

# Issues In Extension Of RTE 2009 To Secondary Level Of Education

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# Focus of presentation

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- Relevance of secondary education and need for Extension of RTE 2009 to secondary education
- Policy initiative /pronouncement on structure, purpose, curriculum of secondary education
- Challenges of upscale of secondary education
- Preparation required
- Few concluding remarks

# Rationale: Extension of RTE 2009 to Secondary Education

- Elementary education of 7 to 8 years of basic schooling imparting functional literacy and numeracy becoming inadequate
- does not fully equip children to live and participate in contemporary societies
- Secondary education would help- to acquire rudimentary abilities to critically think and learn
- Secondary education – provides more benefits in improving the health, gender equality and living conditions of population
- At individual level, secondary education empowers & prepares youth for labour market, pursuing hr edu and personal development.

# Basic education to secondary level

- CRC 1989– Directs State to take appropriate measures to ensure rights of children under the age of 18 years- including access to healthcare and education
- For achieving sustainable development the youth need to be provided 10 years of schooling-
- In Australia, Japan, New Zealand, Korea the compulsory schooling extends to secondary education, In India, the Government committed to universalizing completion of secondary school by 2020.
- economic and employment growth in last ten years in India-in skilled services (information technology, financial services, telecommunications, tourism and retail) and skill-intensive manufacturing sector require minimum secondary education

# Demand for Secondary education

- Growth of knowledge based economy- heightened demand for secondary education
- Increase in completion of elementary education- increased aspiration of people for further education
- State needs to respond to the expectation of adolescent and youth
- Imperative to raise the minimum level to secondary education: 10 years of education

# Policy Initiative- Committee/ Commission

- Secondary education commission 1952, Mudaliar – looked short coming of secondary education- bookish, mechanical, examination oriented & proposed national system of education of 11 years, multipurpose school
- Kothari Commission, 1964-66, NPE 1968 suggest- common school system, undifferentiated curriculum till 10 years of schooling, 10+2+3, school mapping for achieving equity
- 1986 Policy and POA 1992, put thrust on secondary education-visualised link between elementary and higher education having forward and backward linkages
- Proposed to expand secondary education facilities in rural areas, small towns, backward social groups

# Policy Initiative (contd)

- CIBE 1994 recommended- establishment of schools in unserved area, Navodaya Vidyalaya for rural talented, vocational stream at senior secondary
- CIBE Committee in 2005 emphasized- for national development more skilled labour required –
- 'Universalisation of Secondary education'- Proposed USE, universal enrolment in 9<sup>th</sup> and 10<sup>th</sup> grade, universal retention, zero dropout rate, universal performance at a predetermined level
- Multipronged strategy- depending specific context and situation
- Setting up new schools, upgrading existing by adding extra classroom, two shift- based on school mapping at district/block level

# Internal efficiency of elementary & secondary level of education

- Dropout within elementary are high –despite no detention policy- 20% at primary level and 36 % at upper primary level, 48 % dropout (I-X) in 2013-14
- Transition from elementary to secondary improved but high dropout from 9<sup>th</sup> to 10<sup>th</sup> grade- around 45 % children not promoted to Xth in 2015-16 (Praja foundtion)
- Academic unpreparedness of elementary graduates for secondary



# Immediate challenges of Up-scale in Secondary education

- Improving access with focus on Equity- for socially disadvantaged groups, rural and remote areas, hilly areas
- Consolidation of Small Schools-schools with less than 150 students in grade 9 and 10 –more than 70 % of all schools in more than 20 states.
- Schools opened since 2011 -35% have less than 25 students. Only 2% of the smallest schools had science laboratory, computer room, library and functional computers.
- Whether continue to open school without providing requisite infrastructure, subject specific teachers, range of stream/subject options
- Inclusive schools – Hierarchy of institutions,
- Vocational courses

# Preparation Required for Extension

- Should we expand indiscriminately or with systematic planning. For this diagnosis of existing situation and information to be collected
- Assessing the demand and magnitude
  - ▣ Information on current population of 14-16 of age, number and projections for another 10 years, promotion and repetition rate, no of habitations without secondary schooling facility
  - ▣ Number of school places required
  - ▣ Teacher requirement-Additional teachers
  - ▣ Per student expenditure ( if private included)
  - ▣ Financial requirement

# Preparation

- Capacity building of existing teachers and school heads
- Consultation with the state education departments and private providers
- Strengthening EMIS
- Exploring the possibility of public-private partnership
- Increasing public investment
- Discussions with different agencies- NIEPA, NCERT, NCTE, CBSE etc
- Curriculum reforms and pedagogical approaches- not only content knowledge but also soft skills- problem solving, critical thinking , communication skills

# Issues in extension of RTE to secondary education

- Whether secondary education to be provided 'free' like elementary education?
- To what extent will private schools collaborate in this joint venture?
- How will 'compulsory' be defined with respect to secondary education as it not age related phenomenon?

# Implications of Free and Compulsory

- If free- the higher socio-economic group students will benefit from subsidized system rather will spend on private tuition which may adversely impact those from lower socio-economic background
- If only made compulsory – not age grade phenomenon . What happens when the students do not have requisite competencies

# Divergent point of view

- Debate divided
- Take a myopic vision –questions USE when UEE has not been achieved, implementation of existing RTE 2009 to be stabilized and consolidated
- Others argue- given emerging scenario in globalised world and India to be an imp global player- necessary to take quantum jump than adopting incremental growth

# Few points for consideration

- To view the linkage between elementary and secondary and take them as a composite unit- .
- Preparedness of children graduating from elementary to secondary- to prepare them for the rigour of secondary curriculum
- Need to make vocational education as a viable component of secondary schooling
- Time line needs to be fixed.