

Extension of RTE Act to Secondary Education and its Implications for Policy Planning

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Introduction

- Secondary education is a crucial link between basic and higher education as well as the world of work
- Primary education is not enough, demand for Secondary education is increasing –
 - Universalisation of Secondary education
 - Extension of RTE Act to Secondary education
- Many countries has made secondary education compulsory
- 13% males and 10 % females could complete secondary education and 8% males and 6% females could complete higher secondary education as per 71st NSSO
- Progress in Secondary Education is associated with the progress in Elementary education

About the Paper

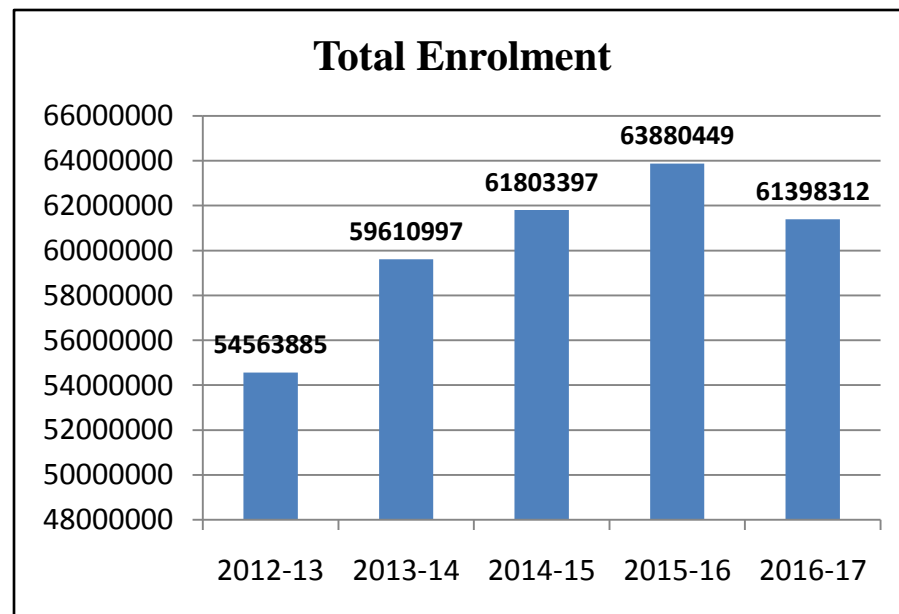
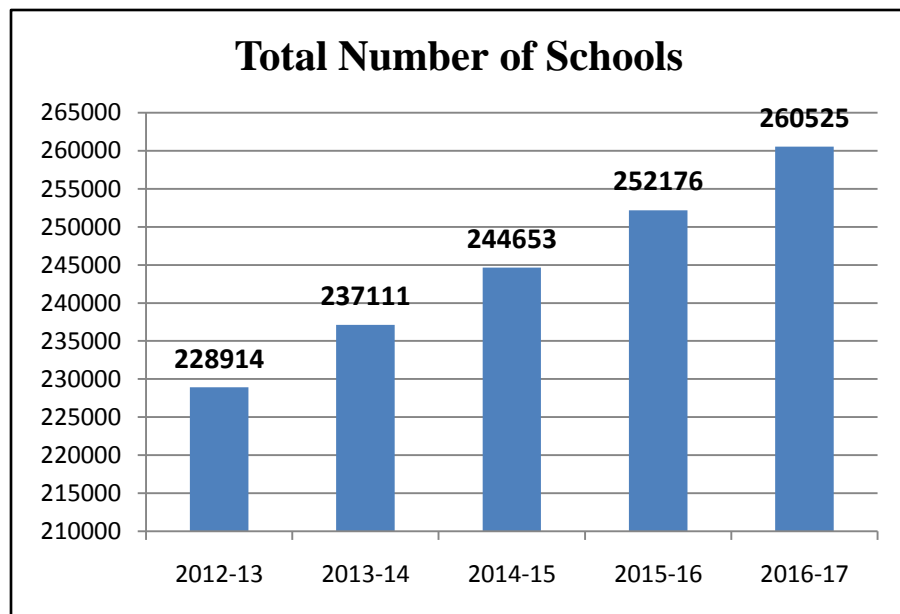
This paper discusses:

- The relevance of secondary education in present situation
- The status of secondary education in India and the emerging challenges in context of extension of RTE Act to secondary education.
- The ways and means of providing equitable access to secondary education of reasonable quality in a diverse country like India.

Accessibility and Availability of Secondary and Higher Secondary Schools

- As per 8th AIES (NCERT, 2009), altogether **20% of rural habitations do not have SE facilities within 5 Km of distance and 25% habitations do not have HS educational facilities within 8 Km as per 8th AIES.**
- Many of these unserved habitations are inhabited by socially disadvantaged group: for example **16% SC** dominated and **34% ST** dominated habitations do not have SE facilities within 5 Km. distance
- Habitations with secondary schooling facility within themselves:
 - ✓ 8% habitations with 21% population have SE facilities within themselves
 - ✓ 3% habitations with 10% population have HSE within them
- According to 71 NSSO data, more than **12% of rural households** in India did not have any secondary schools within 5 kilo-meters whereas in urban areas such cases are insignificant (less than 1%).

Trend in Number of Schools and Enrolment of Secondary and Higher Secondary Level



Source: U-DISE from 2012-13 to 2016-17

Management wise % of Schools and Enrolment at Secondary & Hr. Secondary levels of School Education (2014-15)

Schools

School Category	Govt.	Private Aided	Private Unaided	Unrecognized	Madrasa Recognized	Total Schools
Secondary	42.78	16.68	38.84	1.26	0.43	233517
Hr. Secondary	39.87	16.72	42.07	0.81	0.53	109318

Enrolment

School levels	Govt.	Pvt. Aided	Private Unaided	Unrecognized	Recognized Madrasa	Total
Secondary	68.2	17.5	13.6	0.8	0.0	38301599
Hr. Secondary	39.3	10.1	48.3	2.3	0.0	23501798

- Considerable improvement in availability of school and increase in enrolment: Implementation of SSA and RMSA played important role in it
- ‘Samagra Siksha Abhiyan’ has been initiated merging SSA, RMSA and Teacher Education Scheme
- As per U-DISE, 70% schools and enrolment are found in rural areas
- But schooling facilities are not equal
- Dual track system for rich and poor: Private and Public
- Increase in private unaided schools and enrolment at both level
- Despite high proportion of private schools, the role of government schools still remains important
- All Government schools are not equipped with adequate physical and academic facilities

Percentage share of enrolment in government schools according to different facilities at Secondary and Hr. Secondary levels - 2014-15

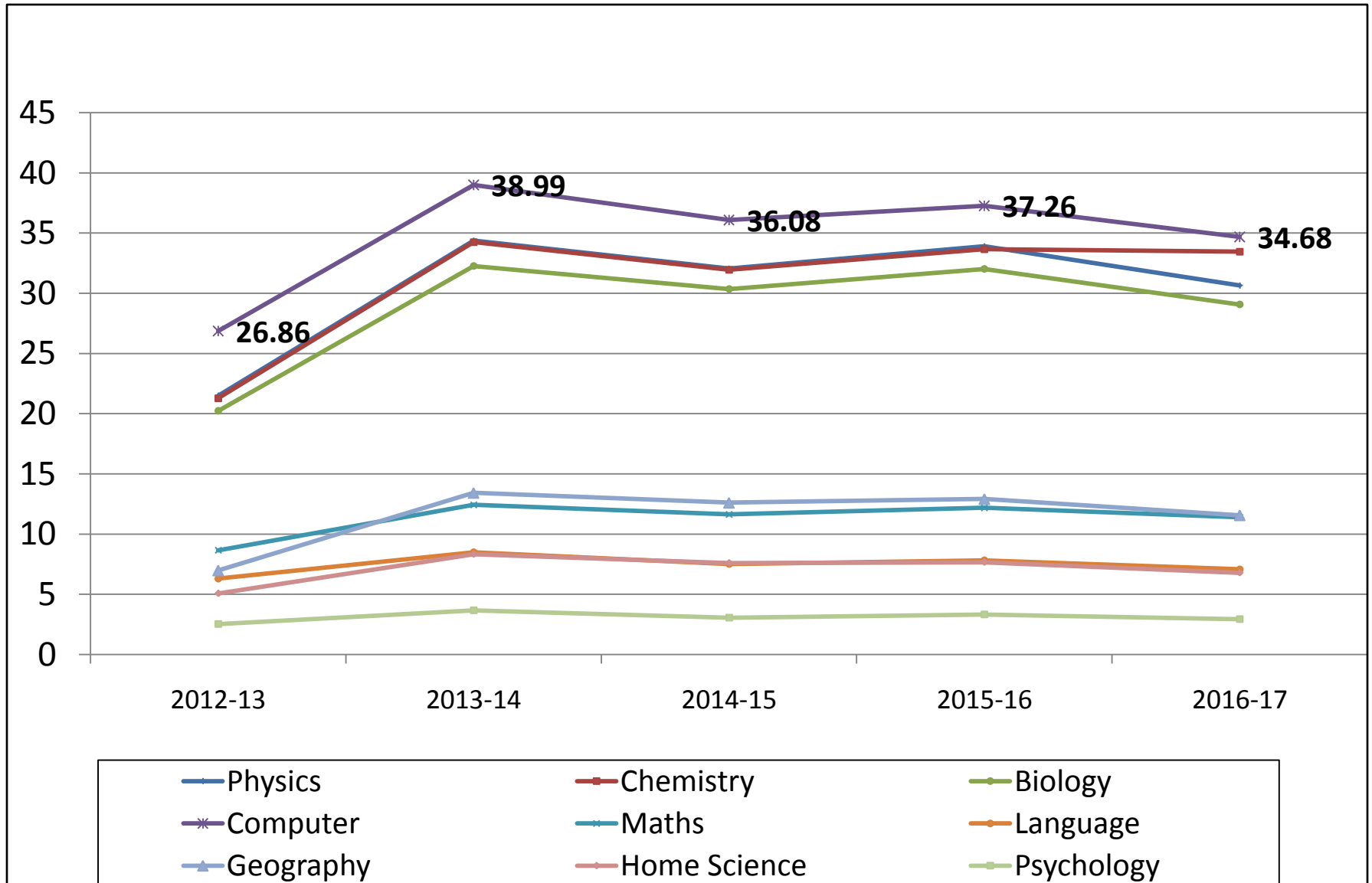
Facilities	Secondary	Higher Secondary
One Classroom	0.13	0.03
Without Building	1.09	0.56
Without Boundary Wall	21.39	13.30
Without Water	1.50	1.21
Without Toilet	4.08	2.60
Without Electricity	15.71	7.21
Without Playground	26.67	22.31
Without Computer	35.90	26.74
Without CAL	67.58	58.39

Source: U-DISE: 2014-15

Teachers and Teaching in Secondary Education

- Still 31% HM and 16% teachers' posts are vacant in Govt. Secondary school.
- 36.55% teachers' posts are vacant in RMSA schools
- 10% are contract teachers and 90% are regular teachers
- 85% teachers are trained
- PTR is not high: overall 25 but disparity may increase at the school level where teacher supply is inadequate and enrollment is high
- No information is available on adequacy of teachers teaching different subjects
- Learning outcome of students is a serious issue

Availability of Laboratories



Overall situation of Participation of Learners

- Gender disparity exist in enrolment
- Low participation of CWSN
- High dropout which has increased during last two years at the secondary level
- Poor learning and disparity in learning outcome
- Low transition from secondary to higher secondary level (30% do not transit)
- Low retention at the upper primary and secondary level

Percentage of Girls' Participation by Caste in 2014-15

Caste	Secondary	Higher Secondary
General	47.57	46.80
Scheduled Castes (SC)	47.60	47.51
Scheduled Tribes (ST)	48.40	47.09
Other Backward Class (OBC)	47.17	47.08
Muslim	51.74	50.85

Source: U-DISE: 2015, NUEPA

Percentage of CWSN in 2013-14 to 2014-15

CWSN	Secondary		Higher Secondary	
	2013-14	2014-15	2013-14	2014-15
Percentage CWSN to Total CWSN	8.14	8.45	2.18	2.35
Percentage CWSN to Total Enrolment	0.61	0.57	0.27	0.26

Source: U-DISE: 2014-15, NUEPA

Key Challenges that need attention: Unsatisfactory Levels of Student Learning

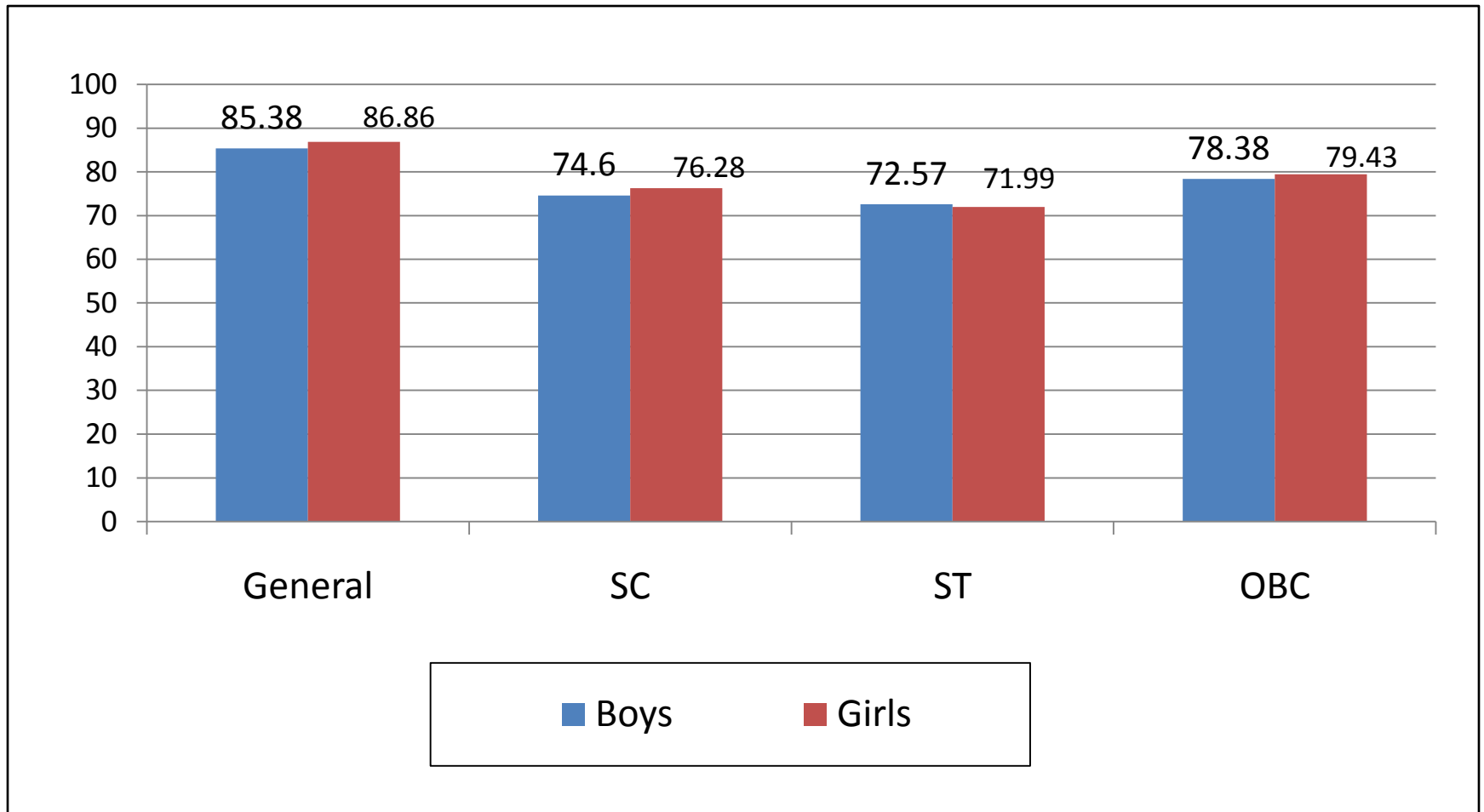
- The National Learning Achievement Surveys (NAS) conducted by NCERT suggest that learning achievement of a significant proportion of students at the primary and secondary stages of education does not measure up to the expected levels;
- The grade X NAS (conducted in 2015) reveals that the learning levels of students at secondary stage fall well below the expected levels.
- As per NAS, proportion of high performers is lower among girls than boys in case of most subjects.
- Learning disparity is found between rural and urban areas.

Grade-X learning levels in Different Subjects

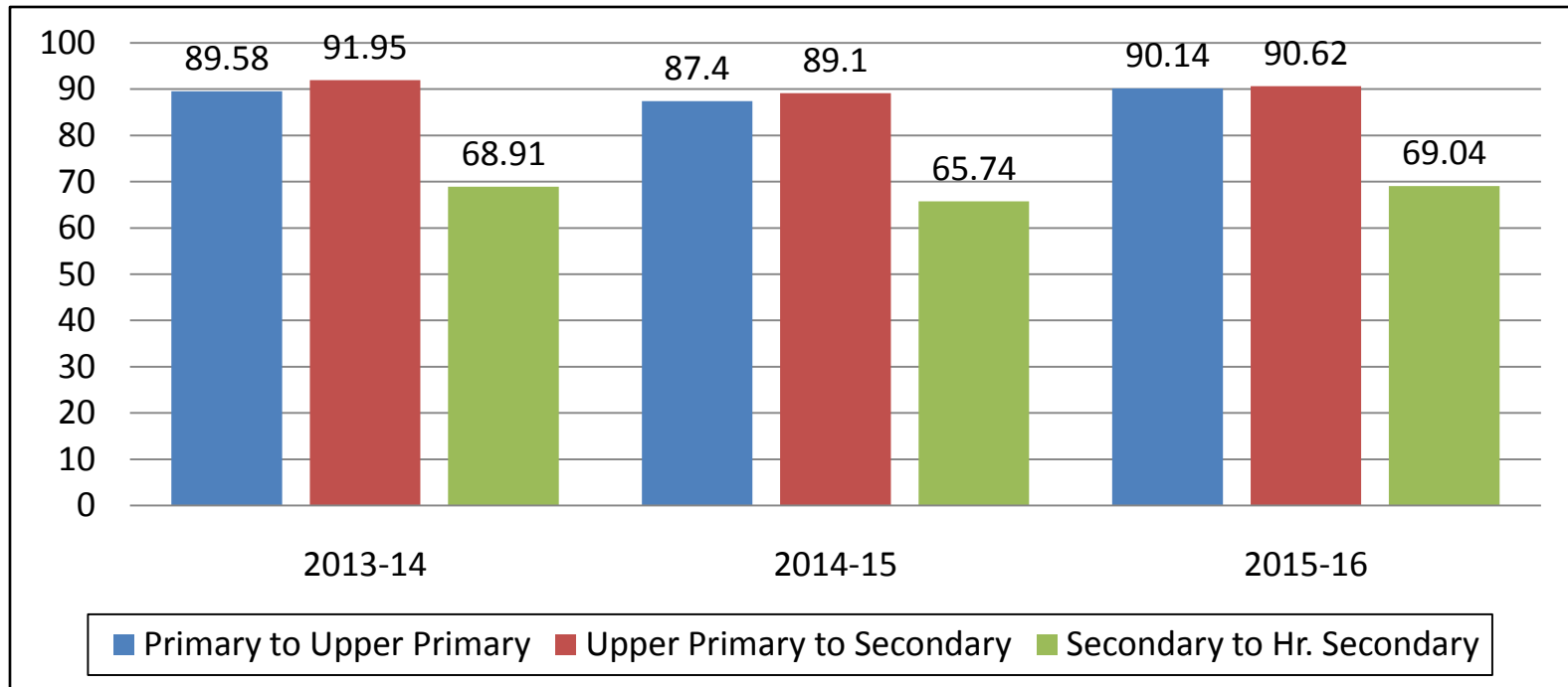
(Percentage of Students obtained less than 50% score)

- English language - 85 percent
- Mathematics - 84 percent
- Science - 78 percent
- Social Science - 71 percent
- Indian Languages - 31 percent

Proportion of Children Could Pass Grade X Examination in 2016-17 (U-DISE) Showing Learning Disparity



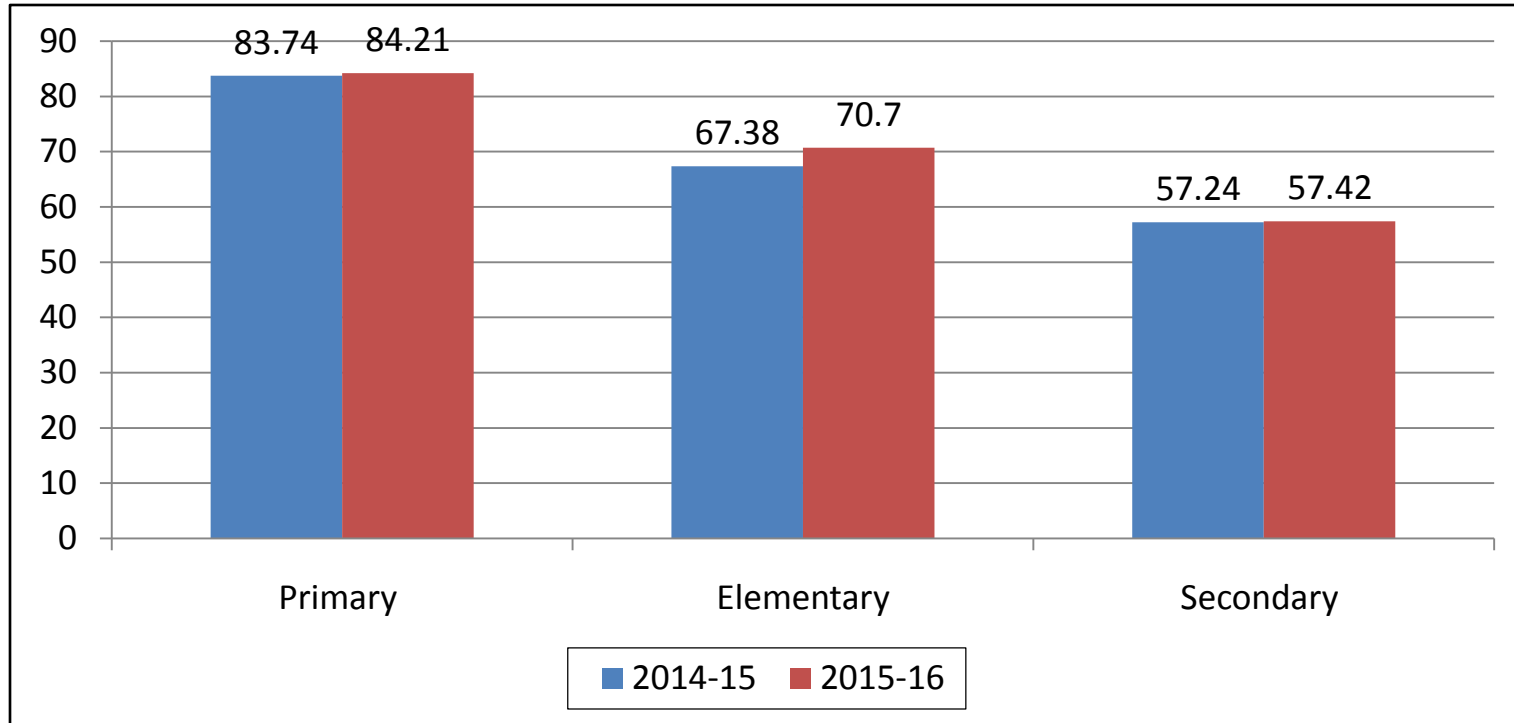
Transition from Different Levels within School Education



Low transition at the higher secondary level: 30% don't enter higher secondary schools after completing grade 10

Source: U-DISE, 2014-15 & 2015-16

Retention Rate at the Different Levels (2014-16)



More than 40% drop out at the secondary level

Source: U-DISE, 2014-15 & 2015-16

Increase in Drop out Rate at the Secondary Level

Gender	Secondary Level		Hr. Secondary Level	
	2012-13	2013-14	2012-13	2013-14
Boys	14.54	17.93	-	1.48
Girls	14.54	17.79	-	1.61
Total	14.54	17.86	-	1.54

Source: DISE: 2014-15, NUEPA

Annual Average Drop-out rates by Castes in 2013-14 STs are most disadvantaged at SE and Muslim Minorities at HS

Castes	Secondary			Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total
Scheduled Castes (SC)	18.96	18.32	18.66	2.20	1.38	1.81
Scheduled Tribes (ST)	27.42	26.96	27.20	3.09	2.77	2.94
Other Backward Class (OBC)	18.46	17.81	18.16	-	0.35	-
Muslim	24.06	23.27	23.66	6.40	4.00	5.19

Source: DISE: 2014-15, NUEPA

Conclusion

- Overall increase in number of secondary and higher secondary schools resulting in an increasing trend in enrolment in these schools
- Inequality in Access to Secondary Education
- Secondary and higher secondary schools are better equipped with basic infrastructure facilities but many schools are deprived of laboratories and other academic facilities
- Availability of qualified and trained teachers is not a serious issue as more than 50% teachers are with post graduate qualification and more than 80% teachers are trained
- Considerable disparity is found in learning outcome of students

Conclusion

- Extension of RTE Act to secondary level needs to be considered for Achieving USE
- Qualitative and Quantitative Expansion Simultaneously
- Meticulous planning: school mapping and school improvement planning and Cost effective expansion
- Priority of opening schools in unserved and backward areas
- Upgradation of existing elementary schools making it integrated to prevent dropout and low attendance of students
- Improvement of existing schools (12% need major repair)
- Improvement of learning outcome at elementary level since early grade
- Simultaneous attention is needed to ensure universal access, participation and learning outcome
- Improvement in monitoring and supervision

Thank You