Factors behind the Differentiation of High and Low Level of Accomplishment among Students of Dooars Region of West Bengal towards Universalization of Elementary Education

Gour Sundar Ghosh[1]
Prasenjit Deb[2]

Abstract:

Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his society and fulfill his possibilities. This article emphasizes on the Factors responsible for Differentiating High and Low Level of Accomplishment among Tribal Community Students of Dooars Region of West Bengal towards Universalization of Elementary Education (UEE). This study conducted in two blocks (Malbazar & Matiali) of Jalpaiguri, a Sarva Shiksha Mission (SSM) district of West Bengal since 2002 to evaluate and assess the reasons behind Dropout Children. To identify the effects, we use structured schedule containing seventeen independent variables viz. Age of respondent (X_1), Calorie intake value (X_2), Food intake value(X_3), Body Mass Index (X_4),Use of teaching learning material at school (X_5), Communication to school (X_6), Attitude of teacher on student (X_7), Role of school teacher in understanding text book (X_8), Role of father in understanding text book (X_9), Role of mother in understanding text books (X_{10}), Encouragement of mother towards education (X_{11}), Adequate dress during school hour (X_{12}), Access to text (X_{13}), Home environment (X_{14}), Socio taboo (X_{15}) , Climate factor (X_{16}), Financial condition(X_{17}), Mode of communication (X_{18}), House hold activity(X_{19}) and Engagement in productive activity (X_{20}) against dependent variable Level of Dropout (Y).

Keywords: *UEE, BMI, drop-out, Socio taboo, cohort, Climate factor, etc.*

I. INTRODUCTION

Education was originally a State subject under the Constitution of India and the same was brought under the Concurrent list through 42nd amendment of the Constitution, in 1976 to allow more direct involvement of the Government of India (GOI) in affairs related to education. India spends 3% of its gross national product on education, similar to that of countries in south Asia, but well below the percentage spent in many developing countries and well below the 6% recommended by the education commission in 1966. At the same time relative share of expenditure on elementary education has declined over the years, bulk of which goes to manpower cost like teacher's salary etc leaving very little for books, Teaching Learning Materials (TLM) etc. In August, 1985 a document on policy perspective called **Challenge of Education** was released by the Government of India. The document provided a host of recommendations for universalizing elementary education, reducing the school dropout rate, creating a network of "model school" in every district in the country for the most meritorious children from rural areas, using new communication technologies in schools, expanding non formal education for those who had not attended or completed the school. In a spirit of self-criticism, the report documented several failures in educational development:

- All most 1/4th of the pupils enrolled in pry. School is underage or overage, and if these are excluded from the rate of growth of enrollment, the actual student population will be below the age specific population growth rate. This implies that the no. of illiterate population is increasing with time.

- Though as a whole there is increase in enrollment of girls in the pry. School, in many states the situation remains unsatisfactory.

- Nearly 1/5th children do not have school within 1 km of their home. Standards of schools are also not satisfactory. 40% of schools have no pucca buildings, 9% have no buildings at all. 40% have no blackboards, 60% have no drinking water, 70% have no library facilities, 53% are without playgrounds, 89% lack toilet facilities, 35% of the schools have only a single teacher to teach three or four different classes; many schools remain without any teacher for considerable time and some teachers even are sub-contracting teaching work to others who are not qualified.

- Nearly 60% of the children drop out between classes I to V and of 100 students enrolled in class I, only 23 reach class VIII.

- Though the literacy rate increased from 16.7% in 1951 to 36.2%, but the number of illiterates has increased fourfold 60 million to 248 million. There is also a glaring difference between male and female literacy, the former being 46.9%, the latter 24.8%. In rural areas the literacy rates for male is 40.8% and for female 18%; in urban areas

[1] Assistant Professor, Jalpaiguri A.C. College, & Scholar, University of Kalyani, West Bengal, India
[2] Professor & Head, Department of Lifelong Learning & Extension, University of Kalyani, West Bengal, India (Principal & Corresponding Author)

it is 65.9% and 47.8% respectively. There is an also very high regional variation.

- Education expenditure is disproportionately lower in rural areas.

- Budgetary allocation was declining in each five year plan on elementary education. The expenditure was down to 36% by the sixth five year plan (1980-85) from a share of 56% in the first five year plan.

Earlier, on the basis of the recommendations of Kothari Commission, the Government of India announced a national Policy on education in 1968. Analyzing the above situations, the Government of India reconfirmed its commitment to provide free and compulsory education to all children up to the age of 14 years and announced the new National Policy on Education in 1986. The policy declared a new thrust on achievement of universal enrolment and universal retention of children up to 14 years of age by 1995. Several central and state level initiatives have been in operation. While the design of these projects varies substantially, all of them address the objectives and strategies of the National Policy on Education 1986. It may be mentioned that the Constitution stipulated a time frame of 10 years for achieving universal education of all children up to the age of 14 years, which was extended to 16 years. The Education Commission of 1964-66 pushed the target to 1985 and the National Policy on Education of 1986 set the limit for achieving universal elementary education by pushing the date further to the year 1995. The World Conference on Education for All held in Jomtien in 1990 adopted a declaration calling upon all member states and agencies to strive for achieving Education for ALL (EFA) by the year 2001. The country is still struggling to achieve the same.

At the time of independence, only fourteen percent of the population was literate and only one child out of three had been enrolled in primary school. As per 2011 census the literacy rate of the country has reached 74%. It may be mentioned that most of the developed countries of the world achieved near 100% literacy more than a century ago and India continues to be the country with largest number of illiterates of the world. Achievement of India does not compare well even with comparable developing countries. However, there is renewed effort to achieve universalisation of elementary education (UEE) through various policy measures and interventions as mentioned below.

The scheme **Operation Blackboard** was launched in the year 1987 with the aim to improve the school environment and enhancing retention and learning achievement of children by providing minimum essential facilities in all primary schools. The scheme brought about quantitative and qualitative improvement in primary education. In all, 5, 23,000 primary schools across the country were covered under the programme.

Decentralized planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualized direct community involvement in the form of **Village Education Committees** (VECs) for management of elementary education, with which the Panchayat members are associated. The Plan of Action of 1992, emphasized micro-planning as a process of designing a family-wise and child-wise plan of action by which every child regularly attends school or Non Formal Education (NFE) centre, continues his or her education at the place suitable to him/her and completes at least eight years of schooling or its equivalent at the NFE centre. States were expected to evolve institutional arrangements both in rural and urban areas for undertaking these activities. Those bodies were to be delegated with responsibilities with regard to location and relocation of existing primary and upper primary schools on the basis of micro planning and school mapping. In this regard, decentralization of school management to grassroots level bodies is an important policy initiative.

The 73rd and 74th constitutional amendments provide for decentralization of the activities and facilitate transfer of power and participation of the local self-government institutions such as the Panchayats and the Municipalities. The Panchayats and Municipalities are supposed to play a more dynamic and proactive role through devolution of appropriate functions related to elementary education, as envisaged in the 11th Schedule of the Constitution. However, actual devolution varied widely across states and there has been very limited devolution in West Bengal. The PRIs have been given only some facilitating role without making them responsible for owning some of the activities related to the regular elementary education system and they are responsible only for the alternative elementary education system through the Shishu Shiksha Karmasuchi.

The District Primary Education Programme (DPEP) was launched in November, 1994 with the aim of operationalising the strategies for achieving universalisation of elementary education (UEE) through district specific planning and initiative. 85% of funding was from GOI (received from external assistance and passed as grants to states) and rest was the share of the state governments. It took a holistic view of primary education with emphasis on decentralized management, community mobilization and district specific planning based on contextually and research based inputs.

The basic objectives of DPEP were i) to provide all children with access to primary education either in the formal system or through the NFE programme; ii) to reduce differences in enrolment, dropout rates and learning achievement among gender and social groups to less than 5%; iii) to reduce overall primary dropout rates for all students to less than 10%; and iv) to raise average achievement levels by at least 25% over measured base line levels and ensuring achievements of basic literacy and numeric competencies and a minimum of 40% achievement levels in other competencies by all primary school children.

The first phase of the programme was launched in 42 districts in the states of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamilnadu and Madhya Pradesh. In the second phase, the programme has been launched in 80 districts of Orissa, Himachal Pradesh, Andhra Pradesh, **West Bengal,** Uttar Pradesh and Gujarat and in Phase I States. DPEP had been able to set up project management structures at district, state and national levels, create the environment and capacity for micro planning, take up the challenge of pedagogical innovation, create a responsive institutional base which includes both government and nongovernment institutions, enhance community participation and strengthen the process of catering to special focus groups such as **tribals, scheduled castes,** women and other marginalized sections.

The National Policy of Education 1986, as revised in 1992, had indicated three thrust areas in elementary education: i. Universal access for enrolment; ii. Universal retention of children up to 14 years of age; and iii. a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

These objectives were addressed during the Tenth Plan period mainly through the Sarva Shiksha Abhiyan (SSA), which continues to be the flagship programme of the country being implemented by the GOI in partnership with States and UTs. The Mid Day Meal and Teacher Education Schemes have also contributed towards progress in the above objectives. The 86th Constitutional Amendment Act 2002 made education a Fundamental Right for children in the age group of 6-14 years by providing that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine". Some of the major achievements in the quest for universalisation of elementary education are listed below:

a) Reduction in the number of out of school children: From about 320 lakh in 2002-03, the number of out of school children had reduced to 70.5 lakh based on reports of States and UTs in March 2006.

b) Decline in gender and social gaps: The gender gap at the primary stage reduced from 5.5 percentage points in 2002-03 to 4.2 percentage points in 2005-06. At the upper primary stage this gap reduced from 10.7 percentage points to 8.8 percentage points. The Gender Parity Index (GPI) at the primary stage in 2005 was 0.95 and 0.88 for the upper primary stage. The share of SC students in total enrolment was 20.72% at the primary stage and 19.42% at the upper primary stage. For ST students, share in total enrolment was 11.75% at the primary stage in 2005-06 and 9.28% at the upper primary stage.

c) Reduction in dropout rates: The gross dropout rate, reflected in the Selected Education Statistics of MHRD declined from 39.03% in 2001-02 to 28.49% in 2004- 05. For girls, the decline in dropout rate has been significant. During this period it decline from 39.88% to 24.82% - a decline of more than 15 percentage points. The dropout rate for the entire elementary stage is however declining less rapidly. So, the main aim of S.S.A. is to reduce the existing rate of dropout as well as to enhance the quality of education. Several researches have been taken place in different area of school administration.

One of the important work done by RAO, D.P. (2005) the status of primary education among Scheduled Tribes in Andhra Pradesh with the objectives to compare ST students literacy rate, district wise growth of enrolment ratio with all children and to analyze the proportion of ST. teachers to all teachers district wise. The sample of the study was number of enrolled children and teachers working in primary schools in Coastal Andhra, Rayalaseema and Telenga. The result was found that government initiatives to enroll the ST. children is higher among boys than girls due to social taboos but in case of disparity in the rate girls are higher than the boys and the student teachers ratio was promising although females were yet to gain considerable foothold as teachers.[1]

Children from poor households score lower on achievement test than do children from economically rich families. In all states achievement was higher for children's with a higher socio-economic status. The gap in achievement between the highest and lowest quartile by socio-economic status (SES) is on an average about one-third of the standard deviation (The World Bank Report 1996). [2]

Anima Rani (2008) studied the midday programme and initiate as means of achieving primary education of satisfactory quality for all the school children below the age of 14 by increasing enrolment, improving attendance and retention and simultaneously improving the nutritional status. This paper attempts to investigate some of this aspects based on primary data collected from Khurda district of Orissa. Data was collected from the school as well as from a sample of household of school children. The investigation includes a study of the organizational structure of programme and also examines the cooked meals and dry ration variants. [3]

Midday meals in schools of tribal areas in the state of Maharastra studied by Sunita Chugh (2008) found that 8.1 million children in Maharastra are being served the cooked meal regularly in the working days of the session and the improvement in the attendance also implies that midday meal is one of the most significant incentives for children to attend the school regularly. The samples were collected from twelve schools from 4 districts and nine blocks were also selected. Schools were identified in consultation with the state departments on the basis of the good practices followed in the implementation of mid day scheme. One out of the twelve schools was for boys only and the remaining is co-educational. Out of 12 schools seven were up to upper primary level whereas five schools were up to primary level only. [4]

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Ajanta Brahma (2007) studied quality issues in elementary education against backdrop along with universal enrolment and universal retention Universal achievement has been stressed by the NPE 86. Since then many schemes/interventions were launched countrywide in order to address obstacles put forth on the path of quality education like review of curriculum, reorientation of teacher training program, supply of teaching aid, midday meal, TLM grant etc. Although due to the strategies adopted on these areas have succeeded to some extent improvement of enrolment, reduction of dropout and gender gap, but in regards to quality education the progress seems to be not yet satisfactory in case of socially disadvantaged group of children. Therefore this paper has pondered over various constraints of ST children on quality education and has put forth some suggestions for overcoming those short-comings. [6]

In the study of Deb (2014) in regard to an estimation of the level of drop-out from some socio-economic & cultural

factors along with their discriminatory nature in the district of Cooch Behar of West Bengal, it was found that out of fifteen (15) variables, the variables viz. social taboo, age at drop-out and mother's education had the highest ability to discriminate between two groups of high and low level of drop-out. The respective D2 coefficients are 0.1675, 0.1619 and 0.0543. So attention should be focused, so far as, study area is in concern in removing the social taboo, executing the mother's educational level and addressing the age related unique problems in placing the entire management of primary education on strong footing. The incidence of drop-out from a system of schooling is contextually a complex social process. Whenever an innocent child is getting eroded of his beauties and immaculate moments of life, he or she is helplessly depicting a very painful and reeling experience of the social system. Drop-out being a product of psych-socio process presents a wider scope of studying the casual variables like psychoneurotic problems, alienation & morbidity, depression & frustration, gender issues, role & role conflicts etc.[7]

II. METHODOLOGY AND AREA OF STUDY

The present study is based on intensive individual survey conducted during October – November 2016, in one block of the district of Jalpaiguri of the State of West Bengal. The block, namely Malbazar was selected at random, out of 13 blocks in the district (Now 07 Block in Jalpaiguri and another 06 Block in newly setup Alipurduar District). With the help of random sampling method 100 dropout students were selected from 6 Gram Panchayat (GP) viz. Rungamuttee, Oodlabari, Damdim, Kumlai, Tesimla, Bagracote of the Malbazar (North Circle) Block.

Similar study is based on intensive individual survey conducted during February – July, 2013 in other blocks namely Matiali was selected at random, out of 07 blocks in the district. With the help of random sampling method 100 dropout students were selected from 5 Gram Panchayat (GP) viz. Bidhan Nagar, Indong Matiali, Matiali Hat, Matiali Batabari-I, Matiali Batabari-II of the Matiali Block.

The sample size of this study is 200 among dropout of primary students. During selection of student, who were dropped either occasionally, seasonally, or permanently. 05 dropout students were selected from each school on random basis. A structure schedule containing 49 different questions / statements / views were placed before each respondent student separately to measure educational activity, health status, etc. and against dependent variable Level of Dropout. These set of 49 questions were ultimately formed 20 consequent variables and 01 predictor variable. Here, in order to explore the problem, different statistical methods like correlation, mean, and Mahalanabis D-square analysis method are used to understand the factors responsible for differentiating high and low level of accomplishment among students of Dooars region of West Bengal towards universalization of elementary education.

III. OBJECTIVES OF THE STUDY

The main objectives of this specific study are as follows:

i. To assess the level of accomplishment among students of Malbazar Block of Jalpaiguri district of West Bengal from some socio-economic, socio-cultural, and other factors associated with elementary school education system;

ii. To assess the level of accomplishment among students of Matiali Block of Jalpaiguri district of West Bengal from some socio-economic, socio-cultural, and other factors associated with elementary school education system;

iii. To evaluate the difference of their level of accomplishment among students of two blocks; and

iv. To identify the factors responsible for the high and low level of accomplishment.

IV. RESULT AND DISCUSSION

Table I: Values of Linear Discriminant Coefficient against 16 casual variables

Sl. No.	Variables	Linear Discriminant Coefficient
1.	Age of respondent (X_1)	0.90028
2.	Calorie intake value (X_2)	0.10020
3.	Food intake value(X_3)	-.06759
4.	Body Mass Index (X_4)	0.08054
5.	Use of teaching learning material at school (X_5)	0.12947
6.	Communication to school (X_6)	-.06613
7.	Attitude of teacher on student (X_7)	-.16758
8.	Role of school teacher in understanding text book (X_8)	-.05250
9.	Role of father in understanding text book (X_9)	-.10630
10.	Role of mother in understanding text books (X_{10})	-.08349
11.	Encouragement of mother towards education (X_{11})	0.17895
12.	Adequate dress during school hour (X_{12})	0.00357
13.	Access to text (X_{13})	0.11328
14.	Home environment (X_{14})	-.10521
15.	Socio taboo (X_{15})	0.08289
16.	Climate factor (X_{16})	0.00770
17.	Financial condition(X_{17})	0.08211
18.	Mode of communication (X_{18})	-.14018
19.	House hold activity(X_{19})	0.02429
20.	Engagement in productive activity (X_{20})	0.12351

Table I shows the D2 based statistics on the twenty variables. Values of coefficients and Discriminant function of factors discriminate the students' success in two blocks (Malbazar & Matiali) of Jalpaiguri district of West Bengal in terms of their level of accomplishment about the activities adopted during Sarva Shiksha Mission and its utility towards fulfillment of the objectives of universalisation of elementary education. The tabulated D^2 values at 179 degrees of freedom have implied that the 20 variables considered in distinguishing the two levels of student's having high and low accomplishment level were influential.

Table II: Means, their differences and 'r' values of variables with respect to accomplishment levels.

Variables	High Level N_1= 100 Mean Value (MALBAZAR)	Low Level N_2= 100 Mean Value (MATIALI)	Mean Difference (MD)	'r' value
Age of respondent (X_1)	12.09	9.27	2.82	-.6910**
Calorie intake value (X_2)	17.66	14.25	3.41	-.2809**
Food intake value(X_3)	1.88	1.93	0.05	-.0549
Body Mass Index (X_4)	17.34	15.85	1.49	-.5165**
Use of TLM at school (X_5)	2.47	2.39	0.08	-.1023
Communication to school (X_6)	2.11	2.27	0.16	.1346
Attitude of teacher on student (X_7)	2.32	2.22	0.1	-.0074
Role of school teacher in understanding text book (X_8)	11.78	14.67	2.89	.3390**
Role of father in understanding text book (X_9)	5.56	5.38	0.18	-.1003
Role of mother in understanding text books (X_{10})	5.68	5.26	0.42	-.2299**
Encouragement of mother towards education (X_{11})	1.66	1.68	0.02	-.0981
Adequate dress during school hour (X_{12})	2.54	2.45	0.09	-.1161
Access to text (X_{13})	2.95	2.94	0.01	-.1415
Home environment (X_{14})	2.22	2.93	0.71	.1418
Socio taboo (X_{15})	10.94	12.79	1.85	.2169**
Climate factor (X_{16})	4.99	5.1	0.11	.0121
Financial condition(X_{17})	1.34	1.03	0.31	-.1887*
Mode of communication (X_{18})	2.81	1.02	0.18	.0248
House hold activity(X_{19})	1.2	1.02	0.18	.0248
Engagement in productive activity (X_{20})	0.89	1	0.11	-.1126

Critical Value (One Tail, 0.05) = +or - 0.151 (*)   * significant at 5%
Critical Value (Two Tail, 0.01) = +or -0.197 (**)   ** significant at 1%

The results in the above table II give the mean values and their differences with significance of 20 variables for high and low level of retentively among students of Malbazar and Matiali blocks of the District of Jalpaiguri of West Bengal. The high accomplishment level means the higher awareness and deeper understanding about the overall activities of Sarva Shiksha Mission and on the other hand low accomplishment level means the lower awareness and superficial understanding about the activities of SSM. Here, in this table, high level of accomplishment always does not necessarily to carry the high value and the same is true for the low level accomplishment to carry the low value.

Out of these twenty variables, 8 variables viz. Age of respondent (X_1), Calorie intake value (X_2), Body Mass Index (X_4), Role of school teacher in understanding text book (X_8), Role of mother in understanding text books (X10), Socio taboo (X_{15}), Financial condition(X_{17}), Mode of communication (X18) show their significant level of impact in differentiating the high and low level of accomplishment among students of Malbazar and Matiali blocks.

The mean value of the variable age (X_1) of students for the two blocks Malbazar and Matiali are 12.09 and 9.27 years respectively. The average age of Malbazar student is higher than Matiali block. It is significant in explaining differences between high and low level of accomplishment.

The health of the children has great importance in case of retentively of the children. Here, the health status is measured as the summation of the food intake value in terms of calorie intake (X_2) per day along with the general condition of health.

The children of age group 6-14 years has the minimum intake food value in a day is 920 calorie and maximum 2350 calorie. During the survey, the average intake food value in a day was found 1766.34 calorie which indicated the motive why the variable X_2 had extensive attitude on the echelon of dropout. So, calorie intake (X_2) of Malbazar block is high (17.66) than the Matiali block (14.25). Hence, the variable Calorie intake value (X_2) has strong negative impact on the level of accomplishment about dropout to discriminate between its high and low value.

Analysis of variables like Body Mass Index (X_4) shows strong significant result in this point of view and the mean value for Malbazar block is high 17.34 than mean value of students of Matiali block 14.25. Body mass index has the intense relation with the intake food value in terms of intake calorie per day. The following table indicates that the respondents of Matiali students are underweight than Malbazar block. So, the body mass index (X_4) has a negative effect on the echelon of dropout.

The variables like Role of school teacher in understanding text book (X_8) shows significant result in this point of view and the mean value for Matiali block is high 14.67 than mean value of students of Malbazar block 11.74. The role of teacher in Matiali block (understanding text books) plays a prominent responsibility. As the teacher of the child is the key person of the school in terms of learning.

The table II also shows the variable like Role of mother in understanding text books (X_{10}) is significant; the mean value for Malbazar is high (5.68) than mean value of Matiali block (5.26). This indicates that the role of mother of Malbazar block is very positive for understanding text book. Mothers play an important role in their family. Fathers are generally busy with his works to earn bread and butter for his family. So, mother is the only person who is in contact most of the time with her children. Hence, the role of mother in understanding text books (X_{10}) of her children makes it easier for better understanding for her children. The variable Role of mother in understanding text books (X_{10}) has strong negative impact on the level of accomplishment about dropout to discriminate between its high and low value.

Mean value variable Social taboo (X_{15}) of Matiali block is high (12.79) than the Malbazar block (10.94). Being a social member, each and every body has to participate through certain social affairs. Social obstruction and non educational environment at society would rather hamper the progress of education among the school children. So, in that respect social taboo (X_{15}) had a positive bearing on the accomplishment.

Analysis of variables like financial condition (X_{17}) shows significant result in this point of view and the mean value for Malbazar block is high 1.34 than mean value of students of Matiali block 1.03. This mean value shows the students of Malbazar block is more economically sound than the students of Matiali block. So the higher family income makes the mind of a student to think independently for the cause elementary education. Hence, the variable financial condition (X_{17}) has negative impact on the level of accomplishment about dropout to discriminate between its high and low value.

The variables like Mode of communication (X_{18}) shows significant result in this point of view and the mean value for Matiali block is high (3) than mean value of students of Malbazar block (2.81). In certain areas (specially Malbazar block) schools were not available within the catchment area of one km from home. Most of the students are bound to reach the school by any vehicle. So, the mode of communication (X_{18}) has also strong bearing on the level of accomplishment.

Analysis of variables like lack of present elementary education system shows significant result in this point of view and the mean value for Malbazar block is high than mean value of teachers of Matiali block. This mean value shows the students of Malbazar block more aware than the students of Matiali block on the point of shortfall of present elementary education system like lacks in curriculum, discipline, promotion system of students without restriction. Whereas teachers of Matiali block were busy to maintain the basic amenities for their students.

Table III: Percentage Contribution of Individual Character to the Total Distance Measurement.

Code No.	Variables Coefficient	Mean Difference	Coefficient X Mean Difference	Percentage Contribution	Rank
X_1	.90028	2.82	2.53879	71.47969	I
X_2	.10020	3.41	0.341912	9.626541	II
X_3	.06759	0.05	0.00338	0.095164	
X_4	.08054	1.49	0.120085	3.380996	V
X_5	.12947	0.08	0.010358	0.29163	
X_6	.06613	0.16	0.01058	0.29788	
X_7	.16758	0.1	0.01676	0.471878	
X_8	.05250	2.89	0.15173	4.271962	IV
X_9	.10630	0.18	0.01913	0.538606	X
X_{10}	.08349	0.42	0.03507	0.987397	VII
X_{11}	.17895	0.02	0.003579	0.100767	
X_{12}	.00357	0.09	0.000321	0.009038	
X_{13}	.11328	0.01	0.001133	0.0319	
X_{14}	.10521	0.71	0.0747	2.10318	VI
X_{15}	.08289	1.85	0.153347	4.317488	III
X_{16}	.00770	0.11	0.000847	0.023847	
X_{17}	.08211	0.31	0.025454	0.716658	IX
X_{18}	.14018	0.19	0.02663	0.749768	VIII
X_{19}	.02429	0.18	0.004372	0.123094	
X_{20}	.12351	0.11	0.013586	0.382514	

Table III showed the percentage contribution of each variable to the total discrimination. Out of the 20 variables Age of respondent (71.47%), Calorie intake value (9.62%), Socio taboo (4.31%), Role of school teacher in understanding text book (4.27%), Body Mass Index (3.38%), Home environment (2.10%), Role of mother in understanding text books (0.98%), Mode of communication (0.74%), Financial condition (0.71%), Role of father in understanding text book (0.53%), successful execution of Mid-Day meal in a cluster contributed more than 97 per cent towards the total discrimination. Hence, age, Calorie intake value, Socio taboo, Role of school teacher in understanding text book, Body Mass Index, Home environment, Role of mother in understanding text books, Mode of communication, Financial condition and Role of father in understanding text book have been found to be key discriminators and planners and executors of Sarva Shiksha Mission should pay attention on these factors in dealing with the problem of high or low accomplishment level among student's.

V. CONCLUSION

In an attempt to search the socio-economic and environmental factors causing the accomplishment level among the students at the operational stage of Rashtriya Madhyamik Shiksha Abhiyan, some prominent factors such as Age of respondent (X_1), Calorie intake value (X_2), Food intake value (X_3), Body Mass Index (X_4), Use of teaching learning material at school (X_5), Communication to school (X_6), Attitude of teacher on student (X_7), Role of school teacher in understanding text book (X_8), Role of father in understanding text book (X_9), Role of mother in understanding text books (X_{10}), Encouragement of mother towards education (X_{11}), Adequate dress during school hour (X_{12}), Access to text (X_{13}), Home environment (X_{14}), Socio taboo (X_{15}), Climate factor (X_{16}), Financial condition (X_{17}), Mode of communication (X_{18}), House hold activity (X_{19}), and Engagement in productive activity (X_{20}) have been identified. It indicates while low level accomplishment is the flashy outcome, observable in the micro-school environment; many more causes are enrooted into the subsystem like community involvement, gender disparity, quality education, distribution of cooked midday meal, etc. To go deeper into the nexus of mutually co-dependent subsystem yielding the improvement of accomplishment level of the students and the completion of the objectives as laid down in SSM, many more factors could have been emerged as pathway finder in such type of studies.

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