level N <sub>1</sub> = 81 Mean Value	Low Level N <sub>2</sub> = 81 Mean Value	Mean Difference (MD)	'r' value
X <sub>1</sub> Age	45.83950617	47.04938272	1.209876543	0.0331
X <sub>2</sub> Educational qualifications	7.320987654	5.950617284	1.37037037	0.3699**
X <sub>3</sub> Professional Experiences	5.87654321	4.827160494	1.049382716	0.4471**
X <sub>4</sub> Designation	1.592592593	1.333333333	0.259259259	0.0795
X <sub>5</sub> Family size	4.308641975	4.975308642	0.666666667	-0.2370**
X <sub>6</sub> School going children in family	1.049382716	1.765432099	0.716049383	-0.1485
X <sub>7</sub> Children of class IX and X in family	0.271604938	0.641975309	0.37037037	-0.2582**

X <sub>8</sub>	Necessity of private tuition	0.975308642	1.259259259	0.283950617	0.2445**
X <sub>9</sub>	Reasons behind tuition	1.283950617	0.925925926	0.358024691	0.0192
X <sub>10</sub>	Additional boost up by RMSA	0.592592593	0.864197531	0.271604938	0.4493**
X <sub>11</sub>	Drawback of present secondary education system	0.617283951	0.271604938	0.345679012	0.3967**
X <sub>12</sub>	Remedial measure of secondary education	0.567901235	0.308641975	0.259259259	0.2929**
X <sub>13</sub>	Social awareness	2.592592593	1.518518519	1.074074074	0.2720**
X <sub>14</sub>	Social involvement	0.382716049	0.209876543	0.172839506	0.2139*
X <sub>15</sub>	Upliftment through SSA	2.765432099	2.987654321	0.222222222	0.1568
X <sub>16</sub>	Success of SSA	7.283950617	8.827160494	1.543209877	0.1165
X <sub>17</sub>	Role of Mid-Day Meal	5.469135802	5.518518519	0.049382716	-0.0448
X <sub>18</sub>	Necessity of MDM for Secondary level	0.851851852	0.901234568	0.049382716	0.0584
X <sub>19</sub>	Successful execution of MDM	1.530864198	1.320987654	0.209876543	0.134

\*Significant at 5% level \*\* Significant at 1% level

The results in the above table give the mean values and their differences with significance of 19 variables for high and low level of retentivity among educational administrators of Kolkata and Uttar Dinajpur districts of West Bengal. The high perceptual level means the higher involvement and deeper understanding about the overall activities of Rashtriya Madhyamik Shiksha Abhiyan and on the other hand low perceptual level means the lower involvement and superficial understanding about the activities of RMSA. Here, in this table, high level of perception always does not necessarily carry the high value and the same is true for the low level perception to carry the low value.

The mean value of the variable age (X1) of the educational administrators for the two districts Kolkata and Uttar Dinajpur are 45.84 and 47.05 years respectively. It is not significant in explaining differences between high and low level of perception.

Out of these nineteen variables, 10 variables viz. Educational qualifications (X2), professional experiences (X3), family size (X5), children of class IX and X in family (X7), necessity of private tuition (X8), additional boost up by RMSA (X10), drawback of present secondary education system (X11), remedial measures of secondary education (X12), social awareness (X13), social involvement (X14) show their significant level of impact in differentiating the high and low level of perception among the educational managers of Kolkata and Uttar Dinajpur districts.

The educational administrators of Kolkata district have the higher mean value of their educational qualifications than their counterparts of Uttar Dinajpur district. Higher educational qualifications mean the higher educational achievements which enable them in understanding the problems of secondary education system. Educational Administrators, residing in Kolkata district which is the capital of the state also, have got some added advantage of getting themselves involved in enhancing their educational qualifications. The coefficient of correlation between the level of perception and the variable X2 shows the strong significance.

At the initial stage, the educational administrators were appointed at the block, sub-divisional, district level and after gaining the experiences, they were posted in Kolkata. Moreover, the state level educational seminars, orientations, and workshops are generally held in Kolkata. Naturally, the educational administrators surrounding Kolkata got the more opportunity than their counterpart of the other districts like Uttar Dinajpur. So, more professional experiences make possible for the educational administrators associated with the secondary education to realize the basic problems of secondary education system of the concerned district as well as the activities of the recently

launched through Rashtriya Madhyamik Shiksha Abhiyan. Hence, the variable (X3) has strong positive impact on the level of perception to discriminate between its high and low value.

Again, the mean value of family size of educational administrator in Kolkata District is 4.31 and the same for Uttar Dinajpur District is 4.97. The coefficient of correlation of the variable X5 has strong negative impact on the level of perception which ultimately determines in discrimination of the high and low level of perception about RMSA. The negative sign indicates that the low family size or low family burden helps the educational administrator in devoting the maximum time for the cause of education. Thus, the low mean value of family size means the high level of perception.

Similarly, low mean value of family size correspond the low mean value of the number of children of class IX and X. Thus, the coefficient of correlation of the variable X7 has strong negative impact on the level of perception which eventually determines in discrimination of the high and low level of perception about RMSA. Here, also the low mean value of number of children of class IX and X means the high level of perception.

The mean value of necessity of private tuition in Kolkata district is 0.97 whereas that in Uttar Dinajpur district is 1.26 which indicates that the children of classes IX & X of Kolkata district are not as dependent on private tuition as that of Uttar Dinajpur. Low dependence of private tuition means more self dependence and the more involvement of parents. Educational administrators engaged in helping their children to understand their school subjects will help them in understanding the present scenario of secondary education. The positive correlation value of the variable indicates that the low mean value of necessity of private tuition in Kolkata district would contribute the high level of perception in realizing the operational area of Rashtriya Madhyamik Shiksha Abhiyan.

Educational administrators of Kolkata district thought that whatever additional boost up given by RMSA to the present secondary education system is not sufficient hence the mean value of the variable X10 indicates low value which corroborates their high level of perception. The phenomenon is reversed in case of Uttar Dinajpur.

The mean value of the drawbacks of the present secondary education system has high value in Kolkata district (0.62) than Uttar Dinajpur district (0.27). The educational administrators related with secondary education system starting from Commissioner of School Education, Directors, District Inspector Schools (Secondary Education), Headmaster and Secretary of Secondary schools of Kolkata district identified the shortcomings of present secondary education system which leads them to achieve high level of perception in understanding Rashtriya Madhyamik Shiksha Abhiyan. The correlation value of the variable X11 shows the positive bearing on the predictor variable which also justifies the fact.

It is the fact that educational administrators of Kolkata identified the major drawbacks of the present secondary education system and it is possible for them to prescribe the remedial measures to overcome from these shortcomings which would help while executing Rashtriya Madhyamik Shiksha Abhiyan in the district in special and the whole state in general. It signifies the high level of perception.

It is the positional advantage that the educational administrators of Kolkata district, being its capital of the state of West Bengal and one of the leading cities of not only India but also in south Asian countries, have been getting more benefit from different social awareness programmes. On the other hand, educational administrators of Uttar Dinajpur district have been getting least chances of make them aware from different social awareness programmes. Thus, the educational administrators are getting more chances to make them involved in different social activities than their counterparts of Uttar Dinajpur district. So, in case of variables X13 and X14, the correlation values insist the justification in favour of high level of perception about RMSA.

**Table - 3: Percentage Contribution of Individual Character to the Total Distance Measurement**

Code No.	Coefficient X Variables Coefficient	Mean Difference	Mean Difference	Percentage Contribution	Rank
X <sub>1</sub>	0.0005517	1.209876543	0.000667489	0.164958919	
X <sub>2</sub>	0.102556	1.37037037	0.140539704	34.73208011	I
X <sub>3</sub>	0.1094848	1.049382716	0.114891457	28.39353703	II
X <sub>4</sub>	0.0033263	0.259259259	0.000862374	0.213121592	
X <sub>5</sub>	0.0245876	0.666666667	0.016391733	4.050947741	V
X <sub>6</sub>	0.0144244	0.716049383	0.010328583	2.552539623	VII
X <sub>7</sub>	0.0033333	0.37037037	0.001234556	0.305100134	
X <sub>8</sub>	0.0024543	0.283950617	0.0006969	0.172227392	
X <sub>9</sub>	0.0003025	0.358024691	0.000108302	0.026765177	
X <sub>10</sub>	0.0598308	0.271604938	0.016250341	4.016004883	VI
X <sub>11</sub>	0.0840667	0.345679012	0.029060094	7.181725022	IV
X <sub>12</sub>	0.0095725	0.259259259	0.002481759	0.61332605	
X <sub>13</sub>	0.0639042	1.074074074	0.068637844	16.96271622	III
X <sub>14</sub>	0.0015166	0.172839506	0.000262128	0.064780729	
X <sub>15</sub>	0.0004091	0.222222222	9.09111E-05	0.022467188	
X <sub>16</sub>	0.0007563	1.543209877	0.00116713	0.288436924	
X <sub>17</sub>	0.0002467	0.049382716	1.21827E-05	0.003010758	
X <sub>18</sub>	0.0127171	0.049382716	0.000628005	0.155201109	
X <sub>19</sub>	0.0015627	0.209876543	0.000327974	0.081053407	

Table 3 showed the percentage contribution of each variable to the total discrimination. Out of the 19 variables considered only Educational qualifications (34.73 %), professional experiences (28.39 %), family size (4.05 %), school going children in family (2.55 %), additional boost up by RMSA (4.02 %), drawback of present secondary education system (7.18 %), and social awareness (16.96 %) in a cluster contributed more than 97 per cent towards the total discrimination. Hence, Educational qualifications, professional experiences, family size, school going children in family, additional boost up by RMSA, drawback of present secondary education system, and social awareness have been found to be key discriminators and planners and executors of Rashtriya Madhyamik Shiksha Abhiyan should pay attention on these factors in dealing with the problem of high or low perceptual level among educational administrators.

#### CONCLUSION

In an attempt to search the socio-economic and environmental factors causing the perceptual level among the educational administrators at the operational stage of Rashtriya Madhyamik Shiksha Abhiyan, some prominent factors such as age (X<sub>1</sub>), educational qualifications (X<sub>2</sub>), professional experiences (X<sub>3</sub>), designation (X<sub>4</sub>), family size (X<sub>5</sub>), school going children in family (X<sub>6</sub>), children of class IX and X in family (X<sub>7</sub>), necessity of private tuition (X<sub>8</sub>), reasons behind tuition (X<sub>9</sub>), additional boost up by RMSA (X<sub>10</sub>), drawback of present secondary education system (X<sub>11</sub>), remedial measures of secondary education (X<sub>12</sub>), social awareness (X<sub>13</sub>), social involvement (X<sub>14</sub>), upliftment through Sarva Shiksha Abhiyan (X<sub>15</sub>), success of SSA (X<sub>16</sub>), role of mid-day meal (MDM) (X<sub>17</sub>), necessity of MDM for Secondary level (X<sub>18</sub>), and successful execution of MDM (X<sub>19</sub>) have been identified. It indicates while low level

perception is the flamboyant consequence, observable in the micro-school environment, many more causes are enrooted into the subsystem like Educational qualifications, professional experiences, family size, children of class IX and X in family, necessity of private tuition, additional boost up by RMSA, drawback of present secondary education system, remedial measures of secondary education, social awareness, social involvement and even attitudinal behaviour of the educational administrators. To go deeper into the nexus of mutually interdependent subsystem conceding the enhancement of perceptual level of the educational administrators and the fulfillment of the objectives as laid down in RMSA, many more factors could have been emerged as path finder in such type of studies.

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