

Secondary education in Maharashtra

Issues of concern

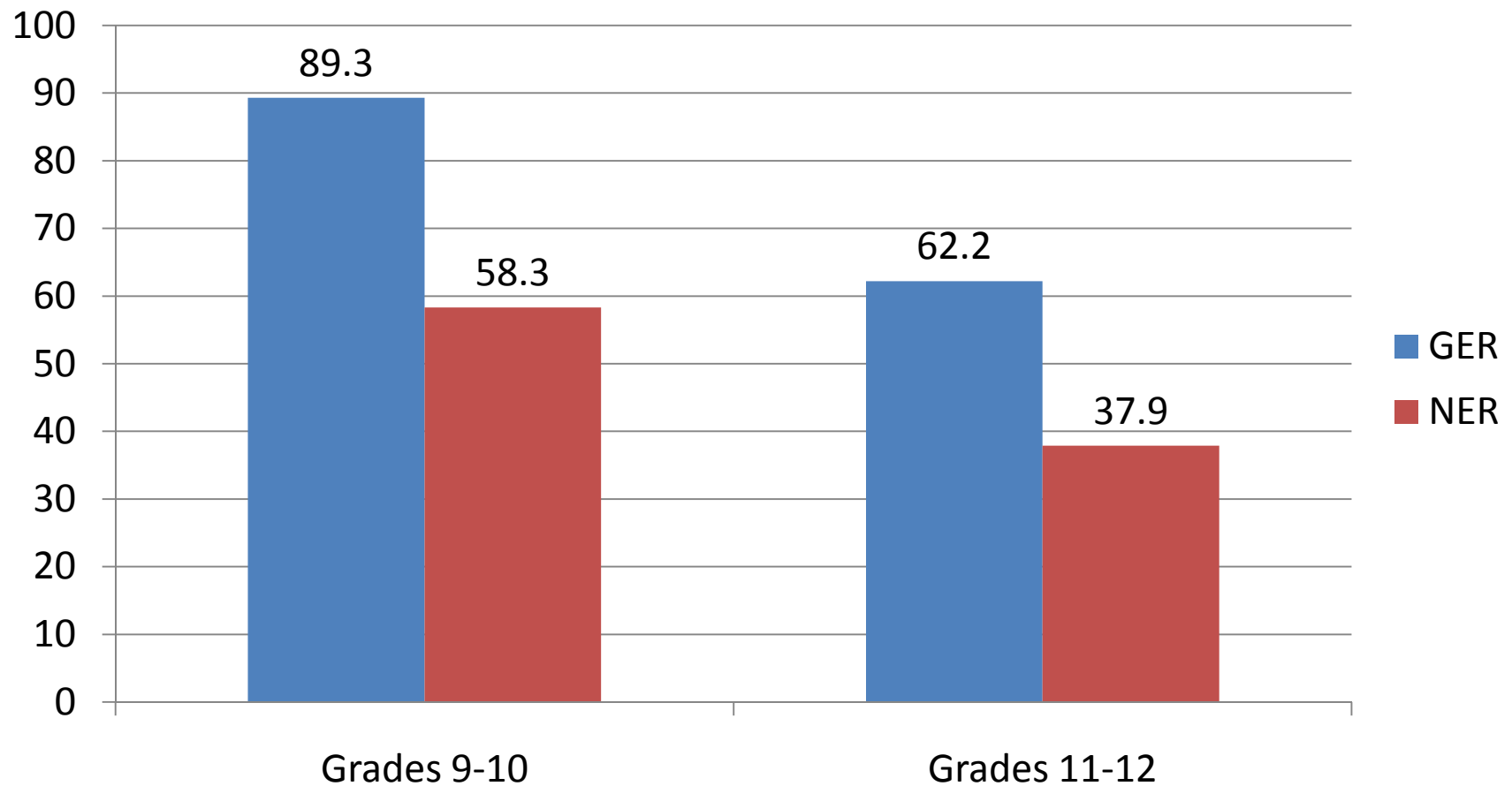
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Features of secondary education in Maharashtra

From secondary data

GER and NER at secondary and higher secondary stages of schooling



Source : UDISE, 2014-15

Gender wise enrolment

| Year | % of Girls |
|------------------|------------|
| Grades 9 and 10 | 45.6 |
| Grades 11 and 12 | 46.4 |

Source: UDISE 2013-14

Dropping out

- High after Class 9

- Peaks after Class 10

- Low after Class 11

Source. UDISE 2013-14

| Dropout rate between | Per cent |
|----------------------|----------|
| Class 9 and 10 | 8.5 |
| Class 10 and 11 | 16.6 |
| Class 11 and 12 | 1.4 |

Government / private sector share in secondary education schools (grades 9-10 and / or grades 11-12)

Share in 2013-14

- Aided schools (61%)
- Private unaided schools (32%)
 - Primarily in Mumbai, Aurangabad and Pune
- Government schools (7%)

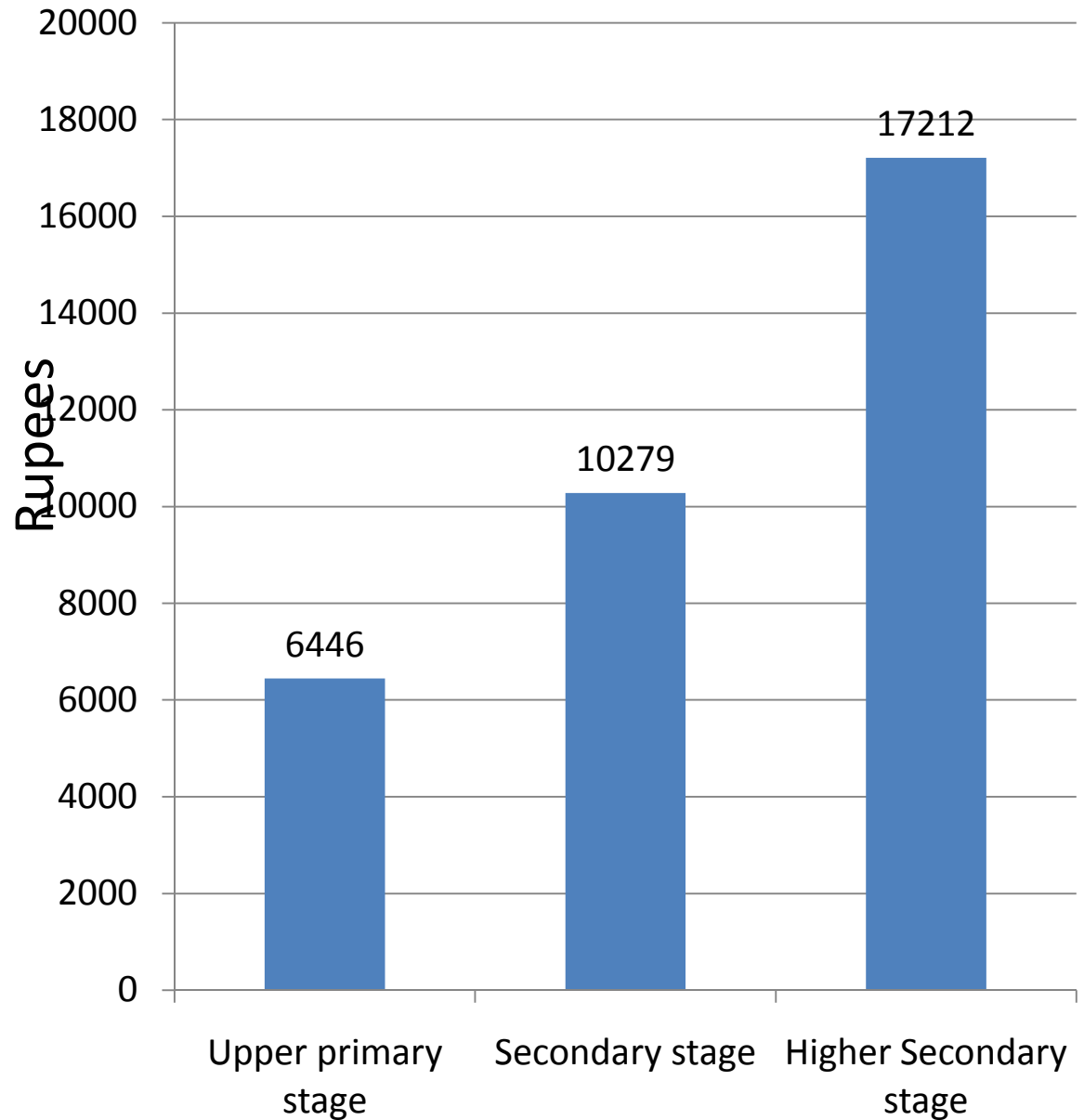
Share of enrolment at secondary and higher secondary stages

| | Secondary | Higher secondary |
|-----------------|-----------|------------------|
| Aided | 76.1 | 76.6 |
| Government | 6.5 | 2.9 |
| Private unaided | 17.3 | 20.4 |

Costs of Secondary Education

Costs at secondary stage 1.6 times costs at middle stage.

Costs at senior secondary stage 1.7 times costs at secondary stage .



Costs of Schooling, NSSO 2014

From the survey of schools

Section 2

Large classes

Average class size was 50 in secondary grades, and over 70 in senior secondary grades.

| Average class size | Class 9 | Class 10 | Class 11 | Class 12 |
|--------------------------|---------|----------|----------|----------|
| Secondary schools | 50 | 50 | | |
| Higher Secondary schools | 57 | 56 | 75 | 72 |

Gaps in infrastructure

- Drinking water
- Toilets
- Boundary wall and gates

- Problem aggravated by limited or no money for maintenance including cleaning staff
- Aid given for salaries of teaching staff and some non teaching staff such as peons

Access to drinking water a problem

- 70% of the schools had tap water
 - The number of taps and hand pumps were limited, in comparison to school enrolment
- 17% schools depended on water stored in tankis – usually in drought prone areas
 - Tanks reported to be not cleaned regularly

Less than 60% of schools had usable toilets for boys and girls

| Proportion of schools with | Rural | Urban |
|----------------------------|-------|-------|
| Running water in toilets | 39.0 | 78.4 |
| Usable Boys' toilet | 49.6 | 78.4 |
| Usable Girls' toilet | 46.8 | 82.4 |

Schools not secured

- 50.3% had no boundary walls or walls which could easily be jumped over
- 73% of schools did not have gates closed during school hours
- Rarely was there anyone manning the gate
- Students could come and go freely

Library and Science Labs – not usable in 60% of rural / 25% of urban schools

| Proportion of schools with | Rural | Urban |
|----------------------------|-------|-------|
| Usable library | 36.9 | 72.5 |
| Usable laboratory | 39.0 | 74.5 |
| Usable computer room | 72.3 | 88.2 |
| Electricity | 61.0 | 86.3 |

Teacher shortage

- Around 30% schools had a shortage of teachers.
 - Higher secondary schools in particular had recruited contract teachers.
 - Contract teachers given low, fixed remuneration. Not always available.
- Shortage of Maths and Science teachers reported.
- Additional posts in aided schools sanctioned by govt. with delays, if at all.

Language issues

- Huge demand for English medium education
- Some aided schools now have semi-English sections
 - Science and Maths are taught in English
 - Other subjects are taught in Marathi
- Objective is to reduce the fall in enrolment in Marathi medium schools and the increase in enrolment in the English medium unaided schools.

Working days -- need monitoring

- Research teams found schools closed
- Reasons included
- Local elections
- Days before and after major festivals

Working hours -- should be uniform

- Single shift schools generally functioned for longer hours.
- Double shift schools had shorter shifts in the morning.
- 80% secondary schools were single shift schools.
 - Double shifts: grades 5-7 (morn) and 8-10 (later)
- 33% higher secondary schools were single shift schools.
 - 11-12 (morn) and 5-10 (later)

DEOs and BEOs multiple responsibilities; vacancies not filled

- Critical role – monitoring the schools
- Channel of communication between the state level education authorities and the schools
- Weighed down by litigation
- DEOs (secondary) separate from DEOs (primary)
- BEOs had to manage primary and secondary education
- Vacancies in these posts had not been filled

Challenges reported by parents and young persons in 14-17 year age group

Section 3

Access to secondary schooling is an issue

- Particularly in rural areas
- Particularly to higher secondary schools.
 - Students had to travel considerable distances.
 - Means of travel were inadequate and inefficient, especially for the rural site
- Confirmed by DEOs and BEOs interviewed
 - New schools had not been set up in the last 5 years
- Confirmed by secondary data
 - Ratio of secondary to higher secondary schools is 2.7

Straification at higher secondary stage

– choice of streams

- Almost all schools offered the Arts stream. A lower proportion offered Science and very few schools offered Commerce.
- Science and Commerce students required higher marks and were more desired streams.
- Students in most schools did not have much choice between streams.
- Arts stream also has the lowest promotion rates.

High costs of schooling reported

- Sudden increase in school expenses after grade 8 (SSA funding for these items stop)
 - New textbooks Rs. 1000
 - Second-hand textbooks Rs. 500
 - Guide books / keys / extra material
 - Uniforms / bags
- Major expenditure at the start of the school year
- Tuitions are seen as a necessity for Board years; add to costs

Issues related to teaching and learning in school

- Most students found Mathematics and Science difficult to cope with
 - Needed additional teaching in these subjects
- Students relied heavily on guide-books and other supplementary material
- Students wanted functional computer education
- Wish for more practical Science education: Experiments were demonstrated but students did not conduct these experiments

Reasons for dropping out

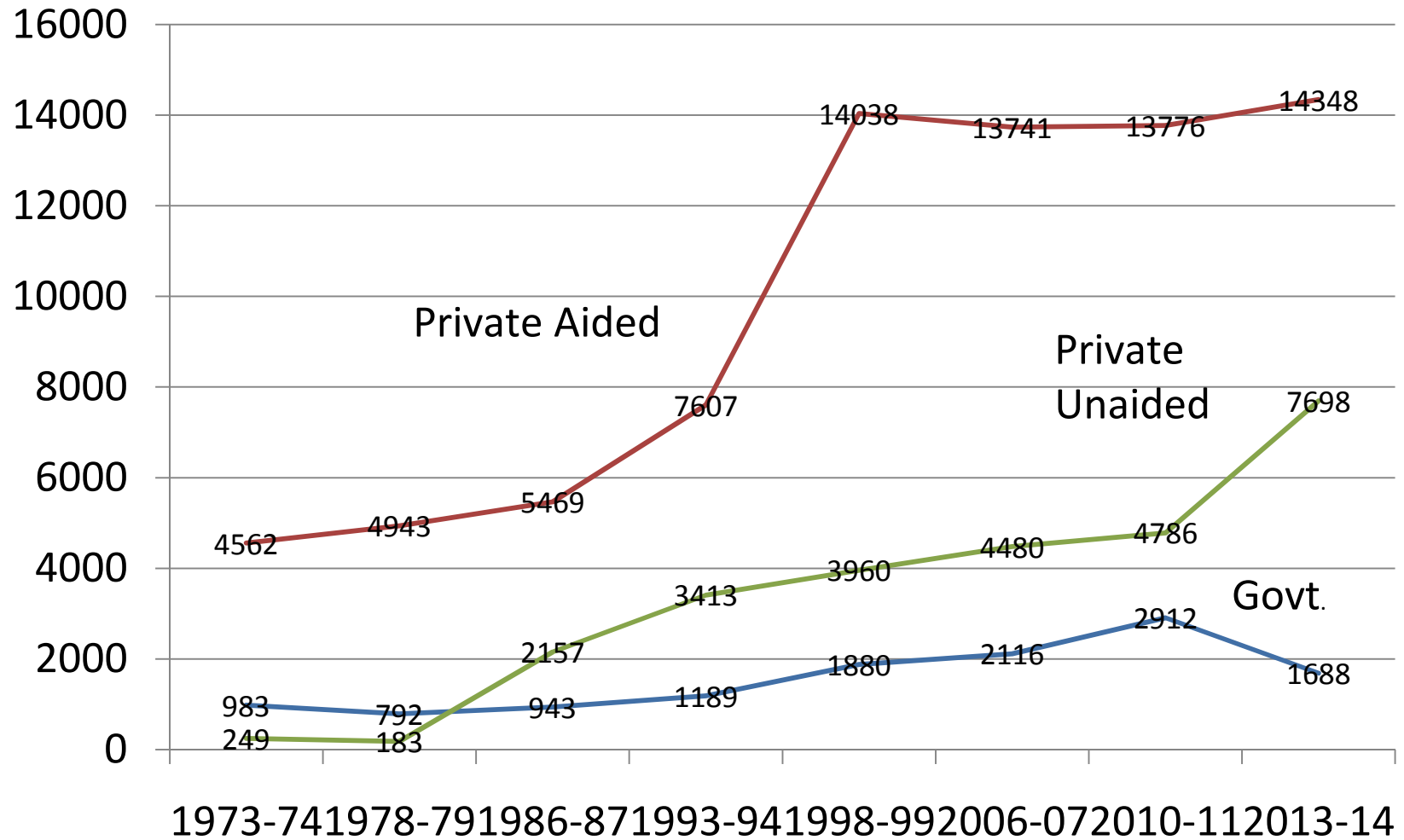
- Failure in exams
 - Most students failed in Mathematics
- High costs and pressure to earn / do housework
- Limited aspirations for education of girls:
 - Social norms in some communities to teach girls only up to class 10
 - Girls also taken out of school to get married
 - Parents concerned about girls' safety in school and during travel to school
 - Parents find costs of schooling high

Factors which play a critical role --

Section 4

- Limited government spending
 - No. of aided schools growing slowly; no. of government schools is declining
- Multiplicity of institutions involved
 - Department of Secondary and Higher Secondary Education
 - State Board of Secondary and Higher Secondary Education
 - SCERT
 - Social Welfare Department
 - Tribal Development Department

Changes over time in numbers of schools: government, private aided, and private unaided



Issues of access, quality and equity

Need to strengthen existing schooling system

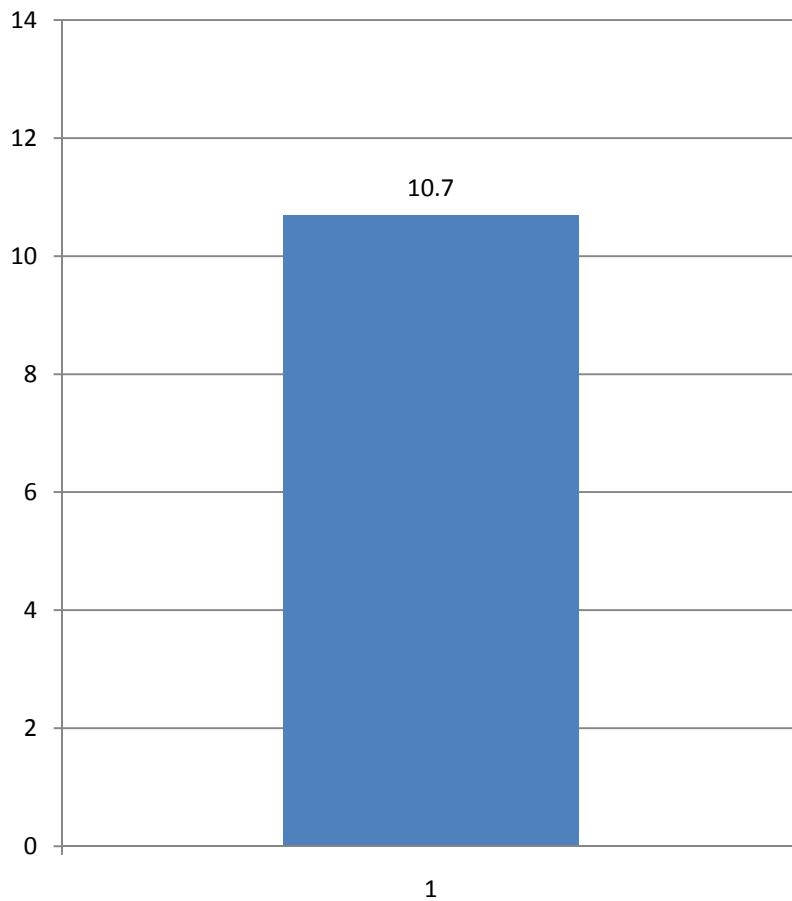
- Aided schools playing a critical role
- Policies regarding aid to be clear, and implemented without delays
- Schools need adequate resources for maintenance

Need for special focus on:

- Schools with large proportions of disadvantaged groups – tribal children, poor Muslim families / SC children.

Enrolment of ST students very low

% STs in 14 to 18 year population



% STs enrolled in Classes 9-10 and 11-12

