

**DISCERNMENT OF EDUCATIONAL ADMINISTRATORS
OF UTTAR DINAJPUR DISTRICT OF INDIA ON
UNIVERSALISATION OF SECONDARY EDUCATION**

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Abstract

The 86th amendment to the Indian Constitution (Constitution (Eighty-sixth Amendment) Act, 2002) inserted Article 21-A in the Constitution which provided 'free and compulsory' education of all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education Act, 2009 (RTE) is the consequential legislation envisaged under Article 21-A. Thus, RTE makes implementation of compulsory education legally binding on all states/ union territories. The present has been conducted in Uttar Dinajpur district having population 30,00,849 and lowest literate (rate of literacy 59.07% as per Census of India, 2011) district of the state of West Bengal. To illustrate the discernment about Rashtriya Madhyamik Shiksha Abhiyan among the educational administrators in term of 19 variables, it is found that the variables like Educational qualification (X_2), professional experience (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), additional boost up by RMSA (X_{10}), drawback of present secondary education system (X_{11}), remedial measures of secondary education (X_{12}) were found to have substantial bearing on the level of discernment (Y) on Universalisation of Secondary Education (USE) of the educational administrators of the district Uttar Dinajpur.

Key Words: Educational Administrator, Mid-Day Meal, RMSA, USE, Regressional Effect, level of discernment etc.

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Introduction

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. The main objective of SSA is to provide useful and relevant elementary education (including retention) for all children in the age group of 6-14 years by 2010. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is an extension of SSA in the sense that it promises universal access to secondary level education to all (in the age group of 14-16 years) by 2017 and universal retention by 2020. In the district Uttar Dinajpur of West Bengal is declared as one of the lowest literate districts of the state of West Bengal, hence Uttar Dinajpur has its own distinct features in term of its own ethnicity, trade and industry and societal improvement. In their article, Mukhopadhyay and Sahoo (2012) found that the impact of secondary schools in the vicinity is driven by the possibility of continuation and not merely because secondary schools may provide better quality education at the primary level. In villages that do not have secondary schools, the marginal impact on the share of enrolment in the village primary school from a reduction in distance to secondary school turns out to be 0.27 (the mean distance to nearest secondary schools is 5.4 for such villages in 2007–08). In the case of share of attendance in the local village school, this impact is 0.31. This suggests that the effect on primary schooling outcomes is driven by continuation possibilities.

Methodology

The present study is based on intensive individual survey 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. A structured schedule containing of 19 different cluster of questions were placed before respondents. Generally, School Headmaster, Assistant Headmaster, Secretary, President, and other members of Managing Committee were chosen as respondents for this study. The total number of respondent select randomly for the study was 81. The data as collected through structured schedules were quantified and subsequently statistically analyzed by adopting Correlation, Multiple Regression, and Step-down Regression analysis method.

Objective of the study

1. To study the level of discernment (Y) of Educational administrator on Universalisation of Secondary Education (USE).

2. To assess the nature and extend of causal factors viz, Age (X_1), Educational qualification (X_2), professional experience (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 (X_{17}), necessity of MDM for Secondary level (X_{18}), successful execution of MDM (X_{19}).
3. To estimate the nature of interdependency between and among the causal and consequent variable as postulated the above segment.
4. To screen out the causal variables' substantial effect on the level of discernment (Y) out of these 19 causal variables for formulating a strategy of intervening Universalisation of Secondary Education (USE).

Result and Discussion

Table - I: Correlation Analysis

Variables	'r' Value
X_1 Age	0.0645
X_2 Educational qualification	0.6139**
X_3 Professional Experience	0.7097**
X_4 Designation	0.2988**
X_5 Family size	-0.4182**
X_6 School going children in family	-0.4639**
X_7 Children of class IX and X in family	-0.4245**
X_8 Necessity of private tuition	0.2214*
X_9 Reasons behind tuition	-0.0701
X_{10} Additional boost up by RMSA	0.4142**
X_{11} Drawback of present secondary education system	0.3755**
X_{12} Remedial measure of secondary education	0.3643**
X_{13} Social awareness	0.5886**
X_{14} Social involvement	0.1543

X ₁₅ Upliftment through SSA	0. 1323
X ₁₆ Success of SSA	0. 0560
X ₁₇ Role of Mid-Day Meal	-.0490
X ₁₈ Necessity of MDM for Secondary level	0. 0140
X ₁₉ Successful execution of MDM	0. 0678

Critical value (1-Tail, .05) = +or- 0.218

*Significant at 5% level

Critical value (2-Tail, .01) = +or- 0.285

** Significant at 1% level

It was revealed that the variable viz, Age (X₁), Educational qualification (X₂), professional experience (X₃), Designation (X₄), family size (X₅), school going children in family (X₆), children of class IX and X in family (X₇), necessity of private tuition (X₈), reasons behind tuition (X₉), 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), upliftment through Sarva Shiksha Abhiyan (X₁₅), success of SSA (X₁₆), role of Mid-Day Meal (X₁₇), necessity of MDM for Secondary level (X₁₈), successful execution of MDM (X₁₉) were found to be significantly correlated with the level of discernment (Y) on Universalisation of Secondary Education (USE).

Educational qualification of an administrator plays a vital role in decision making policies at the micro level environment. The members of the Managing Committee of a secondary school are the key persons to make strategies in the Managing Committee meeting and they are the personalities who monitor the execution of the aforesaid approaches. So the Educational qualification(X₂) of an administrator had the strong positive effect on the level of discernment (Y) on Universalisation of Secondary Education.

Professional experience of an administrator helps in understanding the problem in a better way and also it gives the possibility of finding the elucidation of diverse day to day crisis of the secondary school atmosphere. Hence the variable like Professional experience (X₃) was shown optimistic connotation on the dependent variable.

Again the designation of an administrator matters in the level of decision making process. It is the Headmaster rather than Assistant Headmaster who will take part in pivotal judgment for

routine affairs of the school milieu. Thus the designation of an administrator (X_4) had its substantial implications on the predictor variable (Y).

The size of family members (X_5) showed the adverse effect on the level of discernment (Y) on Universalisation of Secondary Education (USE). As the family size is large, more number of children would be there in the school going age. And consequently the number of children for classes IX and X would be more. So it is not desirable to look in the minute affairs of all the children for their educational growth. Therefore, the variables like family size (X_5), school going children in family (X_6), children of class IX and X in family (X_7) proved their negative propositions on Y.

Being educational administrators, they believed that private tuition is essential to their own children especially at secondary level and hence the variables like necessity of private tuition (X_8) had a strong bearing on the level of discernment (Y).

Most of the secondary schools are over burdened due pressure of students. This flow of student mechanism gets boost up due to Sarva Shiksha Avijaan. Students did not often understand their subjects in a crowd classes and similarly teacher was not able to monitor the individual performance. Naturally, students were bound to take private tuition in subjects where even the parents' support system was not available. Moreover, to score the good marks in secondary board examination, guardians like educational administrators brought their children under private tuition. Experience of District Primary Education Programme at the primary level, Sarva Shiksha Avijaan at the elementary level ultimately led to the goal of universalization of primary/ elementary education. So, successful implementation of RMSA would resolve the problem of classroom, shortage of teachers, enhancement of teacher-student ratio, fund flow mechanism and the quality of education. Thus, the variable additional boost up by RMSA (X_{10}) had a tough impact on the dependant variable.

Present secondary education system could not address the problems like classroom management, encouragement towards socially backward classes' children, easy access to the school, reducing the dropout rate, introducing remedial classes and enhancement of subject knowledge. So, the causal variable drawback of present secondary education system (X_{11}) was found the immense positive impact on level of discernment (Y) on Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

Respondents thought that remedial measure of secondary education would be given priority by way of introducing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) so that the existing lacuna may be overcome.

Print and Electronic media has had a well-built role in making an administrator into a good educational administrator. Not only information was gathered but also to build the societal impression among the readers. These ultimately fabricate to understand the social problems in a better way. As a consequence, Social awareness (X_{13}) of an educational administrator is more significant.

Table-2 The Multiple Regression Analysis

Multiple R = 0.85358
 R Square = 0.72860
 Adjusted R² = 0.64406
 Std. Error = 0.78923
 F value = 8.61887

<u>Sl. No.</u>	<u>Variables</u>	<u>“β” value</u>	<u>“t” value</u>
X ₁	Age	.091520	1.201
X ₂	Educational qualification	.453348	2.546**
X ₃	Professional Experience	.490087	3.304**
X ₄	Designation	-.428884	-2.685**
X ₅	Family size	-.039939	-.395
X ₆	School going children in family	-.077842	-.725
X ₇	Children of class IX and X in family	-.152447	-1.788
X ₈	Necessity of private tuition	-.050058	-.395
X ₉	Reasons behind tuition	-.009339	-.094
X ₁₀	Additional boost up by RMSA	.160623	2.134*
X ₁₁	Drawback of present secondary education system	-.038573	-.149
X ₁₂	Remedial measure of secondary education	.193398	.770
X ₁₃	Social awareness	-.045084	-.390

X ₁₄	Social involvement	-.058555	-.651
X ₁₅	Upliftment through SSA	.193390	2.182*
X ₁₆	Success of SSA	-.113227	-1.326
X ₁₇	Role of Mid-Day Meal	-.115992	-1.559
X ₁₈	Necessity of MDM for Secondary level	-.010379	-.104
X ₁₉	Successful execution of MDM	.087316	1.096

* Significant at 5% level

** Significant at 1% level

It has found that the variables like additional boost up given by Educational qualification (X₂), Professional Experience (X₃), Designation of the administrator (X₄), Rashtriya Madhyamik Shiksha Abhiyan (X₁₀), and Upliftment through SSA (X₁₅) were found to record a significant regression effect on the level of discernment of educational administrators. The R² value is found to be 72.86 per cent variations of the total multiple relations are being explained here.

In the state of West Bengal, Secondary Schools are generally three types viz, Junior High Schools, High Schools, and Higher Secondary Schools. During the time of Sarva Shiksha Avijaan (2002-2014), the Secondary Schools have been getting all kinds of support like construction of additional classroom, engagement of permanent teachers and Para-teachers, establishment of lavatory and bathrooms, arrangement of drinking water, creation of more teaching learning materials which would ultimately benefit for the students of classes IX & X. As a result, the variable like upliftment through SSA (X₁₅) had a strong regression effect on the level of discernment (Y)

Table 3: Step down regression Analysis

Multiple R	= 0.77716
R Square	= 0.60398
Adjusted R ²	= 0.58313
Standard Error	= 0.85412
F value	= 28.97682

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

Variable	B	SE B	Beta	t value	Sig t
X ₃	.680985	.079799	.670150	8.534	.0000
X ₇	-.535973	.195469	-.215427	-2.742	.0076
X ₁₅	2.664013	.868934	.223756	3.066	.0030
X ₁₇	-.139568	.068173	-.149308	-2.047	.0441

From the placing of variables into a step down model of regression analysis, it has been found that after step (4) four variables viz. Professional Experience (X₃), Children of class IX and X in family (X₇), Upliftment through SSA (X₁₅), and Role of Mid-Day Meal (X₁₇) had explained 60.39 per cent outcome of the total effect. These the rest 15 variables were explaining only about 12 per cent of the total effect. It is interestingly to note that in the step down model Professional Experience of the educational administrator was alone innovatively to explain 50 per cent of the total effect on level of discernment of school administrators.

Conclusion

Even in the year 2014 the reality of universalization of secondary education is far distant from it's prescribe goal. However, from administrative point of view, researcher would be benefitted to study the possibilities and plausible approach to fulfill the objectives of universalization of secondary education through the successful implementation of Rashtriya Madhyamik Shiksha Abhiyan by means of setting up 6000 model schools, up-gradation of the existing Upper Primary Schools into Secondary Schools, Strengthening the existing Secondary Schools, Quality of teachers, Up-gradation of KGBVs, IEDC, Vocational Education, etc. throughout the country.

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