




UNIVERSAL SECONDARY EDUCATION IN INDIA- ACCESS, EQUITY AND SOCIAL JUSTICE

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‘Universalisation of elementary education alone will not suffice in the knowledge economy and a person with mere 8 years of schooling is as disadvantaged as illiterate person’ (approach paper for the XI Five Year Plan, 2007-12)

Secondary Education

- Decisive stage in the educational hierarchy
- Major instrument of social change and development
- compete successfully in education and jobs, globally
- Benefits of reservation accrue to SCs/STs
- Need to be expanded as a response to increased social demand and as feeder cadre for higher education
- Investment – considerable social and economic returns

Basic Challenges

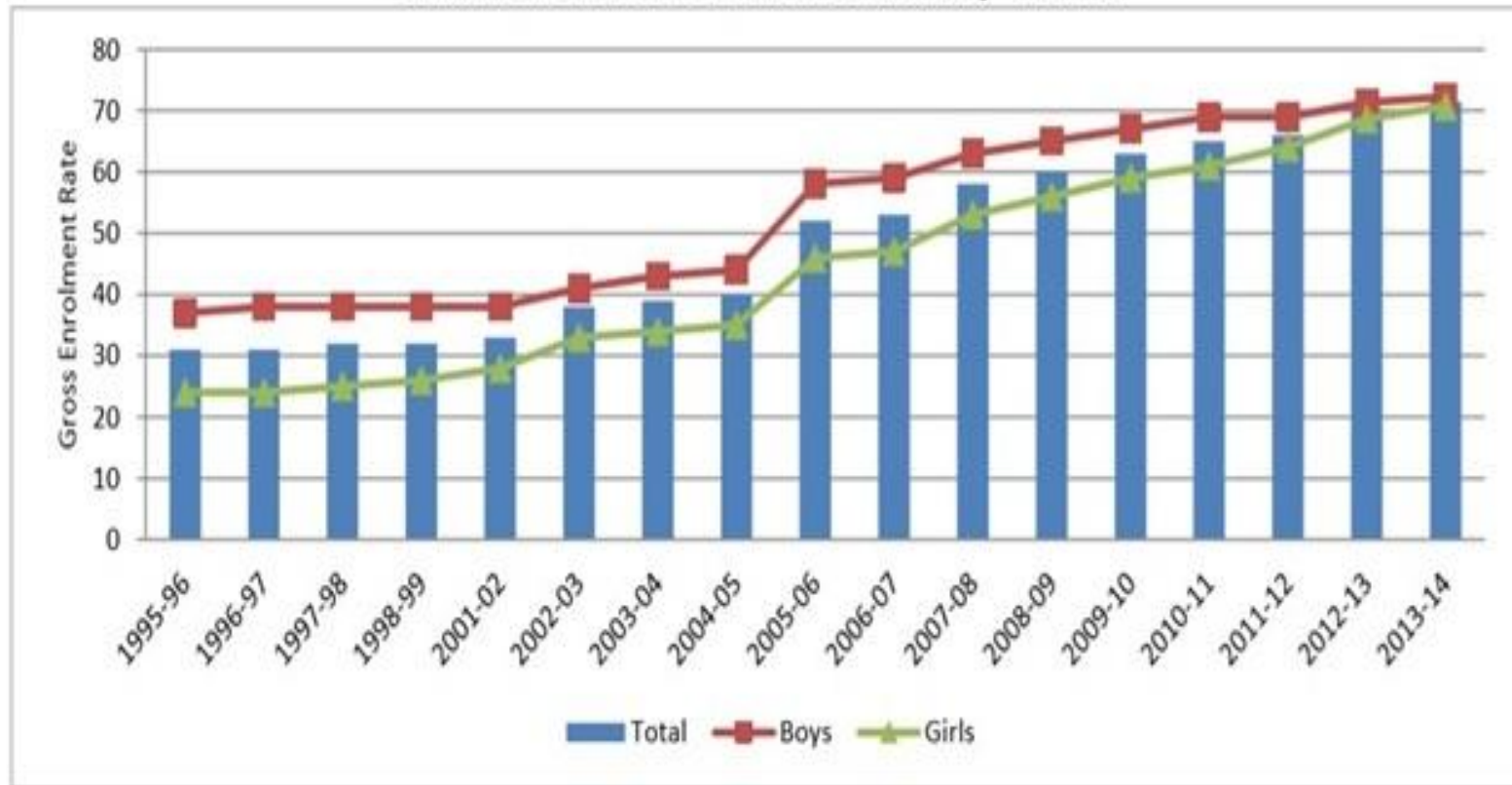
- To discover new ways of ‘knowing’
- Ensuring equitable economic and socio – cultural diversity
- Changing the role of the school from an institution of knowledge generation and transmission to respond effectively to the skill requirements
- Bottom up pressure(arising from the growth of primary schooling)
- Top – down pressure(as the source of potential intakes for higher education)
- Integrating the marginalised and vulnerable(inequalities in the distribution of income and wealth and other social issues)
- Promoting access and equity

Gross Enrolment at the Secondary Level (in Millions)

Source: Selected Educational Statistics (various years), Ministry of HRD, New Delhi

Years	Girls	Total	SC Girls	SC Total	ST Girls	ST Total
1980-81	3.4	11.0	0.25	1.152	0.08	0.33
%	31.9		21.4		25.2	
1990-91	6.3	19.1	0.64	2.238	0.24	0.81
%	33.0		27.2		29.6	
1995-96	8.3	22.9	0.89	2.741	0.36	1.12
%	36.2		32.4		32.0	
2000-01	10.7	27.6	1.39	3.812	0.54	1.49
%	38.8		36.6		35.9	
2003-04	14.4	35.0	1.52	4.760	0.73	1.95
%	41.1		32.0		37.4	
2004-05	15.4	37.1	2.0	5.218	0.80	2.09
%	41.5		38.1		38.1	
2005-06	16.1	38.4	2.18	5.601	0.86	2.21
%	41.9		38.96		38.97	
Growth Rate 1980-81 to 2005-06	6.4	5.1	9.1	6.5	9.8	7.9

Growth in Gross Enrolment Ratio by Gender



Source: Selected Education Statistics Various Years

Central Advisory Board of Education (CABE) Committee

- The highest deliberative and advisory body relating to policy making in education in India
- Provides a platform where the centre and the States/UTs share their common concerns, review their experience and envision future policies and programmes.

Targets.....

- (i) universal participation by 2015;
- (ii) universal retention by 2020;
- (iii) mastery learning by more than 60% learners by 2020; and
- (iv) universal higher secondary education (Grades XI -XII) by 2020.

The four guiding principles of Universal Secondary Education

- Universal Access (physical ,social, cultural and economic)
- Equality and Social Justice(gender, economic, social cultural ,disability and rural-urban.)
- Relevance and Development(access to global knowledge &challenges)
- Structural and Curricular Aspects (integrate ‘world of work’ meaningfully with ‘world of knowledge’)

Purview of Secondary Education

- Education for Adolescents (responsive to needs and foster skills of transition)
- Education for Multiple Intelligence(nurture multiple talents)
- Universal, Free and Compulsory Education (2020 as target for universal enrolment)

Equity in Access and Learning through Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- (RMSA) launched in 2009 - to universalise enrolment in grades 9 and 10 across India
- Goal - to universalise entry into secondary school by the end of 2017 and achieve universal completion of grade 10 by 2020
- To improve access and quality of education to the girl child in secondary and higher secondary classes.
- With the rapid expansion of the school system, access to school education has become near universal (The report of the Committee for Evolution of the New Education Policy, 2016).

Concerns....

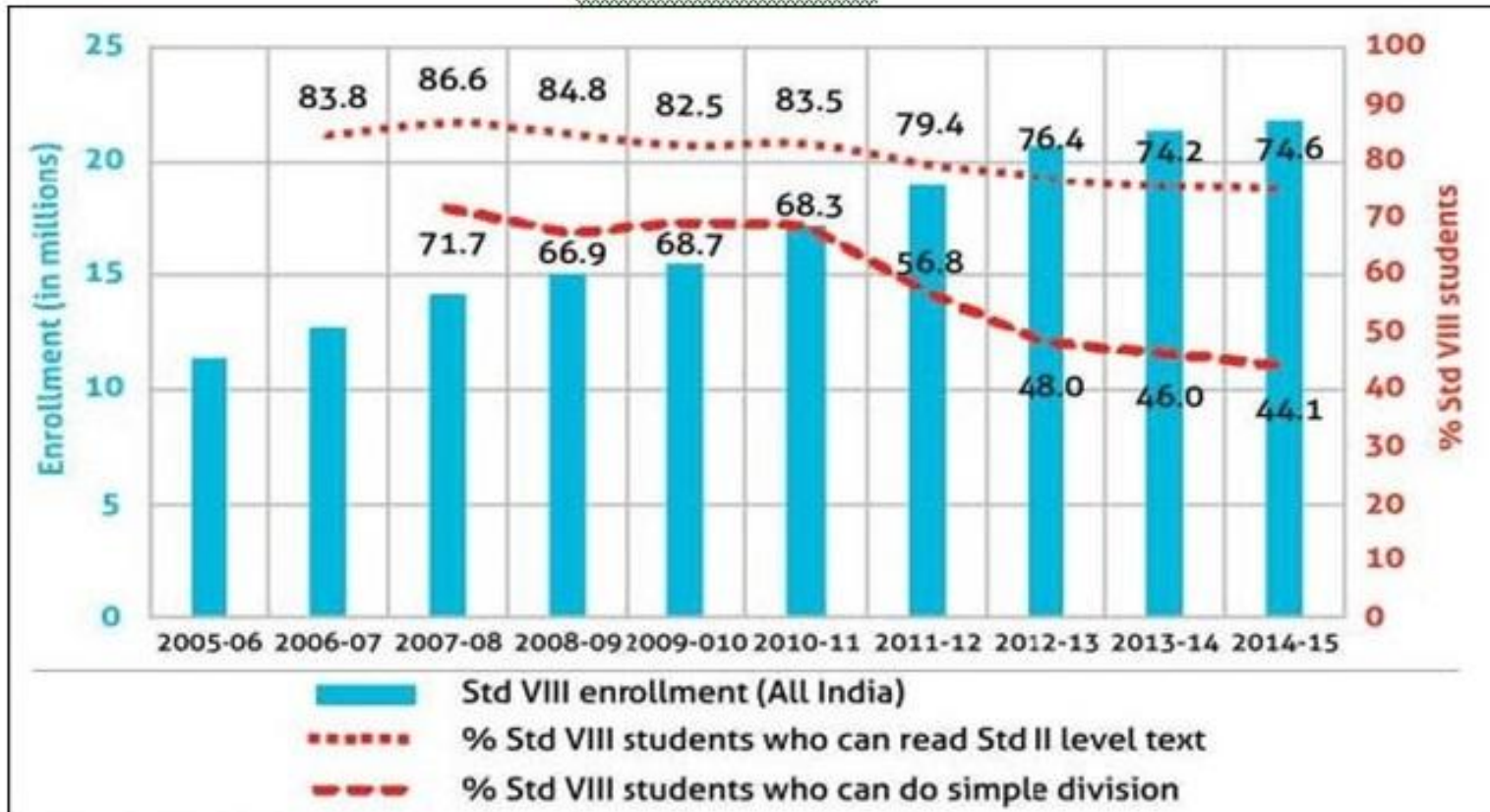
- Issues of social access and equity remain
- social and income disparities continue to be reflected in gaps in learning levels and drop out of school.
- Gender - Large disparities remain in some states. Bihar (58% boys), Gujarat (59% boys), MP (62% boys), Rajasthan (61% boys), and UP (58% boys) have many more boys than girls enrolled in grades 9 and 10. In contrast, Tamil Nadu (51% boys), Kerala (51% boys), Karnataka (51% boys), Meghalaya (49% boys), and Mizoram (50% boys) are close to gender parity and. – RMSA 2015
- Spread throughout the country remains uneven.

ANNUAL STATUS OF EDUCATION REPORT (ASER 2017)

- Enrolment in class 8 has been steadily increasing from less than 50% in 2005-06 to close to 90% in 2014-15.
- Quality of education still remains a concern.
- Statistics show how the ability of class 8 students has been consistently falling over the years, coinciding with the increase in enrolment rates.
- Large proportion of students are below the ‘Grade level’ (student able to deal with what is expected of him/her in that grade).

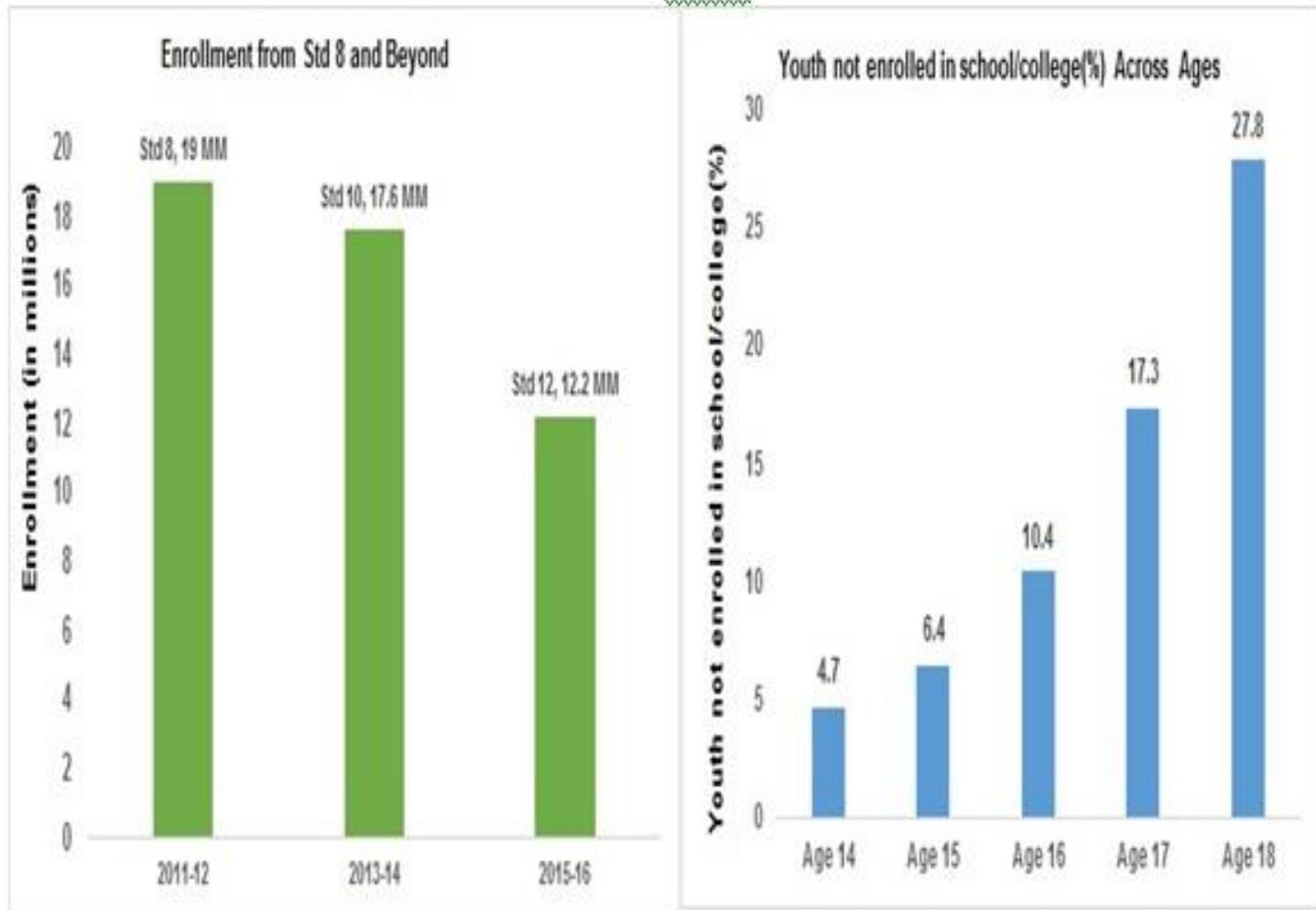
ANNUAL STATUS OF EDUCATION REPORT (ASER), 2017

Ability of class 8 students consistently falling over the years, coinciding with the increase in enrolment rates.



Source: Annual Status of Education Report (ASER), 2017

Enrolment Rates After Standard 8




Source: Annual Status of Education Report (ASER), 2017


Differential Access


- Macro level – physical access (as per the distance norm)
- Large variations across states in India, within states, across districts and sub district levels
- Distortions in the policy planning with regard to expansion of school networks, often due to political and local factors.
- Over a period becomes unsustainable in terms of maintaining standards and equity in provisions, processes and outcomes

Contd...

- Regional, gender and social disparities in access and participation continue to be a major concern
- Education - state responsibility prior to 1976 - the relative economic status of states shaped the pattern of growth of secondary education
- Wide regional variations reflected in the structure of school education, management, infrastructure facilities, teacher deployment, quality of learning achievements etc.

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- Emphasis placed by policy-makers and administrators at the top of the educational hierarchy on demonstrating ‘efficiency’ rather than ‘effectiveness’ of reform interventions.
 - Secondary education reform programmes, including the RMSA, have not made enough provisions in their programme designs (in terms of policy and institutional arrangements) to facilitate school-wide reform.

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- Issues of quality and equity are generally addressed through macro level interventions
 - School effectiveness interventions (based on whole school reform experiences) may certainly prove critical in supplementing macro strategies and interventions in dealing with issues of equity and quality.
 - Need to generate right kind of political and key stakeholder support for translating reform into action

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- Too much importance to resource allocation (mostly within their rigid frameworks) as compared to the resource utilisation aspects.
 - Resources allocated under the education reform programmes like the RMSA are tied funds giving little scope for reallocation at the sub-national and institutional levels thereby limiting innovations and best practices.

- The quality and relevance of secondary education curriculum needs to address both, who want to go to higher education and those wanting to enter the labour market.
- The curriculum must equip the students with adequate cognitive skills to deal with complex situations in daily routine and also in the world of work.
- Teaching methods and the transaction of curriculum in classroom ought to focus on learning to learn than on familiarizing and memorizing facts.

Cont....


- Regular assessments to assess absorption and assimilation.
- Sizable and strategic investments to be made in secondary education
- The basic skill gaps in young population need to be addressed appropriately to make secondary education universal in terms of access and equity

Cont....

- Appropriate secondary schooling model???
- How to have expanded access while maintaining quality and equity?
- What are limits of trade off between quality, quantity and equity?
- What are implications of uniform provisioning and mixed market providers in terms of coverage and equity?
- What kind of curriculum would lead to relevance and external efficiency?
- What is mode of financing secondary education that is sustainable and affordable?

...The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years...

(RMSA Framework, MHRD, 2009)



Thank You