

**IMPACT OF RASHTRIYA MADHYAMIK SHIKSHA
ABHIYAN IN KOLKATA FROM PARENTS' POINT OF VIEW**

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Abstract

Quality is the core of education and it is important for standardization of construction of secondary education in urban area. The ultimate goal of the integration of urban education is to pursuit quality urban education. Based on analyzing the related policy basis, the existing assessment models of urban educational quality in secondary schools are very much content dependent and the assessment index system of the standard of urban educational quality in secondary schools needs to be addressed. Since the constitution of India was adopted in 1950, the focus of education was concentrated on elementary education. But despite significance progress in every sphere of elementary education, the goal to achieve universalization of elementary enrolment is still a far distant delusion. However, for providing quality and meaningful education to all children in age group of 14-16 years for secondary schools, 16-18 years of age for higher secondary school, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been commenced as a comprehensive and integrated flagship programme. This study analyses the roles, responsibilities and functions of parents in educating of their children and to assess the impact of Rashtriya Madhyamik Shiksha Abhiyan in the district like Kolkata. The present study has been conducted in Kolkata, a highly dense population as well as highest literate district of the state of West Bengal. To depict the perception about Rashtriya Madhyamik Shiksha Abhiyan among the guardian's of class IX and X students in term of 19 variables viz. Age (X_1),

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Educational qualification (X_2), profession (X_3), family size (X_4), school going children in family (X_5), children of class IX and X in family (X_6), necessity of private tuition (X_7), reasons behind tuition (X_8), additional boost up by RMSA (X_9), drawback of present secondary education system (X_{10}), remedial measures of secondary education (X_{11}), social awareness (X_{12}), social involvement (X_{13}), Upliftment through Sarva Shiksha Abhiyan (X_{14}), Success of SSA (X_{15}), Role of Mid-Day Meal (MDM) (X_{16}), Necessity of MDM for Secondary level (X_{17}), 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 analyses the roles, responsibilities and functions of parents in the educational process of their children with the Correlation Coefficient, Multiple and Step down Regression Analysis, and Discriminant Analysis to measure the development status of their responsibilities through the example calculation. This study confirms that the assessment model has one of the good diagnostic functions. According to the actual functions of the assessment model, this study puts forward some corresponding suggestions also.

Key Words: Guardians' Literacy, SSA, Mid-Day Meal, RMSA, USE, Regression Effect, Slums, population, Kolkata

Introduction

The constitution of India was framed in 1950 with an objective to guarantee social, political and economic justice to all irrespective of caste, creed and religion. It was well visualized that, development in education along with other allied sectors would play a vital role in bringing about desirable changes in the country. It was planned that the urban sections of the Indian population i.e. Un-reserve, Scheduled Castes and Scheduled Tribes and other backward classes must be provided opportunity in education to develop critical thinking and self determination and contribute to the progress of the country. These promises laid the foundation for the attempt of Universalization of Secondary Education in India. In 1950, target was set to universalize primary education among the entire eligible category of children within the age group of 6-14 years of age within a span of 10 years. During the settled period, a great deal of expansion in education facilities was achieved. However, for providing quality and meaningful

education to all children in age group of 14-16 years for secondary schools, 16-18 years of age for higher secondary school, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been commenced as a recent phenomenon with certain objectives and goals. In his article, Rao (1991) found that the input of a parent's involvement on individual student is of great significance because students were benefitted to a great deal if school and home complement each other in their education and socialization.¹ Khalid and Mukhtar (2002), and Aslam (2007) conclude that, in Pakistan, poor families prefer to educate sons rather than their daughters due to financial constraints.² & ³ In another study Aslam (2007a) further elaborates this notion. He argues that parents' preferences also affect school selection for their children (boys and girls). According to him, generally, parents select comparatively better schools, in context of fees, for their sons. Daughters are ignored or enrolled in the schools having lower fees and fewer facilities.⁴

According to Chan (1995), "parental involvement is not something that is 'done' to parents". It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation, discipline, funding, facilities and staffing for the success of children.⁵ Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school (Williams & Ullman, 2002).⁶ The importance of parental involvement is further highlighted by Morrison (2007) who notes that parents' involvement in children's learning positively affects the children's performance at school.⁷

Similarly, Kindiki (2009) observes that when there is adequate parental involvement in their children's education, an increase in the children's academic motivation and achievement can be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help

¹ Rao (2001), Counseling and Guidance.

² Khalid & Mujahid-Mukhtar (2002), The future of girls' education in Pakistan

³ Aslam (2007), Rates of return to education by gender in Pakistan

⁴ Aslam (2007), The relative effectiveness of government and private schools in Pakistan

⁵ Chan (1995), The impact of the Parent-Teacher Association (PTA) on a secondary school in Hong Kong

⁶ Williams (2002), Parental Involvement in Education

⁷ Morrison (2007), Early Childhood Education Today

them succeed.⁸ Gonzalez-Mena (2011) defined parental involvement as a combination of commitment and active participation on the part of the parent to the school and child.⁹ Anyikwa and Obidike (2012) describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children.¹⁰ Anyikwa and Obidike (2012) report that for children to maximize their potentials from schooling, they need the full involvement of their parents.¹¹

Kolkata is known for its literary and revolutionary heritage; as the former capital of India. Kolkata is the birth place of modern Indian literary and artistic thought. The district and its historical background make it distinct from rest of other districts of West Bengal. Kolkata schools are run by the State Government or private Organizations and many of which are religious. Bengali and English are the primary medium of instruction; Hindi and Urdu are also used in the district.

A resident of Kolkata is referred to via the demonym *Calcuttan* or *Kolkataan*. According to provisional results of the 2011 national census, Kolkata district, which occupies an area of 185 km² (71 sq mile), had a population of 4,486,679; its population density was 24,252/km² (62,810/sq mile). This represents a decline of 1.88% during the decade 2001–11. The sex ratio is 899 females per 1000 males—lower than the national average. The ratio is depressed by the influx of working males from surrounding rural areas from the rest of West Bengal, and from neighbouring states, mainly Bihar, Uttar Pradesh, and Orissa; these men commonly leave their families behind. Kolkata's literacy rate of 87.14% exceeds the all-India average of 74%. The urban agglomeration had a population of 14,112,536 in 2011.¹²

Bengali people are the majority of Kolkata's population apart from Marwaris and Biharis and larger part of minorities. Among Kolkata's smaller communities are Chinese, Tamils, Nepalis,

⁸ Kindiki (2009), Effectiveness of Boards of Governors in Curriculum Implementation in Secondary Schools in Kenya

⁹ Gonzalez-Mena (2011), Foundations of Early Childhood Education: Teaching Children in a Diverse Setting

¹⁰ Anyikwa (2012), Mothers' constructions of their roles in the literacy education of their children.

¹¹ Anyikwa (2012), Mothers' constructions of their roles in the literacy education of their children.

¹² <http://www.census2011.co.in/census/city/215-kolkata.html>

Oriyas, Telugus, Assamese, Gujaratis, Anglo-Indians, Armenians, Greeks, Tibetans, Maharashtrians, Konkanis, Malayalees, Punjabis, and Parsis. The number of Armenians, Greeks, Jews, and other foreign-origin groups declined during the 20th century. The Jewish population of Kolkata was 5,000 during World War II, but declined after Indian independence and the establishment of Israel; by 2013, there were 25 Jews in the city. India's sole Chinatown is in eastern Kolkata; once home to 20,000 ethnic Chinese, its population dropped to around 2,000 as of 2009 as a result of multiple factors including repatriation and denial of Indian citizenship following the 1962 Sino-Indian War, and immigration to foreign countries for better economic opportunities.

Kolkata district administers 185 square kilometers of areas. In education section, total literates in Kolkata city are 3,648,210 of which 1,966,122 are males while 1,682,088 are females. Average literacy rate of Kolkata in 2011 were 87.14, male and female literacy were 89.08 and 84.98 respectively as per report of Census 2011. The initial provisional data released by census India 2011, shows that density of Kolkata district for 2011 is 24,252 people per sq. km. one third population lived in 3,500 unregistered and 2,011 registered slums. The sex ratio of Kolkata city is 899 per 1000 males. Child sex ratio of girls is 930 per 1000 boys. Total children (0-6) in Kolkata city are 300,052 as per figure from Census India report on 2011. There were 155,475 boys while 144,577 are girls. The child forms 6.69 % of total population of Kolkata city/district. Literary significance of population in this district is the maximum numbers of guardians are literate and well educated. By profession every guardian is well settled with their job and service.

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 cram 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 mid day meal for secondary level.

6. To examine the socio-economic status and educational background of the parents affects 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.
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 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 variables viz Age (X_1), Educational qualification (X_2), profession (X_3), family size (X_4), school going children in family (X_5), children of class IX and X in family (X_6), necessity of private tuition (X_7), reasons behind tuition (X_8), additional boost up by RMSA (X_9), drawback of present secondary education system (X_{10}), remedial measures of secondary education (X_{11}), social awareness (X_{12}), social involvement (X_{13}), upliftment through Sarva Shiksha Abhiyan (X_{14}), success of SSA (X_{15}), role of Mid-Day Meal (MDM) (X_{16}), necessity of MDM for Secondary level (X_{17}), successful execution of MDM (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 Kolkata district conscious about Rashtriya Madhyamik Shiksha Abhiyan?
- 3) Whether Guardians of class IX and X students of Kolkata district were aware about Sarva Shiksha Abhiyan?

- 4) Are Guardians of class IX and X students of Kolkata district alert about national educational schemes?
- 5) Do Guardians of class IX and X students of Kolkata district cognizant about mid day meal quality of schools?
- 6) Whether Guardians of class IX and X students of Kolkata district desire to start mid day meal for secondary level?

Population

Guardians of classes IX and X of 713 schools of Kolkata district are taken here as whole population of the undertaken study.

Sample

200 guardians against 200 randomly selected students reading in classes IX and X of 713 schools of Kolkata district at the time of survey are the sample for the carried out study. Their profession and educational qualifications are different.

Methodology

The present study is based on intensive individual survey conducted during January to August 2014. 20 different secondary schools of each 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 parents of class IX and X students of the four parts of the district (Sample size of each part is 50). 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 by pre-structured questionnaires with 18 different open/close ended questions or cluster of questions were placed before respondents. Generally, guardians of class IX and X students were chosen as respondents for this study. The total number of respondent selected for the study was 200.

Statistical analysis

To assess the nature and extend of causal factors viz. Age (X₁), Educational qualification (X₂), profession (X₃), family size (X₄), school going children in family (X₅), children of class IX and X in family (X₆), necessity of private tuition (X₇), reasons behind tuition (X₈), additional boost up by RMSA (X₉), drawback of present secondary education system (X₁₀), remedial measures of secondary education (X₁₁), social awareness (X₁₂), social involvement (X₁₃), upliftment through Sarva Shiksha Abhiyan (X₁₄), success of SSA (X₁₅), role of Mid-Day Meal (X₁₆), necessity of MDM for Secondary level (X₁₇), and successful execution of MDM (X₁₈) 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) is the combination of three predictor variables viz. Y₁, Y₂, and Y₃ which have agglomerated effect in making the perceptual level on RMSA. The dependent variable Y is related with Y₁, Y₂, and Y₃ with the following linear equation:

$$Y = AY_1 + BY_2 + CY_3$$

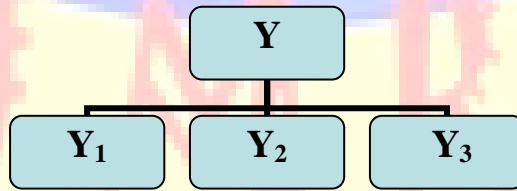


Figure 1 : Linear Relationship with Y

Findings and Discussion

Table - I: Correlation Analysis between dependent variable Y and other 18 consequent variables

| Variables | 'r' Value |
|--|------------------|
| X ₁ Age | 0.0635 |
| X ₂ Educational qualification | 0.0788 |
| X ₃ Profession | 0.0864 |
| X ₄ Family sizes | 0.0450 |
| X₅ School going children in family | 0.1882* |
| X ₆ Children of class IX and X in family | 0.1185 |
| X₇ Necessity of private tuition | 0.2598** |
| X ₈ Reasons behind tuition | -0.0266 |
| X ₉ Additional boost up by RMSA | 0.0558 |
| X₁₀ Drawback of present secondary education system | 0.2563** |
| X₁₁ Remedial measure of secondary education | 0.2513** |
| X ₁₂ Social awareness | 0.0657 |
| X₁₃ Social involvement | 0.2206** |
| X ₁₄ Upliftment through SSA | 0.0547 |
| X ₁₅ Success of SSA | 0.0977 |
| X ₁₆ Role of Mid-Day Meal | 0.0056 |
| X ₁₇ Necessity of MDM for Secondary level | 0.0096 |
| X ₁₈ Successful execution of MDM | 0.0460 |

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 variable viz. Age (X₁), Educational qualification (X₂), profession (X₃), family size (X₄), school going children in family (X₅), children of class IX and X in family (X₆), necessity of private tuition (X₇), reasons behind tuition (X₈), additional boost up by RMSA (X₉),

drawback of present secondary education system (X_{10}), remedial measures of secondary education (X_{11}), social awareness (X_{12}), social involvement (X_{13}), upliftment through Sarva Shiksha Abhiyan (X_{14}), success of SSA (X_{15}), role of Mid-Day Meal (X_{16}), necessity of MDM for Secondary level (X_{17}), successful execution of MDM (X_{18}) were found to be significantly correlated with the level of perception on RMSA (Y).

School going children in family (X_5) showed the desirable effect on the level of perception on RMSA (Y). Since the children goes to 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 school going children had the opportunity to know about RMSA.

At the end of Class X, there is a board examination, so the children reading in classes IX-X needs the additional support to what they have taught from school teachers. A few numbers of parents have that capacity to give specialized support to their children. So the parents have no option but to engage their children in private tuition. Hence the variables like necessity of private tuition (X_7) had a strong bearing on the level of perception on RMSA (Y).

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 drawback of present secondary education system (X_{11}) was found the substantial positive impact on level of perception on Rashtriya Madhyamik Shiksha Abhiyan (Y).

Parents believed that what is present in the current secondary education system is not sufficient to address some basic issues and hence remedial measure of secondary 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.

Print and Electronic media have had a well-built role in making a perception about the new concept among common man. These help to gather not only information but also to build the community consciousness among the readers. These ultimately formulate to realize the community problems in a better way. This will ultimately encourage people to make them involve for the noble social cause. As an outcome, social involvement (X_{13}) of parents has further significant on the level of perception on Rashtriya Madhyamik Shiksha Abhiyan (Y).

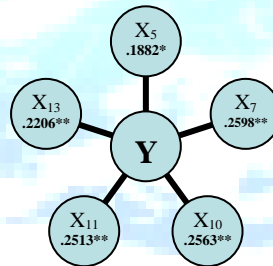


Figure 2 : Significant Correlation

Table-2 : The Multiple Regression Analysis

Dependent Variable: Y

Multiple R = 0.47772
 R Square = 0.22822
 Adjusted R² = 0.15146
 Std. Error = 0.63706

Analysis of Variance

| | DF | Sum of Squares | Mean Square |
|------------|----|----------------|-------------|
| Regression | 18 | 21.72165 | 1.20676 |

Residual 181 73.45835 0.40585

F = 2.97343 Signif F = 0.0001

----- Variables in the Equation -----

| Variable | B | SE B | Beta | T | Sig T |
|-----------------|-----------|----------|-----------|---------|--------|
| X ₁ | 0.006354 | 0.016188 | 0.029796 | 0.393 | 0.6951 |
| X ₂ | 0.068018 | 0.058426 | 0.092796 | 1.164 | 0.2459 |
| X ₃ | 0.073312 | 0.052673 | 0.103000 | 1.392 | 0.1657 |
| X ₄ | 0.016766 | 0.045470 | 0.026754 | 0.369 | 0.7128 |
| X ₅ | 0.221851 | 0.088785 | 0.189104 | 2.499** | 0.0134 |
| X ₆ | -0.015532 | 0.234143 | -0.004667 | -0.066 | 0.9472 |
| X ₇ | 0.680942 | 0.228398 | 0.207932 | 2.981** | 0.0033 |
| X ₈ | -0.090056 | 0.112148 | -0.056902 | -0.803 | 0.4230 |
| X ₉ | 0.105657 | 0.124104 | 0.059510 | 0.851 | 0.3957 |
| X ₁₀ | 0.289697 | 0.254355 | 0.302122 | 1.139 | 0.2562 |
| X ₁₁ | 0.029048 | 0.271728 | 0.028308 | 0.107 | 0.9150 |
| X ₁₂ | -0.037322 | 0.158177 | -0.023444 | -0.236 | 0.8137 |
| X ₁₃ | 0.165445 | 0.090858 | 0.147717 | 1.821* | 0.0703 |
| X ₁₄ | -0.031290 | 0.138662 | -0.019345 | -0.226 | 0.8217 |
| X ₁₅ | 0.003798 | 0.035248 | 0.010256 | 0.108 | 0.9143 |
| X ₁₆ | 0.012730 | 0.039820 | 0.022633 | 0.320 | 0.7496 |
| X ₁₇ | 0.175563 | 0.192959 | 0.067031 | 0.910 | 0.3641 |
| X ₁₈ | -0.045660 | 0.122084 | -0.027956 | -0.374 | 0.7088 |
| (Constant) | -2.230934 | 0.816289 | -2.733 | | 0.0069 |

* Significant at 5% level

** Significant at 1% level

It has found that the variables like school going children in family (X_5), necessity of private tuition (X_7), and social involvement (X_{13}) were found to record a significant regression effect on the impact level of perception on RMSA (Y). The R^2 value is found to be 22.82 per cent variations of the total multiple relations are being explained here.

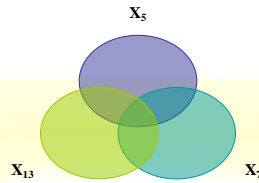


Figure 3 : Significant Regression

Table 3: Step down regression Analysis

Variable(s) Entered on Step Number

1. X_7

Multiple R = 0.25977

R Square = 0.06748

Adjusted R^2 = 0.06277

Standard Error = 0.66953

Analysis of Variance

| | DF | Sum of Squares | Mean Square |
|------------|-----|----------------|-------------|
| Regression | 1 | 6.42282 | 6.42282 |
| Residual | 198 | 88.75718 | 0.44827 |

F = 14.32805 Signif F = 0.0002

Variable(s) Entered on Step Number

2. X_{10}

Multiple R = 0.35677

R Square = 0.12729

Adjusted R^2 = 0.11843

Standard Error = 0.64934

Analysis of Variance

| | DF | Sum of Squares | Mean Square |
|------------|-----|----------------|-------------|
| Regression | 2 | 12.11516 | 6.05758 |
| Residual | 197 | 83.06484 | 0.42165 |

F = 14.36641 Signif F = 0.0000

Variable(s) Entered on Step Number

3. X_5

Multiple R = 0.40726

R Square = 0.16586

Adjusted R^2 = 0.15309

Standard Error = 0.63645

Analysis of Variance

| | DF | Sum of Squares | Mean Square |
|------------|-----|----------------|-------------|
| Regression | 3 | 15.78669 | 5.26223 |
| Residual | 196 | 79.39331 | 0.40507 |

F = 12.99099 Signif F = .0000

Variable(s) Entered on Step Number

4. X₁₃

Multiple R = 0.43798

R Square = 0.19183

Adjusted R² = 0.17525

Standard Error = 0.62807

Analysis of Variance

| | DF | Sum of Squares | Mean Square |
|------------|-----|----------------|-------------|
| Regression | 4 | 18.25792 | 4.56448 |
| Residual | 195 | 76.92208 | 0.39447 |

F = 11.57111 Signif F = 0.0000

From the placing of variables into a step down model of regression analysis, it has been found that after step (4) four variables viz. necessity of private tuition (X₇), drawback of present secondary education system (X₁₀), school going children in family (X₅), and social involvement (X₁₃) had explained 19.18 per cent outcome of the total effect. The rest 14 variables were explaining only about 3.64 per cent of the total effect.

Table 4: Discriminant Analysis

Summary Table

| Action | Vars | Wilks' | Minimum | | | | | |
|--------------|-----------------|--------|---------|--------|-----------|--------|---------|--------|
| Step Entered | Removed | in | Lambda | Sig. | D Squared | Sig. | Between | Groups |
| 1 | X ₇ | 1 | 0.92063 | 0.0010 | 0.03709 | 0.3975 | 0 | 1 |
| 2 | X ₁₁ | 2 | 0.85923 | 0.0000 | 0.12943 | 0.6634 | 1 | 2 |

3 X₁₅ 3 0.80994 0.0000 0.25214 0.6613 1 2

Classification function coefficients
(Fisher's linear Discriminant Functions)

| Y = | 0 | 1 | 2 | 3 |
|-----------------|-------------|-------------|-------------|-------------|
| X ₇ | 23.5319378 | 24.4563612 | 26.1070917 | 31.3007563 |
| X ₁₁ | 3.2286784 | 3.9469821 | 3.9708549 | 6.3533082 |
| X ₁₅ | 2.3008158 | 2.4940090 | 2.2897226 | 3.1367960 |
| (Constant) | -21.4235929 | -23.9664203 | -24.3712446 | -39.0295451 |

Hence, the Discriminatory Analysis has appropriately secluded the variables like necessity of private tuition (X₇), remedial measures of secondary education (X₁₁), and success of SSA (X₁₅) for possessing discriminatory potentials in differentiating between high and low level of perception of parents about RMSA.

Conclusion

The experience of Rashtriya Madhyamik Shiksha Abhiyan in West Bengal is not good in the sense that it has been running late due some administrative problems 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 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 heterogeneous characters while asking questions of the schedule to the respondent parents. There are some less significant variables which will be excluded and some more new variables to be included in the structured schedule to make study viable.

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