

## Attitude of Secondary School Teachers of West Bengal in Successful Implementation of Rashtriya Madhyamik Shiksha Abhiyan

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### ABSTRACT:

After successful implementation of National Literacy Mission (NLM), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA), a demand had been generated at the secondary level to ensure the optimum level of enrollment, access, and quality of learning. To combat with the situation and to follow the objectives of Universalization of Secondary Education (USE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been launched in 2010 as a comprehensive and integrated flagship programme throughout the country. The present study has been conducted in Uttar Dinajpur District of West Bengal of Indian sub-continent among one hundred secondary school teachers to illustrate the attitudinal level on Rashtriya Madhyamik Shiksha Abhiyan in terms of seventeen causal variables like Age ( $X_1$ ), Educational qualifications ( $X_2$ ), Size of family members ( $X_3$ ), Number of school going children ( $X_4$ ), Number of children studying class IX and X ( $X_5$ ), Necessity of private tuition ( $X_6$ ), Reasons behind the private tuition ( $X_7$ ), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan to the existing secondary education system ( $X_8$ ), Drawbacks of the present secondary education system ( $X_9$ ), Plausible Remedies of the short fall of present secondary education system ( $X_{10}$ ), Importance of daily news paper ( $X_{11}$ ), Social involvement ( $X_{12}$ ), Effectiveness of Sarva Shiksha Abhiyan ( $X_{13}$ ), Upliftment through Universalisation of Elementary Education ( $X_{14}$ ), Role of Mid-day Meal ( $X_{15}$ ), Introduction of Mid-day Meal at Secondary level ( $X_{16}$ ), and Way of successful Implementation of Mid-day Meal Programme ( $X_{17}$ ) were found to bear substantial effect on the attitudinal level ( $Y$ ) of the secondary school teachers. During the study, it was observed that some of the variables namely, Necessity of private tuition ( $X_6$ ), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan to the existing secondary education System ( $X_8$ ), Effectiveness of Sarva Shiksha Abhiyan ( $X_{13}$ ), Upliftment through Universalisation of Elementary Education ( $X_{14}$ ), Role of Mid-day Meal ( $X_{15}$ ), and Introduction of Mid-day Meal at Secondary level ( $X_{16}$ ) had a strong co-relational impact on the predictor variable while the factors like Reasons behind the private tuition ( $X_7$ ), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan to the existing secondary education System ( $X_8$ ), Plausible Remedies of the short fall of present secondary education system ( $X_{10}$ ), Effectiveness of Sarva Shiksha Abhiyan ( $X_{13}$ ), and Role of Mid-day Meal ( $X_{15}$ ) were found the substantial regressional effect on the dependent variable.

### INTRODUCTION:

Education is always added its positive meaning to the society. After having a minimum level of success to elementary education, secondary education has become more challenging toward social and cultural growth of the society. The District of Uttar Dinajpur of the State of West Bengal is being declared as the lowest in terms of human development index (Male literacy rate 65.52 per cent, Female literacy rate 52.17 per cent, and total literacy rate 59.07 per cent) as well the district has several educationally backward blocks Thus,

Uttar Dinajpur district has its own distinct features in term of education, culture, economic and social development of the State of West Bengal.

In the report of Sankar and Mishra (2011) on teacher assessments especially in the context of Nalanda Bihar they found that the pre-service teacher education is not rigorous and is often too theoretical. This does not equip the teachers to build skills for the classroom. There is also no inbuilt process of internal assessment which could bring out the various skills and capacities that are required from a student teacher in the course of teaching, which indicates that pre-service education does not provide the education system with good quality teachers. In their report they also identified another constraining factor is the shortage of teachers. The problem is acute in some states like Uttar Pradesh, Bihar, West Bengal, Jharkhand, Orissa, and Chhattisgarh. Ramchandran, Pal and et al (2010) studied on teacher motivation in India and they found that 25 to 30% teachers are highly motivated and work very hard regardless of their personal circumstances. Another 30% comply with all the formal requirements – regularity, attendance, data on enrolment and retention, mid-day meal distribution and so on. These teachers have the potential but the system has worn them out. The remaining 40 to 45% can be categorized as ‘indifferent’ – they are just not motivated and really do not care. Strict monitoring – by a highly motivated head master or a block/district official – can tip the scales and ensure better functioning.

Sindhi (2012) while studying the plight of non government teacher in India found that teachers were less satisfied with advancement, compensation, supervision, human-relation, and working conditions. These findings supported the findings of other researchers like Stephen and Fish (2010). They showed that most of the interviewees reported satisfaction with in their job, but noted excessive demands and lack of administrative support as contribution to job dissatisfaction. This study indicates that the fresh aspirants desperate for jobs are ready to work at a bare hand to mouth salary which indirectly affects experienced teachers.

In the human development report (2010) report of UNESCO, it was found that the existing regional imbalances were there within the education sector in Uttar Dinajpur. Approximately 37 per cent of the district population, Raiganj Sub-division accounts for 52 per cent of the schools and 50 per cent of the school teachers in Uttar Dinajpur and has a student enrolment equivalent to 61 per cent of the total school enrolments in the district. On the other hand, with a sub-divisional population that is nearly twice as large as that in Raiganj Sub-division, Islampur Sub-division has 58 per cent of the schools and 50 per cent of the teachers, enrolling around 40 percent of the school students in the district. In terms of institutional and teaching strength, primary, secondary and Higher Secondary education is more developed in Raiganj Sub-division. However, Islampur Sub-division has a larger proportion of the upper primary institutions and teachers and also surpasses Raiganj Sub-division in terms of primary and upper primary enrolments. Thereafter, the focus shifts to Raiganj Sub-division during the secondary and HS stages. With the majority of the secondary and Higher Secondary schools located within the sub-division, Raiganj Sub-division accounts for about 58 per cent of the aggregate student enrolments at these higher stages. Most strikingly, Raiganj Sub-division has 64 percent of the primary teachers in Uttar Dinajpur and also has 57 per cent of secondary teachers and 60 per cent of the Higher Secondary teachers.

According to DISE report (2012-13), the total number of secondary schools in Uttar Dinajpur district is 187 and the number of enrolled students among these schools is 75,999 and number of secondary school teachers is 1,875.

## **OBJECTIVE OF THE STUDY:**

### **GENERAL OBJECTIVE:**

To study the level of the attitudinal level of secondary school teachers

**SPECIFIC OBJECTIVES:**

- I. To evaluate and asses of the attitudinal level of secondary teachers from Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- II. To assess the socio personal and attitudinal causal variables viz. Age ( $X_1$ ), Educational qualifications ( $X_2$ ), Size of family members ( $X_3$ ), Number of school going children ( $X_4$ ), Number of children studying class IX and X ( $X_5$ ), Necessity of private tuition ( $X_6$ ), Reasons behind the private tuition ( $X_7$ ), Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan to the existing secondary education System ( $X_8$ ), Drawbacks of the present secondary education system ( $X_9$ ), Plausible Remedies of the short fall of present secondary education system ( $X_{10}$ ), Importance of daily news paper ( $X_{11}$ ), Social involvement ( $X_{12}$ ), Effectiveness of Sarva Shiksha Abhiyan ( $X_{13}$ ), Upliftment through Universalisation of Elementary Education ( $X_{14}$ ), Role of Mid-day Meal ( $X_{15}$ ), Introduction of Mid-day Meal at Secondary level ( $X_{16}$ ), and Way of successful of Mid-day Meal Programme ( $X_{17}$ ) were found to bear substantial impact on the attitudinal level (Y) of the school teachers.
- III. To evaluate the nature, level and extent of interdependency vis-à-vis mutual bearing taking 'Y'(attitudinal level of Rashtriya Madhyamik Shiksha Abhiyan) as to be the consequent variable while the others as explanatory variables.

**THE STUDY AREA AND METHODOLOGY:**

The present study is based on intensive school survey during April – December 2013 in two blocks namely, Goalpokhor-I and Hemtabad block of Uttar Dinajpur state of West Bengal. With the help of random sampling method of 50 secondary schools teachers were selected from Goalpokhor-1 and another 50 secondary school teachers were selected from Hemtabad block.

During selection of teachers, those schools were given preference where Sarva Shiksha Abhiyan (SSA) has been operating since 2002. A structured schedule containing of 43 questions/ statements/ views /opinions were placed before each teacher individually to assess the level the attitudinal level about Rashtriya Madhyamik Shiksha Abhiyan. Above 43 questions were again arranged in seventeen (17) causal variables  $X_1$  to  $X_{17}$ . Here, in order to identity the problems, various statistical analyses like correlation, regression, and step down regression method have been adopted. Now, the attitudinal level (Y) of secondary school teachers about Rashtriya Madhyamik Shiksha Abhiyan is calculated as cumulative sum of three correlated identities whether respondent knows about the RMSA ( $Y_1$ ), its full form ( $Y_2$ ), and its objectives ( $Y_3$ ). Hence,  $Y = Y_1 + Y_2 + Y_3$

**RESULT AND DISCUSSION:**

**Table I: Co-efficient of correlation between Y and other 17 independent variables**

<u>Variables</u>	<u>'r' Value</u>
Age ( $X_1$ )	-0.0682
Educational qualifications( $X_2$ )	-0.0065
Size of family members ( $X_3$ )	0.0371
Number of School going children of family( $X_4$ )	-0.0698
Number of children study in class IX and X of family( $X_5$ )	0.0971
<b>Necessity of private tuition(<math>X_6</math>)</b>	<b>0.2271*</b>
Reasons behind the Private Tuition ( $X_7$ )	-0.1311
<b>Additional boost give by RMSA to secondary Edu. System (<math>X_8</math>)</b>	<b>0.3582**</b>
Drawback of present secondary education system( $X_9$ )	0.0683
Remedial measure of secondary education( $X_{10}$ )	0.1447
Importance of daily news paper ( $X_{11}$ )	-0.0452
Social involvements ( $X_{12}$ )	-0.0333

<b>Effectiveness of SSA (X<sub>13</sub>)</b>	<b>-0.2841**</b>
<b>Upliftment through UEE (X<sub>14</sub>)</b>	<b>-0.2264*</b>
Role of Mid-day Meal (X <sub>15</sub> )	-0.1922
<b>Introduction of Mid-day Meal at Secondary level (X<sub>16</sub>)</b>	<b>-0.2543*</b>
<b>Successful of mid-day Meal (X<sub>17</sub>)</b>	<b>0.2141*</b>

Critical Value (2 Tail, 0.05)= +or - 0.197(\*)

\* significant at 5%

Critical Value (2 Tail, 0.01)= +or -0.256(\*\*)

\*\* significant at 1%

Table I depicts the correlation studies between the predictor variable that is, the attitudinal level about Rashtriya Madhyamik Shiksha Abhiyan and other seventeen (18) causal variable namely viz. Age (X<sub>1</sub>), Educational qualification (X<sub>2</sub>), Size of family members (X<sub>3</sub>), School going children of family (X<sub>4</sub>), Student of class IX and X of family (X<sub>5</sub>), Necessity of private tuition (X<sub>6</sub>), Tuition supporting reasons (X<sub>7</sub>) Additional boost up give by Rashtriya Madhyamik Shiksha Abhiyan (X<sub>8</sub>), Drawback of present secondary education system (X<sub>9</sub>), Remedial measures of secondary education (X<sub>10</sub>), Social awareness (X<sub>11</sub>) Social Involvement(X<sub>12</sub>), Effectiveness of SSA (X<sub>13</sub>), Upliftment through UEE (X<sub>14</sub>), Role of Mid-Day Meal (X<sub>15</sub>), Introduction of Mid-Day Meal in Secondary level(X<sub>16</sub>), Way of successful implementation of mead-day meal (X<sub>17</sub>), it is observed that the variable like necessity of private tuition (X<sub>6</sub>), Additional boost up give by Rashtriya Madhyamik Shiksha Abhiyan (X<sub>8</sub>), Effectiveness of SSA (X<sub>13</sub>), Upliftment through UEE (X<sub>14</sub>), Introduction of Mid-day Meal at Secondary Level (X<sub>16</sub>), and Success of Mid-day meal (X<sub>17</sub>), had yielded a substantial influence on the dependent variable that the attitudinal level of Rashtriya Madhyamik Shiksha Abhiyan.

The infrastructural and congenial environment of secondary schools of west Bengal are such that the only learning process during school-hours is not sufficient for students pursuing secondary education (class IX and X). Moreover, the effort during classes IX and X will be ultimate result for scoring high marks in matriculation examination. To obtain good score, the secondary teachers of West Bengal believe that the private tuition is not only essential but also the obligatory before the secondary student. As a result, the variable like Necessity of private tuition (X<sub>6</sub>), had build up a strong bearing upon the attitudinal level.

Even if during the year 2013-14 the programme like Sarva Shiksha Abhiyan was not successfully operated in the state of West Bengal. The respondents thought that it would be beneficial to the existing secondary education system in the light of fulfillment of deficiencies of the secondary school teachers in order to maintain the teacher-student ratio of 1:40. The programme like Rashtriya Madhyamik Shiksha Abhiyan would also provide the deficiencies of the class room and other minimum amenities. Considering all, the variable like Additional boost up given by Rashtriya Madhyamik Shiksha Abhiyan (X<sub>8</sub>) had a strong impact upon the predictor variable.

Sarva Shiksha Abhiyan has been started throughout the country since 2002 in order to fulfill the objectives of universalisation of elementary education. It is the experience of respondent secondary school teachers that during implementation of Sarva Shiksha Mission, the primary and upper primary, junior high, and the part of secondary and higher secondary schools are really benefiting from Sarva Shiksha Mission. The SSA, to some extent, successfully reduced the rate of dropout, increase the level of retention and enrolment, enhancement of basic amenities to access to the schools like, provision of drinking water, adequate facility of bathroom and toilets, additional classroom, distribution of free text books among SC, ST, OBC and other girls students. After eleven (11) years of implementation Sarva Shiksha Mission, the effect of the variable like Effectiveness of SSA (X<sub>13</sub>) had a substantial bearing on the dependent variable.

From the year of initiation of Sarva Shiksha Abhiyan, the elementary schools (primary and upper primary, junior high, and the part of secondary and higher secondary schools,) have been getting considerable amount of fund in view to increase their infrastructural facilities like construction new buildings, provision of additional classrooms, pedagogical support and at the same time, schools have been getting year wise school

grant, teaching learning emoluments (TLE), grant for teaching learning material, and provision additional teachers through the recruitment of Para-teachers. In this way, the variable such as upliftment through UEE ( $X_{14}$ ) has a strong significance on the attitudinal level.

The most of students of the rural part of Bengal are still come from the family background where they are not getting the adequate food during school hours. Mid-day meal Schemes has been successfully running for the students of both the primary and upper primary classes. Various study report (A multidimensional study of Mid-day meal programme in India: An approach towards UEE published in IJSSIR indicates that Mid-day meal programme has been helping in increasing the day to day enrolment of school children. The number of school going children of both primary and upper primary level have been increased significantly due to the implementation of Mid-day Meal programme and thus the variable like Introduction of Mid-day Meal in Secondary level( $X_{16}$ ) and the Success of Midday Meal ( $X_{17}$ ) at the elementary level for the students would be beneficial to the fulfillment of the objectives of Rashtriya Madhyamik Shiksha Abhiyan

**Table II: Multiple Regression Analysis**

<b>Variables</b>	<b>Beta Value</b>	<b>'t' Value</b>
Age ( $X_1$ )	-0.085048	-0.794
Educational qualification ( $X_2$ )	-0.128108	-1.390
Size of family members ( $X_3$ )	-0.017014	-0.165
Number of school going children ( $X_4$ )	-0.177051	-1.471
Number of student study class IX and X ( $X_5$ )	0.222269	1.916
Necessity of private tuition ( $X_6$ )	0.105291	0.849
<b>Reasons behind private tuition (<math>X_7</math>)</b>	<b>-0.654560</b>	<b>-4.345**</b>
<b>Additional boost up give by RMSA to secondary education(<math>X_8</math>)</b>	<b>0.235020</b>	<b>2.215*</b>
Drawback of present secondary education system( $X_9$ )	0.029058	0.120
<b>Plausible remedies of the short fall of present second Edu. System(<math>X_{10}</math>)</b>	<b>0.538063</b>	<b>2.100*</b>
Importance of daily news paper ( $X_{11}$ )	-0.009024	-0.094
Social involvement ( $X_{12}$ )	0.038317	0.421
<b>Effectiveness of SSA (<math>X_{13}</math>)</b>	<b>-0.371657</b>	<b>-3.528**</b>
Upliftment of UEE ( $X_{14}$ )	-0.107251	-0.900
<b>Role of Mid-day Meal (<math>X_{15}</math>)</b>	<b>-0.260126</b>	<b>-2.835**</b>
Introduction of Mid-day Meal for Secondary level ( $X_{16}$ )	0.015210	0.154
Successful of Mid-day Meal ( $X_{17}$ )	0.033869	0.301

Critical Value (2 Tail, 0.05) = +or - 1.989(\*)

\*significant at 5%

Critical Value (2 Tail, 0.01) = +or -2.638(\*\*)

\*\*significant at 1%

Multiple R	0.70437
R Square	0.49613 (49.61 %)
Adjusted R Square	0.39167
Standard Error	0.83619

Analysis of Variance

	<b>DF</b>	<b>Sum of Squares</b>	<b>Mean Square</b>
Regression	17	56.45477	3.32087
Residual	82	57.33523	0.69921

F value = 4.74946

Table II presents the multiple regression analysis with beta values and corresponding t values. It is noticeable that the variables like reasons behind private tuition ( $X_7$ ), additional boost up of Rashtriya Madhyamik Shiksha Abhiyan to the existing secondary education ( $X_8$ ), plausible remedies of the short fall of present secondary education system ( $X_{10}$ ), Effectiveness of Sarva Shiksha Abhiyan (SSA) ( $X_{13}$ ), and Role of Mid-day Meal ( $X_{15}$ ), have been found to exercise the significant regressional effect on the attitudinal level on Rashtriya Madhyamik Shiksha Abhiyan. It has been found that different factors affecting the attitudinal level in a different way.

The existing secondary education system did not fulfill the academic needs of the students hence bring them into the new arena of private tuition and hence the factor like reasons behind the private tuition of secondary children ( $X_7$ ) has the considerable regressional impact on the attitudinal level about Rashtriya Madhyamik Shiksha Abhiyan.

The existing secondary educational system needs some immediate reforms like enhancement of the teaching faculties, requirement of additional class room, necessity of reforms in the secondary curriculum, better teaching learning environment etc. to address the above mention criteria, plausible remedies would be essential in the secondary education system. Hence the variables like plausible remedies of the short fall of present second Education System( $X_{10}$ ) has some regressional implications on predictor variable 'Y'.

Again, the role of Midday Meal which is very helpful in case of elementary students in bringing them to the school environment and retains them in the day to day teaching-learning milieu and it ultimately reduces the chances of dropout. It helps in providing adequate food to the students who are getting sufficient food from home during school hour. In some extent, Midday Meal programme in schools tries to reduce the gender, and caste-creed differences among the school students. Thus, the variable like Role of Mid-day Meal ( $X_{15}$ ) had substantial bearing on the predictor variable and it had negative effect on the secondary students which demands the inclusion of midday meal programme at the secondary level.

It is also to be mentioned that all 17 variables put together can explain 49.61 per cent ( $R^2 = 0.4963$ ) of the total effect. This insists inclusion of more variables as well as more number of respondents for being studied across the heterogeneous micro circumstances to create higher level of explicability. Also it suggest that while taking interview in form of filling up the structured schedule, influence of the researcher should not be imitated on the respondents in order to avoid homogeneity consequence.

**Table III : Step-down Regression Analysis**

Step	MultR	Rsqr	F(Eqn)	Variable	Beta Value
1	0.3582	0.1283	14.429	$X_8$	0.3582
2	0.4247	0.1804	10.674	$X_{15}$	-0.2292
3	0.4816	0.2319	9.661	$X_{14}$	-0.2274
4	0.5333	0.2844	9.438	$X_7$	-0.2485
5	0.5921	0.3506	10.151	$X_{13}$	-0.2895
6	0.6696	0.4483	12.597	$X_{10}$	0.4988

Table III represents the step down regression analysis from placing the seventeen factors into a step down model of regression analysis and it is found that after step six (6) variables namely, Additional boost up give by Rashtriya Madhyamik Shiksha Abhiyan ( $X_8$ ), Role of Mid-day Meal ( $X_{15}$ ), Upliftment through ( $X_{14}$ ), Reasons behind private tuition ( $X_7$ ), Effectiveness of SSA( $X_{13}$ ), and Plausible remedies toward secondary education system ( $X_{10}$ ) have explained 44.83 per cent of the total effect. The rest eleven (11) variables were explaining only about 4.78 per cent of the total effect. It is interesting to note that in the step down model, the factors like Reasons behind private tuition ( $X_7$ ), additional boost up give by Rashtriya Madhyamik Shiksha Abhiyan ( $X_8$ ), and effectiveness of SSA ( $X_{13}$ ) had come up innovatively to characterize the

agglomerated effect of these three variables on the attitudinal level about Rashtriya Madhyamik Shiksha Abhiyan in the study area.

**CONCLUSION:**

During 2015-16, only 196 Secondary schools out of total 15,908 schools of the State of West Bengal came under Rashtriya Madhyamik Shiksha Abhiyan and all activities related to the programme are confined to this small portion of 1.23 per cent. Only 8 schools (2.25 per cent) out total 355 schools of Uttar Dinajpur District are getting the advantages of Rashtriya Madhyamik Shiksha Abhiyan. Moreover, the drop-out rate at the state level has increased and is 18.64 per cent in the year 2014-15, against previous 17.67 per cent in the year 2013-14. So considering all aspect, attitude of Secondary School Teachers of Uttar Dinajpur District in particular and the State of West Bengal in general, towards successful implementation of Rashtriya Madhyamik Shiksha Abhiyan is not promising. However, with the passage of time, the State of West Bengal definitely will reach the goal towards the fulfillment of the objectives of Rashtriya Madhyamik Shiksha Abhiyan.

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