

Abstracts

Technical Session - I

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Pankaj Deep, Assistant Professor, School of Humanities and Social Sciences, Gautam Buddha University, Greater Noida

Integration SSA and RMSA: A Major Policy Shift in School Education of India

Aparajita Sharma

Researcher in Policy Engagement, Save the Children

Abstract:

Integration of SSA and RMSA introduced in the ‘Integrated scheme for school education’ is a new development in the school education of the country. India has received a new height in elementary education with the passage of the RTE Act in 2009. It made elementary education a fundamental right from a directive principle. It made education for all children between 6-14 years free and compulsory. In this paper the author will locate the scheme through the lens of education as a public good with the centrality of the role of the state. Further the author will also partially relate the international frameworks/gals like SDG4-Education 2030 where the heart of which lies at the national level. It mentions that Governments have the primary responsibility to deliver on the right to education, and a central role as custodians of efficient, equitable and effective management and financing of public education.

The paper will describe the historical developments in both elementary and secondary education in India and how coming of RTE raised the national commitments and resources for elementary education. There was a huge demand for making school education including pre-

school and secondary education a fundamental right. However fundamental right remained restricted to elementary education. Many reasons were provided during that time. A fundamental right brings with it demand for resources, state's responsibility, teachers, number of schools so on so forth. Further even pedagogically the needs of children; level of teacher training varies in all three levels, pre-school, elementary and secondary education.

SSA after enactment of the Act in 2009 was not only a centrally sponsored scheme but became a vehicle through which RTE was implemented. It is a legal entitlement which is justifiable and has time bound commitments attached to it. This was not the case with RMSA which was introduced for universalization of secondary education. The integration completely ignores this aspect as the rationale provided was linked to integration of centrally sponsored schemes just like in other sectors. The paper will further explain how integration will impact RTE and the national commitments towards elementary education and SDG-4.

Issues in Extension of RTE 2009 to Secondary Level of Education

Sunita Chugh
Associate Professor, NUEPA

Abstract:

The Right of Children to Free and Compulsory Education Act 2009 (RTE 2009) is presently limited to elementary education of 8 years for the children of 6-14 years of age. It is being increasingly realized that the elementary education of 8 years do not fully equip the children with adequate competencies and skills to live and to participate in contemporary societies. People now require a compulsory education that goes beyond basic numeracy and literacy as secondary education would help them to acquire at least rudimentary abilities to critically think and learn. The impact of globalisation and rapid growth of new technologies have led to reassessment of India's preparedness to generate the required technical person power, develop new knowledge and skills and remain competitive at global level. Moreover, Indian economy and its labour markets need people with sophisticated knowledge, skills and competences that cannot be developed only in elementary level or in low-quality secondary schools. The secondary and senior secondary education system has a key role to play in enabling India to move towards these objectives. Percentage of children completing the elementary education is multiplying and an increasing number seek opportunities to continue learning in secondary schools. To meet the growing demand and acknowledging the significance of secondary education for an individual and national growth, the effort is being made to bring the secondary education under the ambit of RTE 2009. However, extending RTE to secondary education inextricably linked with the achievement of universal elementary education. As things stand now one finds large internal inefficiency in elementary

education. Despite some improvement a considerable proportion of children still do not reach the last grade of elementary education. The other related issue is to create infrastructure to cater to the needs of large inflow of children transiting to secondary education. This issue subsumes not only creating physical infrastructure but also creating opportunities for children who are ill prepared to the rigour of secondary education. In this context it is important to examine how to ensure improvement in completion of elementary education and transit to secondary education. Bringing secondary education within the scope of RTE and the role of private sector also needs critical examination in the provision of secondary education facilities. Against this background, the present paper discusses threefold challenges in extension of Right to Education – first and foremost, ensuring all children complete elementary education; second creating physical infrastructure to provide universal access and ensuring universal participation and preparedness for the rigour of secondary education and third, secondary education need to be reoriented to meet the needs of children of diverse background with different preparatory levels.

Extension of RTE to Secondary Education and its Implications

Madhumita Bandhyopadhyay
Associate Professor, NUEPA

Abstract:

Secondary education has important role to play in societal development. It is considered as a link between basic and higher education as well as world of work. Secondary education deals with learning needs and skill development of adolescent children and young adults. It is necessary to pay serious attention to quantitative and qualitative expansion of secondary education as around 54% of India's population is below 25 years of age and without addressing their educational needs, India won't be able to reap this demographic dividend. While secondary education is compulsory and free in some countries, a large proportion of children of eligible age group in India still remain deprived of quality secondary education with its far reaching impact on society. India had considerable low GER and NER at the secondary level in earlier decades but now the country is experiencing an increase in the demand for secondary education and a debate on extension of Right to Education Act to secondary education is gaining importance. Following the model of Sarva Siksha Abhiyan, the country has witnessed the introduction of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for achieving Universalisation of Secondary Education (USE) but it has been realised that like basic education, provisioning of secondary education also needs right based approach. It is in this context, this paper discusses the importance of secondary education in today's context and attempt to assess where India stands in terms of provisioning of quality secondary education. The paper aims to provide an insight into the challenges to be met in coming years if RTE Act needs to be

extended to secondary education. Based on secondary data and various reports, the paper will focus on the ways and means of providing equitable access to secondary education of reasonable quality in a diverse country like India.

Policies and Progress towards Universalisation of Secondary Education: Issues and Challenges

Pankaj Deep

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Greater Noida*

Abstract:

Education is the most important thrust area for the socio-economic development of any community in general and the most educationally backward communities like schedules tribes and scheduled castes in particular. Education gives the spirit, ability and thought for future vision in life. Education has long been identified as one of the most important determinants of economic growth. It is both an indication, and an instrument for any kind of development. Education helps directly in the life of human being in various ways such as: education helps to know, education helps to do, education helps to live together, and education helps to be. The National Policy on Education (NPE) 1986 considered human beings as a positive asset. It states that human beings are one of the precious national resources, which needs to be cherished, nurtured and developed with proper care. The policy further articulated the intent to “lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far.”¹

Like Universalisation of elementary education in India has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education, which has already been achieved in a most of the developed countries. Today in the globalised world, secondary education is being seen as a part of basic education in most of the countries, besides creating knowledge, skills and attitudes appropriate for an inclusive society, investment in secondary education is considered critical for preparing citizenry that is commuted to human governance. Secondary education is increasingly being integrated in the comprehensive long term strategies for development at the national level so as to ensure a inclusive society. Secondary Education is a crucial and terminal stage in the educational hierarchy. It serves as a bridge between Elementary and Higher education and

¹ Quoted in Government of India.2003. *Education for All: National Plan of Action India*. Department of Elementary Education and Literacy, Ministry of Human Resource Development, GOI, New Delhi, p.27.

thereby prepares the students for higher education and world of works. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in significant ways. In this context, 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 years².

This vision statement points out towards three A's i.e. Availability, Accessibility and Affordability of secondary education to the target group under the overarching objective of providing quality. In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality & Social Justice, Relevance & Development and Curricular & Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The 12th Five Year Plan (2012-2017) has been guided by the vision of RMSA to provide access to quality secondary education for all. Over the years almost all states including Odisha have made efforts for expansion and quality improvement of secondary education.

The present study unfolds the importance of secondary education in the present day context. Apart from that it critically looks in the issues and concerns of secondary education. Attempt will be made to examine and explore several initiatives taken up by the government to promote secondary education. It throws light on growth and development of secondary education in India in general and Odisha in particular. By this process attempt will also be made to provide a critical view of status of secondary education in Odisha and its process and progress of universalisation of secondary education.

Here in the paper attempt will be made to examine and analyze the educational administration and management in Odisha, working pattern, efficiency and effectiveness of various policies and programmes for universalisation secondary education. In the process study will interrogate and will raise the following research questions: What are the situations of universalisation of secondary education in Odisha? How these policies and programmes been able to ensure cent per cent enrolment in secondary classes (NER, 100 per cent), they remain in the system (retention rate, 100 per cent), and transit to the first grade of the next education cycle will be examines. Is it enough for the universalisation of secondary education? These above raised questions will be addressed with field work evidence form Odisha.

² Government of India 2009, *RMSA* Framework, MHRD.

Technical Session – II

- 1. Public Provisioning for Secondary Education in India: A Situation Assessment**
Praveen Jha, *Professor, Centre for Economic Studies and Planning, JNU* &
Satadru Sikdar, *Research Scholar, Centre for Economic Studies and Planning, JNU*
- 2. Universal Secondary Education in India and Telugu States Prospects and Challenges**
P. Prudhvikar Reddy, D. Sree Rama Raju and V.Nagi Reddy, *Centre for Economic and Social Studies, Hyderabad*
- 3. Push-out, not Drop-out: Youth and Secondary Schooling in India**
Manabi Majumdar, *Centre for Studies in Social Sciences, Calcutta* &
Sangram Mukherjee, *Pratichi Institute, Kolkata*
- 4. Secondary education in Maharashtra: Issues of concern**
Anuradha De & Meera Samson, *Collaborative Research and Dissemination, New Delhi*
- 5. Delhi Government School Education Revolution Report Card - (Dropped Out)**
Manish Kaithwas, *Research Scholar, Delhi School of Social Work, University of Delhi*

Public Provisioning for Secondary Education in India: A Situation Assessment

Praveen Jha
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Abstract:

It is often well-acknowledged that public policies and provisioning for secondary education in India have been inadequate. In fact, since Independence, arguably the only major initiative for the country as a whole, and launched by the Union government, has been the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). This so called flagship programme, aimed at universalisation of secondary education in the country, was launched in March, 2009. To improve the enrolment rate (from an abysmal 52.26% in 2005-06) and move towards a good

quality universal access in a time bound manner, it was proposed that the school infrastructure will be expanded within reasonable distance of any habitation. The RMSA sought to put in place the necessary infrastructure, procedures, norms etc. to remove gender and socioeconomic barriers and promised “*universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020*”. As it happens, apart from the RMSA, a few schemes have also been launched by the Union and State governments to strengthen public provisioning for secondary sector in India.

This paper is an attempt to map a few core challenges and concerns regarding secondary education in the country and across its major states. In particular, it seeks to examine the issue of financing, which in our view is among the most important correlate for assessing performance.

Universal Secondary Education in India and Telugu States Prospects and Challenges

P. Prudhvikar Reddy, D. Sree Rama Raju and V.Nagi Reddy
Centre for Economic and Social Studies, Hyderabad

Abstract:

Level of literacy is a catalyst for inclusive growth and regarded as one of the important social indicators of the development and the quality of life of its population. Twelfth plan envisages bridging the social and gender gaps in school enrollment at all levels and flagship programme on secondary education *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) envisages partnership with private sector to encourage for expansion and for improving the quality of education. Secondary education can be instrumental in shaping and directing the child to a bright future. A sub-committee of Central Advisory Board of Education (CABE) contemplated that by 2020, the target should be universal enrolment in secondary education, full retention and mastery learning in all kinds of learning tasks by more than 60% learners. Despite significant economic growth and wide spread achievements in education sector, the goal of universal secondary education remains a challenge. Young lives, a longitudinal study in India covering Andhra Pradesh and Telangana, acknowledges vast improvement in the enrolment of children in primary, upper primary, secondary and higher secondary stages but observed that learning levels are continuously declining and there are wide socio-economic differences even in enrolment in above upper primary level. The Telugu speaking states have made substantial progress during the two decades i.e. 1981 to 2001 but the results of the 2011 Census figures do not show an encouraging picture. The combined state of Andhra Pradesh with a person or total literacy rate of 67.7 is among the four least literate states in India. A study on Millennium Development Goals (MDGs) by CESS clearly indicated intra-state variations in both the Telugu

speaking states about school enrollment, attendance rates and in the completion rates (at primary and upper primary levels), all of which are very important in the achievement of universalization of secondary education.

Against this backdrop, this paper tries to examine the status of literacy including completion rates at disaggregate level i.e. at zonal / district / mandal whichever is possible in addition to gender and social groups in the rural and the urban areas. This will facilitate to pin point the areas required for policy attention. We try to utilize the existing data/reports such as Census/NSSO/MDG/young lives study reports and other research studies conducted by CESS to achieve the set objectives.

Push-out, not Drop-out: Youth and Secondary Schooling in India

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Sangram Mukherjee, *Pratichi Institute, Kolkata*

Abstract:

There is a general consensus that the natural next step to universalize elementary education is to near-universalize secondary schooling for the country's youth, so that the basic learning capabilities that they are likely to achieve at the elementary level are cultivated further at the post-elementary level, contributing to the growth of their cognitive knowledge, abstract and critical thinking, and practical skills. That this transition is critical for individual flourishing, for country's social and economic development, and for its democratic functioning is well accepted in both scholarly thinking and policy planning. And yet this transition and especially high school completion remain truncated in the country. There are competing and even conflicting accounts of such halted educational journey of India's young girls and boys. At the risk of oversimplification, in this paper three such approaches are discussed, namely, the choice-centric view, the supply-centric perspective, and the curriculum-, pedagogy- and evaluation-centric approach. One common concern that motivates several such prominent theses is to examine why young children 'opt out' of secondary schooling, followed by a common retort that they are simply not interested in their studies, or that they are overly keen to prematurely enter the world of work. Even those who stay back – at least a sizable section of them – simply 'rust out' in the system, it is claimed; they just 'pass time' in school for want of work. It is as though a secondary school is a 'waiting room' where reluctant pupils loiter around for a certificate which in the long run may not prove to be worth the wait after all, in terms of getting a suitable job. To put it differently, it is the narrative of 'drop-out' that dominates the discourse on the gingerly pace of high school completion in our country. As a counter-argument, this paper contends that what the 'school', understood as an ensemble of vision, policy and practice, can (or cannot) do largely determines the 'school life expectancy' of the youth, their personal

predicaments and predilections notwithstanding . More concretely, first, while we acknowledge the importance of agency in schooling decisions, we focus on why the youth and their parents collectively aspire for high school completion even with a lot of family hardships, but then are often driven to lose that agency by the education system, itself embedded within a social field of power that truncates their school life and pushes them into precarious livelihoods. Second, we then seek to look at the ‘push-out’ factors within the school education sector, focusing primarily on two related dimensions of infrastructural and instructional resources available or lacking at this level on the one hand and the curriculum load and the ‘eliminative’ as opposed to the ‘evaluative’ model of examination prevalent on the other. Our general argument is that there are strong forces within the education system and its underlying ‘vision’ that tend to work against the egalitarian goal of secondary education for all.

Secondary Education in Maharashtra: Issues of Concern

Anuradha De & Meera Samson

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Abstract:

Maharashtra is farther down the road towards universalisation of secondary education than most Indian states. The picture we get from secondary data is mostly positive. Enrolment in secondary and higher secondary grades in Maharashtra is higher than the Indian average. The school system is functional – the majority of teachers are qualified and trained; the pass percentages in the Board examinations is high. There is a comparatively high level of equity in the system – three fourths of the students do not have to pay school fees. At the same time, there are challenges. A substantial proportion of young people do drop out of school, after Class 9, and with rates peaking after Class 10. Enrolment patterns for different social groups show that young people from ST and Muslim backgrounds are more likely to be out of school at this stage.

This paper is based on findings from primary data collected through a survey³ of 192 secondary and higher secondary schools (government and aided) and semi structured interviews with district and block level education officers across 16 districts in urban and rural areas of Maharashtra. This data was supplemented by discussions with parents and students in four districts. The school survey found that while most schools were highly functional, there was wide variation in quality between the secondary schools. An important factor behind this variation is the multiplicity of bodies involved in the management of government and aided schools. Within the government sector, there are the Departments of Education, Tribal Affairs,

³ The survey was conducted in 2015, and funded by UNICEF Maharashtra.

and Social Welfare. Within the aided sector, the Trusts varied from small ones running one school to large Trusts running schools in several districts.

There were gaps in infrastructure and facilities and these were much greater in rural schools. On an average, Student Classroom Ratios were high at secondary level and still higher at higher secondary level indicating that students were likely to receive limited individual attention. Teaching time was limited by reductions in working days (from what is officially specified), and in working hours (in schools running in double shifts). Teachers reported that students came to them with a weak base from their primary schools.

Some critical issues which came up during discussions with parents and students in four districts:

- Students struggled with curricular issues (Mathematics and Science in particular), and had to take private tuition to cope with the problem, which pushed up household expenditure at this stage.
- One of the main reasons for students dropping out of school was failure in the annual examinations. This was the last straw for families who were in economically difficult circumstances.
- There was great demand for schools with specific features – students were interested in learning English and computers. At higher secondary level, they wanted access to the Science or Commerce streams, not only the Arts stream. These options were limited for students living in rural areas, and those studying in aided schools.

From 2010-11 onwards, there has been a decline in the number of government and aided schools, and unaided self-financing schools are playing a greater role in the system. Even aided schools were seen to start unaided sections in their premises offering subjects in demand. The impact of these changes is that enrolment in secondary classes in government and aided schools has been declining. The lack of investment in government and aided schools particularly hurts the prospects of students from disadvantaged backgrounds as they have to make do with schools where teaching and facilities are inadequate. The state needs to play a more proactive role to achieve the goal of universalisation of secondary education.

Delhi Government School Education Revolution Report Card

Manish Kaithwas

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Abstract:

India is home to one of the largest and complicated school education systems in the world with greater than 1.4 million schools and more than 230 million enrolments. Education in India is provided by the public sector as well as the private zone, with control and funding coming from 3 levels: central, state and local. Under various articles of the Indian constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14 and the right of children to free and compulsory education Act or right to Education Act (RTE), 2009. Nevertheless, nowadays India is facing challenges in school education system even after the 70 years of independence. Which placed a severe question on our system, authorities and their priority towards education system. A nation cannot be great until its school education system suffers like a disease. Our schools faces the problem of the qualified teacher, recruitment system not up to the standard. In teachers no sense of responsibility towards schools and students. As our people typically run for the government job because of extra perks we get in during service hour and flexibility in working circumstance another core cause behind the failure of the system. Which is largely a fault of systems policy and government duty for schools education. Education is fundamental to development and growth of any nation.

Nevertheless, we can succeed. Governments of Delhi and their partners have shown that political will and concerted efforts which have delivered tremendous results. Over the last 3 years, the Delhi government has laid a strong foundation for what truly promises to be an education Revolution by undertaking a sustained and systematic effort to rebuild a broken public education system. The first step taken by the government within days of coming to power in 2015 was doubling the allocation for education in the budget. This paper will describe the analyses how the government of Delhi has raised education system to the new level and they have set an example in front of other states of the country and especially for central government.

Keywords: Policy, States, Schools, Society.

Technical Session – III

1. Universal Secondary Education in India- Access, Equity and Social Justice

C. Sheela Reddy, Chair Professor, Dr. B. R. Ambedkar Chair in Social Justice, Indian Institute of Public Administration &

Vandana Shukla, Research officer, Dr. B. R. Ambedkar Chair in Social Justice, Indian Institute of Public Administration

2. Socio economic determinants of secondary education in India: Insights from NSSO unit level data of 71st round

Susmita Mitra, Assistant Professor, CSD

3. Tracking the Progress of a Child from Elementary to Secondary Education in India

Deepak Kumar, *Ph.D. Research Scholar in Economics, Centre for Economic Studies & Planning (CESP), Jawaharlal Nehru University, New Delhi*

4 Reproducing Gendered Knowledge and Class through Education: A Case of a Muslim Habitation in North East Delhi

Vaishali, *National Institute of Educational Planning and Administration*

5 Growth and inequality in secondary education in India - (Dropped Out)

Dr. Vimala Ramachandran, *Educational Resource Unit, New Delhi*

Universal Secondary Education in India- Access, Equity and Social Justice

C. Sheela Reddy, *Chair Professor, Dr. B. R. Ambedkar Chair in Social Justice, Indian Institute of Public Administration &*

Vandana Shukla, Research officer, Dr. B. R. Ambedkar Chair in Social Justice, Indian Institute of Public Administration

Abstract:

Education is one of the most important tools of socio-economic development of a society. Secondary education, an important link between elementary and higher education is influential and instrumental in shaping a child's better future. Schools are considered the second home for children. The way a child's personality develops depends not only on the parental nurturing, but also on the way they are engaged in their school lives.

The Constitution of India assures equality and social justice in all spheres of life including education. Free and compulsory elementary education is a constitutional right of children in India. It is extremely essential to take this vision forward and move towards universalisation of secondary education. The vision for secondary education is to provide good quality education to all young persons in the age group of 14-18 years (RMSA Framework, MHRD, 2009). This vision statement points out towards three A's i.e. *Availability, Accessibility and Affordability* of secondary education to the target group under the overarching objective of providing quality.

India is emerging as one of the fastest-growing economies and human resource development is a key driver. The Central Advisory Board of Education (CABE) committee on Universalisation of Secondary Education (2005) recommended universal secondary education by 2015, including universal enrolment, full retention and mastery in all kinds of learning tasks by more than 60%

learners by 2020, with provision for universal senior secondary education and universal retention. The paper based on secondary data is an attempt to examine major issues and concerns involved in ensuring quality universal secondary education in terms of access, equity and social justice.

Socio Economic Determinants of Secondary Education in India: Insights from NSSO Unit Level Data of 71st Round

Susmita Mitra, *Assistant Professor, CSD*

Abstract:

In India, we have free and compulsory education as a right of every child between 6-14 years of age. This paper explores what happens to children after that age. NSSO data show that 24% of children in the age group 15-18 years are out of schools. This paper analyses their socio economic backgrounds through a logistic regression analysis. Results show that probability of children being out of school reduces, almost consistently, as level of economic class increases. Compared to ST, probability of children being out of school increases for SC and OBC, however, declines for others i.e. 'upper caste'. The relationship between being a girl and increased probability of being out of school is there, although not statistically significant. Children in rural areas have significantly higher chance of being out of school than their urban counterparts. The probability of being out of school increases with distance to nearest school having secondary classes.

Econometric analysis is superimposed with reasons for being out of school provided by NSSO, which shows that no interest in education, financial constraints, engagement in domestic work and even economic activities to add up to family income, are the most prominent reasons affecting secondary education. Among school related reasons, inability of coping up with studies or failure in studies reveals to be a prominent.

Density of dropping out gets peak forms after completing a particular level e.g. primary (after class VIII) or elementary (after class V), and these dropped out children are mostly from the government schools. Moreover, there exists significant state wise variation. There are 8 states where the share of out of school children is more than the national average viz. Rajasthan, Uttar Pradesh, Bihar, West Bengal, Jharkhand, Odisha, Madhya Pradesh, and Gujarat. Interestingly, apart from Bihar, all these states' expenditure on education as a share of GSDP is even less than the total national budgeted expenditure as a share of GDP.

The paper recommends for awareness building on importance of secondary education to achieve full potentiality of primary education, and putting more emphasis on the teachers

training, pedagogy, and compulsory provisions of free tutorial classes in the school itself for students who are unable to cope up with studies in order to have universalization of quality secondary education. Since distance of school from residence, is a significant factor behind secondary education, particularly for girls', the paper raises questions to the recent government-school merging practices, and calls for practical solutions for monitoring its effect on girls' education in those cases where school merging is unavoidable. The paper also gives fuel to the existing advocacy of increasing government's budgeted expenditure on education.

Tracking the Progress of a Child from Enrolment to Completion of Secondary Education in India

Deepak Kumar, *Ph.D. Research Scholar in Economics, Centre for Economic Studies & Planning (CESP), Jawaharlal Nehru University, New Delhi*

Abstract:

Using both rounds of Indian Human Development Survey (2004-05 and 2011-2012) data this study has tracked the progress of students from enrolment to completion of the secondary level of education in India. By using '*logit model*' the following study attempts to examine how in addition to family attributes the 'access to school resources' and 'learning activities' affects the probability of secondary and higher secondary school completion after getting enrolled in secondary (9th and 10th grade) schools. This study found that household assets and parental education are the major determinants of secondary and higher secondary school completion by a student. The chances of completing both levels of schooling (secondary and higher secondary) increase with the increase in the level of household assets and parental education of a child (marginally higher effect for girls). This study found that the major barrier for the disadvantaged sections of the society such as 'SC/ST' and 'Muslims' lies at the secondary level of schooling, particularly in government schools. However, caste and religion of an individual does not make a significant difference in higher secondary school completion (i.e. 12th class) but based on the condition that they have completed secondary school (10th class). Moreover, this study found that the girls have higher chances of completing secondary education as compared to boys once a child gets enrolled/reach the secondary education level. This study also suggests some policy recommendations to help minimize the drop-pout rates at both secondary and higher secondary level of education.

Keywords: Secondary education, Parental education, Household assets, Right to education, Caste and religion, Gender, Government and private schools.

Reproducing Gendered Knowledge and Class through Education: A Case of a Muslim Habitation in North East Delhi

Dr. Vaishali

National Institute of Educational Planning and Administration

Abstract:

This paper is based on a field study undertaken in Muslim dominated habitation in North East Delhi, which focused on Muslim girls' school education in the area. The paper problematizes Indian State's reproduction of gendered knowledge and social class in school through meritocratic principle while allocating subject streams at senior secondary level in the light of skill India development initiatives. Such compartmentalization of knowledge is devoid of student-centered approach and it offers selective and weaker probability of being employed in the market driven employment sector for girls. Drawing from the school experiences of Muslim adolescent girls living in a Muslim habitation in North East Delhi, the paper argues the State's widely acknowledged notion of education, as a change agent for the vertical mobility of Indian Muslims, especially after the release of Sachar report (2005), remains narrower. The process fails to alter the Muslim parents' notion over conflicting relationship between education and employment. For the study, 12 adolescent Muslim girls and their mothers from the same habitation were interviewed with focus on their transition from school to life after school. The paper draws two conclusions, first, that in the era of neo-liberal reforms since early 1990s, the process of over-stratification in educational access within public and private schools followed by offering 'selective' knowledge to larger Muslim girl student population reproduces social class for the community girls. Second, under present socio-economic and political context, the possibilities of greater participation of Muslim girls in higher education and employment are bleak due to growing mistrust within the community towards the ongoing development process on the name of empowering Muslim women.

Key Words: Secondary education, Employment, Muslim, Class, gendered knowledge, Neo-liberal reforms, Meritocratic Principle

Growth and Inequality in Secondary Education in India (Dropped Out)

Dr. Vimala Ramachandran

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Abstract:

"India has made some modest progress in secondary education. Close to 20 per cent of our population is between 10 to 19 years. Several studies done since 2010 have found large

numbers of children drop out after elementary (NER at secondary is only 51.26% UDISE 2015-16) - with huge regional and social group differences. It is also well known that gender, socio-economic status of the family, religion and parental occupation influences ability of children to transition to secondary school. Equally significant is that academic preparedness at the end of elementary plays a significant role in determining if a students will continue through secondary or drop out after enrolling in class 9. Availability of government secondary schools is also known to exert a strong influence - in states (like Gujarat) secondary education participation among girls and students of poor communities is known to be low because of non availability of government secondary schools. In some areas like Rajasthan, the absence of women teachers exerts an influence on the ability of girls to enrol in co-educational schools. Studies have also shown that the subjects offered in higher secondary also exerts an influence (girls higher secondary schools in Rajasthan, Gujarat and Delhi) do not offer science, mathematics and commerce. Finally, the presence or absence of post-secondary educational opportunities are also known to influence participation in secondary. This paper will draw upon studies done after 2010 (qualitative and quantitative) to map the growth growth and inequality in secondary education in India - using examples from recent research to map the axis of inequality in secondary education.”

Technical Session – IV

1. Transition to Higher Education and Equitable Learning Outcomes

Manasi Thapliyal Navani, *Assistant Professor, Ambedkar University Delhi*

2. Quality Assurance in Secondary School Education: Ground Realities of School Inspections

K. Pushpanadham, *Professor of Educational Administration, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda &*

Pallavi Khedkar, *Academic Director, Parul University, Vadodara*

3. School Leadership Practices for achieving School Quality and student learning: A study of Sikkim and Manipur states

N. Mythili, *Assistant Professor, National Centre for School Leadership, NUEPA*

4. Revitalizing Academic Support for Secondary Education

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8 Addressing Equity and Quality in Secondary Education: A Case of Adarsh Vidyalaya in Rajasthan - (Dropped Out)

Shobhita Rajagopal Ph.D, *Associate Professor, Institute of Development Studies, Jaipur*

Transition to Higher Education and Equitable Learning Outcomes

Manasi Thapliyal Navani

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Abstract:

A number of academic reforms have been initiated over the last decade in the sphere of general higher education. It is critical to reflect on the fact that adoption of a modular and credit-based curricular framework also makes it critical for institutions to create a facilitative frame for students transitioning from the school system. This frame ought to provide for not only coherence but an explicit academic design to respond effectively to the heterogeneity in academic readiness for undergraduate education among the school leaving population. One principle being promoted for organising this frame is the learning outcomes framework. While the focus on learning outcomes creates the possibility for defining programme level objectives/outcomes which can be articulated in terms of demonstrable set of activities and tasks that each individual component of the programme can be designed to offer; it also poses a challenge to configure ways to hold the process accountable to the “product” or in other words commitment to ensuring attainment of specified graduate attributes. Are higher education institutions ready to accept and endorse the diversity in student population that

approaches them as greater numbers aspire for higher education? This paper while mapping out a theoretical overview of the contours of learning outcomes framework, addresses the core concerns around equity in the educational process as a student transitions from school to college. The paper thus attempts to build the equity argument around the question of “to what extent are schools preparing students for academic life in universities?” and the extent to which the undergraduate educational spaces are designed to support and respond to the student diversity.

Quality Assurance in Secondary School Education: Ground Realities of School Inspections

K.Pushpanadham

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&

Pallavi Khedkar

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Abstract:

Secondary School Education is the most important period in the schooling process wherein students interest are developed, their goals and objectives are further determined and certain vocational skills are imparted for life and living. It is a bridge between primary and higher education and is expected to prepare young minds for the world of work and entry in higher education. The success in Universalization of Elementary Education and the subsequent demand on the Secondary Education in India have led to the implementation of several innovative strategies to strengthen Secondary school Education. RMSA has recommended for the quality improvement in all parameters in secondary school education and highlighted the importance of developing effective systems for monitoring and evaluation, both to measure the success of the program mounted in achieving their aims and also to provide feedback information that can contribute to improving the program offered.

Quality Education in General and Quality Secondary Education in particular is the concern of most of the recent educational policies and programs in India. NKC (2007) states that providing universal access to quality school education is a cornerstone of development and a minimum necessary condition for progress towards making India a knowledge society. The national document on Universalization of Secondary Education of Rashtriya Madhyamik Shiksha Abhiyan (RMSA 2009) categorically highlighted the importance of quality in Secondary education as it aims at development of technical and vocational skills among students along with generic

knowledge component. The challenge now for the government of India is to dramatically improve, access, enrolment and quality in education. RMSA (2009) offers a tremendous opportunity to set up a mass Secondary education structure that is responsive to the country's socioeconomic needs and capabilities to the developed nation. Thus, the above recommendations of national policies and schemes state the importance of quality in Secondary education. So, Quality becomes an important aspect in education. The concept of quality is most contested among educational thinkers, because quality is not a constant attribute but a variable. Hence it is contextual. If the context changes the parameter of quality also changes. The context of one school is different from another. Understanding and evaluating the quality of education requires a holistic picture of the unique and complex character of schools, boards and government policies and the way in which they interact inside and outside the school thereby affecting student achievement. Therefore it is important to consider the entire context in which a school functions.

"School Inspection and Supervision" –the system widely used for monitoring quality in school education needs a critical examination. Historically speaking, inspection means to enforce control on the educational system and authority as an executive arm of the government. The officers in charge of "Inspections" were mainly administrative officials who used to pay visit to schools. With the view of checking the work of teachers and process of pedagogy as per the rules and standards prescribed by the government from time to time. Inspection is carried out specifically to ensure that minimum standards are maintained in the basic activities of teaching and learning. The modern trend of inspection is quite different. Rather than inspection of a regulatory type, it envisages more professional guidance, democratic procedures and a human approach, to the task of teaching and a concern for dynamic, cooperative and scientific attitudes among educational workers.

In this paper, authors have highlighted the need and importance of rigorous school inspections and presenting the research findings on the ground realities of school inspections in the state of Maharashtra. The study revealed that school inspections are just a name sake and they are not performed with utmost seriousness and therefore it is not contributing for the quality education. Authors have recommended for a Internal Quality Assurance systems for secondary education to develop the accountability in the system.

School Leadership Practices for achieving School Quality and student learning: A study of Sikkim and Manipur states

N. Mythili

Abstract:

Various studies have established that school leadership is an important factor influencing school quality and student learning. The present study attempts to explore the leadership practices and path traversed by school heads in Indian context. It argues that if school quality and student learning has to improve in India, teacher professional development must lie within the school as the responsibility of the school head rather than with external agencies and education system structures above the school. Instead, these can act as support systems to schools in teachers' professional development. A conceptual model of school leadership was developed for Indian context by reviewing the studies.

On studying the leadership practices in Manipur and Meghalaya, correlation results showed that in both states school heads give more thrust to teacher professional development as one of the critical leadership practices besides many others. Even though teacher professional development is not their responsibility, they practice it. Nonetheless, two states differ in their approach to traverse the path of school leadership. While Sikkim directly taps teacher professional development to improve chances for student learning and later moves to mutual interaction, creating systems and structures for decision making etc., Manipur creates necessary conditions such as trust building, creating systems and structures for decision making, mutual interaction to understand each other before embarking on teacher professional development. The two states also differ in their end-in-view of school leadership practices. Sikkim seeks to improve chances of student learning whereas Manipur seeks to set higher expectations for student learning, teacher professional development and creating a culture of environment.

Key words: school leadership, teacher professional development, vision building, leading learning, intellectual stimulation, mutual interaction, student learning, goal setting, influence, direct, empower, working with others

Revitalizing Academic Support for Secondary Education

Pramila Menon

Retired Professor, NUEPA

Abstract:

The provision of universal elementary education has been a Constitutional mandate and a priority in educational policy since independence. However a successful programme of universal elementary education is also a precondition for taking the first reliable step towards Universal Secondary Education. While universalization of secondary education would imply

equal opportunities of access and completion, it would also call for a paradigm shift in conceptualizing secondary education in its structural as well as curricular dimensions. The programme is currently implemented through the Rashtriya Madhyamik Shiksha Abhiyaan. This paper examines the quality of classroom transaction and the role of academic support system in secondary education. This paper will be organized in three sections. The first section will focus on the importance of secondary education, and as a crucial stage in the educational hierarchy, as it prepares students for higher education, and also for the world of work. In the second section, an attempt will be made to understand the institutional arrangements at the state, district and sub-district levels, with respect to both elementary and secondary education and how they can be further strengthened to look at school education as a whole. The focus of this paper will therefore be on planning processes, capacity building and academic support. State experiences with respect to each of these will be studied in order to understand their impact on secondary education. In addition, the focus will also be on classroom transaction and professional upgradation of teachers. The last section of the paper will on the basis of implementation of secondary education in the states, critically examine the aspects of institutional development and its impact. On the basis of this analysis it will discuss some of the critical policy issues and practical problems in the development of secondary education.

Who Goes to Higher Education after School: Examining Role of Individual and Household Characteristics

Nivedita Sarkar, *Assistant Professor, Ambedkar University Delhi.*

Abstract:

Higher education is considered to be an essential component of development strategy for any country. Various studies have established strong positive association between improved educational indicators and economic growth (Nelson and Phelps, 1966; Lucas, 1988; Romer, 1990; Hanushek and Woessmann, 2009). Significant examples are China and many East Asian countries recording a striking growth in per capita income; in turn – at least partially – explained by improved educational indicators (Sala-i-Martin et al., 2004; Chakrabarty, 2009; Hanushek and Woessmann, 2010). Higher education, other than endowing people with knowledge and skills relevant for the labour market also creates opportunity for socio-economic mobility. Further, it has substantial impact on social cohesion in a country, as it helps in creating an intellectual repository of human capital expected to uphold the democratic and pluralistic principles of a society. Indeed, higher education is the “principal site at which our national goals, developmental priorities and civic values can be examined and refined” (12th FYP, p. 89).

However, like other developing countries the state of affairs in Indian higher education is not encouraging. The gross enrolment rate (GER) at 25.2 per cent (2016-17) is a clear testimony to the dismal situation of higher education in the country (World’s average GER at the same level

is 36.7 per cent during 2016). Further, current status of higher education in India is plagued by poor completion rates and high drop-outs, although the transition rate from higher secondary to higher education is around 75 per cent (in 2014). Therefore, improving participation in higher education substantially remains an important policy objective for India.

There is a huge body of literature in economics of education seeking to explore the determinants of higher education enrolment. These studies find that along with gender, caste, location, economic condition of a family, parental education play critical role to influencing the decision to attend higher education institutions after school (Mora, 1996; Menon, 1998; Filmer and Pritchett, 1998; Agasisti, 2009; Chakrabarty, 2009; Flannery, 2009; Kambhampati, 2008; Tilak, 2002; 2015; Agrawal, 2011; etc.).

With this background, the present paper, drawing on 71st round unit level records of National Sample Survey (conducted in 2014) attempts to empirically investigate the major individual and household level factors that influence participation in higher education after completing higher secondary (10+2 schooling). The article focuses the following issues:

- What is the impact of individual family income and parental education on the chances of transition from higher secondary to higher education?
- How does this probability vary in terms of gender, caste and religion of an individual?
- How location of residence impact the odds of transition or enrolment in higher education?

The Ivory Towers of School Management Development Committees in Secondary Schools in Kerala: Analysis of the Gap Between Mandate and Reality

Amruth G. Kumar

Associate Professor, School of Education, Central University of Kerala

Abstract:

The RMSA framework published by MHRD provides that every secondary school will constitute a School Management and Development Committee (SMDC) at the school level. This provided ample space for the community to get involved in the school management and support the system to ensure high quality education. SMDC's are formed as agencies similar to School management committees under RTE act (2009). Very interestingly, the amendment to the RTE act 2012 made the provisions of the Act which applied to minority schools were to be subject to Articles 29 and 30. This has reduced the role of School Management Committees to that of an advisory body in minority institutions. This pertinent amendment in RTE 2012 has an overarching impact on the mandate of SMDCs in secondary schools. Reducing the role of the SMDCs to an advisory agency is a disservice and a serious aberration from the objectives of the

SMDCs. The gravity of the decision can be understood only when the number of institutions managed by the minority sections in Kerala. Minority managements run 3340 schools in Kerala while the majorities run only 194 schools (Mathrubhumi Daily, Sept 28, 2002). It shows that in 94% private institutions the SMDCs are non-operational in Kerala. On the other hand the government institutions are strictly bounded by the government regulations and hence the SMDCs are part of its functioning since 2014. A close reading would reveal that, SMDCs in government schools are not functioning according to the vision of RMSA (2009). The constitution of SMDC provides ample scope for the political interests and pressure groups to position themselves and influence the organisation and functioning of schools. Hence, the interest laden SMDCs often take the role of surveillance agency and a regulatory system in government schools in Kerala. Hence the paper proposes two arguments. First, it argues that SMDCs, as advisory bodies, in aided secondary in Kerala are dead agencies. Second, the paper argues that there exist serious aberrations in the organisation and functioning of SMDCs in government schools in Kerala. Content analysis will be used to explore the merit of the first argument. The second argument will be explored through the procedure of grounded theory research.

Social Inequalities and Differentiation in Secondary Education: Implications for Access, Retention and Completion

S. Srinivasa Rao, Associate Professor of Sociology of Education, Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU &

Bianca Daw, Research Scholar, Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU

Abstract:

Secondary education is a crucial bridge between elementary and higher education and it is this stage of education which provides pathways for future employability and social mobility to individuals. However, the reality in the Indian context is that secondary education is also a source of deep social and academic differentiation of children who enter into it. Firstly, access to secondary education is still not universal and it eliminates those sections which are socially, economically and educationally backward and not privileged. Secondly, as soon as they enter, the secondary education system begins to differentiate them and allocate them into ability based bands and sections, which subsequently makes it difficult to transcend from secondary to senior secondary stage of education. Moreover, the streaming at senior secondary stage differentiates students socially and educationally by designating them to different disciplinary streams and subsequently into occupational streams.

In a way, differential structuring of knowledge at the secondary education stage with rigid disciplinary boundaries and a strict valuation of those disciplinary 'subjects' sort children in terms of their future roles in the society at large by allocating them into so-called positions of demand and prestige. Who goes into which subject/ disciplinary group and what is their social background gives us a sense of the serious implications and relevance of secondary stage of education for the whole stratification system, or simply, the social structure. It is thus important for us to understand and analyse how access to secondary education is unequal and how these social and educational inequalities carry forward to impact subsequent layer of higher education and also how this differentiation shapes both the society, education, economy and the overall stratification system.

In terms of policy, the realisation of the importance of secondary education in the Indian society was felt in the post 1990s when huge demand generated for basic and elementary education with the implementation of campaigns like DPEP, SSA, etc. and the large numbers of students they churned out from the elementary schools and into the secondary stage, which then was not adequate with avenues for realising the aspirations. The introduction of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2009 as a Mission was precisely meant to meet the need for widening facilities for secondary education in India.

The aim of the RMSA was to universalise access to secondary schooling by 2017 and achieve universal retention by 2020. Under the umbrella of RMSA, the Scheme of Vocationalisation of Secondary and Higher Secondary Education was also introduced which sought to increase the rate of employment of the youth, to reduce the dropout rate at the secondary level as well as to reduce academic pressure on students. Another Scheme subsumed under the RMSA since 2013 is the Scheme of Inclusive Education for Disabled at Secondary Stage which caters to the inclusive education of disabled children from classes IX to XII. While RMSA had increased enrolments in secondary education post 2009 to some extent, the problems of access, retention and completion of secondary stage of education seem to be remaining for a large sections of the populations. This segment of education therefore remains an unequal space for different social groups.

Another important trend in India post 1990s has been the spread of private, for profit, corporate secondary education system. Most importantly, the costs of education in the wake of such spread of privatisation of secondary education, has had immense impact on both access and quality of secondary education in general and for poorer and socially disadvantaged groups in particular. Today, privatisation of secondary schooling makes it impossible for the children from these sections to access good quality schooling. The number of private, 'public' as well as

'international' schools catering to the demands of the middle and elite classes in urban areas is also increasing. These schools are 'exclusive' to those who can pay high amount of fees, thus closing down options for those who cannot pay. This makes secondary school access even more difficult. In the light of increasing differentiation of schools and access to schooling, the proposed paper aims to review the status of secondary education in the contemporary Indian society. It will thus document the trends of emergence of differential school systems and choices they offer to different social groups and how it exacerbates already differential secondary level of schooling system.

Yet another policy dimension which have had impact on the spread of secondary education and its universalisation is stipulation of 25% of seats to economically Weaker and disadvantaged sections in private schools through the RTE and which is restricted as a policy to the elementary levels of education. Whether this provision is being extended to the subsequent continuation of students into the secondary level within the same school is still not guaranteed and studies are yet to capture how inclusion of these groups is facilitated at the secondary stage. The paper thus will discuss implications of such policies too on secondary education and how these have addressed concerns of facilitating social and educational equality.

Addressing Equity and Quality in Secondary Education: A Case of Adarsh Vidyalaya in Rajasthan

Shobhita Rajagopal Ph.D

Associate Professor, Institute of Development Studies, Jaipur

Abstract:

The focus on strengthening secondary education in Rajasthan is fairly recent. While the government is a significant provider of secondary and higher secondary education in the state, there is a expansion of private institutions too. The main programme for addressing schooling needs at the secondary level is the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) being implemented since 2009 with the objective of enhancing access and quality of education while ensuring equity at secondary stage.

The state of Rajasthan, has been struggling with issues pertaining to quality of education and bridging the gender gap at Secondary level. The recent ASER 'Beyond Basics' report notes that nationally transition rates to secondary schools remain low. In 2016, the percentage of 15-16 year olds who were out of school was 15.3% compared to 16.1% in 2010. Recognizing the importance of secondary and early childhood education, the government is considering

increasing the coverage of the RTE Act from 6-14 years to 3-16 years. In Udaipur district of Rajasthan out of 1071 youth surveyed 79 per cent boys were enrolled in Class XII or below as compared to 67.9 per cent girls. A higher percentage of girls were not enrolled in this age group. Other studies also indicate that access to Secondary education remains highly inequitable, across income groups, gender, social groups and geographies. Strong conservative cultural traditions are important in determining access. There is more than a twenty-point percentage gap in enrolment between boys and girls (Jandhyala and Ramachandran, 2014, World Bank 2009).

In 2015, the Government of Rajasthan announced that Adarsh Vidyalayas will be established at the gram panchayat level with classes from I-XII. The guidelines issued by the State government indicate that these integrated schools are to be developed as Centres of excellence. Over a period of three years these schools are to be provided with sufficient infrastructure including sports facilities as well as requisite number of teachers. The focus is on initiating child centric teaching learning processes for improved learning outcomes. The role of the SDMC/SMC is seen as central in managing the school level activities. The Adarsh schools are also to play the role of a Mentor school and as a resource school to neighbouring schools in the gram panchayat. According to official statements there has been an increase of 21% in enrollment in these schools.

As of March 2018 a total of 10184 Adarsh Vidyalayas functioning in the state with maximum schools in Jaipur district, followed by Udaipur and Jodhpur.

The present paper will focus on critically analyzing the role of the Adarsh Vidyalayas in addressing gender gaps and enabling access of boys and girls to secondary schooling as well as ensuring quality of teaching and learning processes. It will highlight both the opportunities and the challenges in universalizing secondary education in Rajasthan in the wake of recent reforms.

Technical Session – V

1. Changing Public-Private Mix in School Education and its Implications for Policy

Achin Chakraborty, Director, Institute of Development Studies Kolkata

2. Expanding Private Education Market and Parental Choice for Schools in India: Evidence from IHDS Data

Pradeep Kumar Choudhury, *Assistant Professor of Economics of Education, Zakir Husain Centre for Educational Studies, School of Social Sciences, JNU*

3. The Power Game: A Case Study of A Private School in Odisha

Amrita Sastry, *Assistant Professor, Jesus and Mary College, University of Delhi*

4. Financing and Management of Secondary Education in Uttar Pradesh

Mohd Muzammil, *Former Vice Chancellor of Agra University, Agra and Rohilkhand University, Bareilly, Professor of Economics, Lucknow University, Lucknow*

Changing Public-Private Mix in School Education and its Implications for Policy

Achin Chakraborty

Director, Institute of Development Studies Kolkata

Abstract:

Recent data show that about ten per cent of Indian children between the ages of 6 and 13 were not attending school in 2014 (NSS 71st Round). On the other hand, enrolment in private schools has grown significantly in the past ten years (ASER). If increasing enrolment in private schools shows increasing demand for education and parents' willingness to pay for it, why are a good number of children not in school? In this paper we intend to throw some light on a little discussed aspect of the *system of organisation of education service delivery*. While charting out strategies to achieve universalization of elementary education in India the standard policy view tends to focus on the shortfall in physical and financial resources from certain normative standards and ends up recommending enhancement of allocation of public resources to quantitatively augment the infrastructure (the *supplywallah* view a la Banerjee and Duflo, 2011). A diametrically opposite view is commonly held by the financial press in India, which sees any government expenditure on the social services with suspicion and dubs such expenditures 'populist'. The supply-wallah position can hardly be dismissed as there is plenty of evidence from the history of Europe and America which brings out most forcefully the role of the government in promoting mass education which in turn led to sustained economic and social development. Those experiences later inspired Japan, South Korea, Taiwan, Singapore, Hong Kong and China to achieve universalisation of school education (Dreze and Sen, 2013). While agreeing with this view, one might still want to know how the enhanced expenditure would be translated into better outcome. There is no unique pathway from expenditure to outcome, for it depends on the 'system' in place. By 'system' we mean all kinds of providers and consumers of services who interact as active agents. In this paper we make an attempt to identify certain features of the system that need to be taken into account whenever specific forms of supply side interventions are envisaged, and without which, certain

interventions may lead to unintended consequences. Certain empirical features of the education sector in India in the recent period are highlighted in support of our argument.

Expanding Private Education Market and Parental Choice for Schools in India: Evidence from IHDS Data

Pradeep Kumar Choudhury

*Assistant Professor of Economics of Education, Zakir Husain Centre for Educational Studies,
School of Social Sciences, JNU*

Abstract:

Since the 1990s, there has been a significant growth of private schools in India. According to the Unified District Information System for Education (U-DISE) 2015-16 data, close to one-fourth of the total schools are in the private sector, with the enrolment share of 38 per cent. The increase in the private schools (in addition to the existing government schools) has expanded the education market place and changed the institutional framework within which households make decisions about schooling choice. There is, however, very little empirical evidence on the parental choice for schools in India. This paper provides an econometric analysis of the factors that shape parental choice in an expanding school market in India, using the India Human Development Surveys, a nationally representative panel household survey conducted in 2004-05 and 2011-12. This study focuses on two issues that merit deeper inspection in the context of school choice India. The first pertains to the choice sets faced by rural households given that private provision of schools is uneven and also the appearance of low-fee private schools to cater the needs of the poor families. With the existence of pro-male bias in household investment on education (and therefore the choice of schools), particularly in rural India, the second issue examines the parental decision on school choice by gender. Interestingly, an attempt is made to analyze the potential changes in the school choice basket among parents during 2004-05 and 2011-12. The results show that the probability of attending private schools increases with the rise in the household income and highest adult education of the household. These coefficients are positive and significant across location (rural-urban) and gender (male-female), although the relative effect varies. As expected, households belonging to low socioeconomic settings (such as scheduled castes, scheduled tribes and Muslims) have less chance to enroll in private schools than the households with better socioeconomic set-up (particularly forward castes and Hindus), the effect being more for the households belonging to rural area. Results also indicate the female disadvantage in private school choice with the intra-regional gap of 2.6 percentage points. The findings suggest for structural government interventions in the Indian school market, particularly in the private sector.

Keywords: Education Market; Private Schools; School Choice; India

JEL Code: I24; I26

The Power Game: A Case Study of A Private School in Odisha

Amrita Sastry

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Abstract:

The idea of schools has changed a lot in the present time. Walk into any private school and immediately one can feel a calm orderly atmosphere and a vibrant sense of purposefulness and achievement being part of the school. Students carry themselves with poise and confidence. 'Discipline' and 'Punctuality' are in the blood and soul of each member. Teachers are more professional and they explain their work with intensity. And despite the sense of serious purposefulness at hand, both teachers and students seem confident. They are happy and not stressed (at least on the front stage). They seem to know the purpose of being part of the school, '*who they are*', '*why they are here*', and '*what their position is?*' The education imparted through this type of schooling has become a finite process. It is initiated with the school bell and gets terminated with the dismissal. Unfortunately the system focuses on the achievement of the goals through various tests and examinations. The student becomes powerful only if he/she knows the 'right' answer else he/she is powerless. Teachers judge the child in the class based on the information he/she has, the focus on awareness is not given any value. Extrinsic rewards are offered for activities that students enjoy. The game of power can be seen at each stage of the institution and each actor tries to preserve it. Any deviation from the said pattern calls for disciplinary action.

The paper tries to examine the power dynamics operating in the 'culture of learning' of the private school as an institution and how each stakeholder is negotiating with the 'power game' in an everyday basis. This study is based on an extensive ethnographic study of a private school in a cosmopolitan city of Odisha. In an effort to look at what meets an eye and what is hidden beneath the surface, this study attempts to delineate the complexity of power relations involved among the various agencies involved in the process of learning within the broader structure of the school. It also seeks to decipher whether the notion of power in the process of schooling is enabling, disabling, alienating or self-awakening for the actors engaged in this process. The entire paraphernalia of running a school and also the nature of the interaction among the members speaks about the culture of learning. I will also reflect upon the burgeoning of private schools and the way they are branded and packaged for the growing aspiration of the middle class.

Financing and Management of Secondary Education in Uttar Pradesh

Mohd Muzammil

Former Vice Chancellor of Agra University, Agra and Rohilkhand University, Bareilly, Professor of Economics, Lucknow University, Lucknow

Abstract:

Secondary education in Uttar Pradesh (UP) is one of the largest at this level of education and has several firsts to its credit including the dubious distinction of having the largest number of drop outs as the exams begin under strict vigil along with intense teacher politics and fluctuating results. Reforms have been often resisted resulting into financial crunch, managerial inefficiency, general degeneration and slow progress of the system making the mechanism of surveillance and governance weaker.

This paper examines various sources of finance (internal and external, public and private, voluntary and obligatory) and their relative significance to secondary education and the management of the three types of secondary schools in the state of UP – Government schools, private aided schools and private unaided schools. Government secondary schools form the oldest type and it would be instructive to find out their present relative significance and how it has changed over time. Similarly it analyses the reasons behind the relative decline in the ratio of aided schools in the total number of secondary institutions and finally looks at the proliferation of unaided secondary schools in the state along with its implications. The system of public financing of secondary education in the state has been discussed in detail especially with reference to the reforms attempted by the government in recent decades. The trends in growth and composition of public expenditure on secondary education have been discussed in detail.

While the system seems to be largely based on government grants to schools but in effect the contribution of students (households) in the form of fee and other charges is rising rapidly having important implications for parents and the learning outcomes. The paper analyses why the system of grants in aid as evolved in the British period has remained virtually the same over decades and how the RMSA has influenced the financing and management of secondary education so as to develop it as the terminal stage of education. Its impact in improving financial viability and quality of teaching in schools will be assessed. The economics of fee at the secondary level is very important as at other levels of education. The paper enquires into in detail the prescribed (tuition) fee rates and fee as a technique of financing the entire cost of education at the school level. The issue of reimbursement of fee by state government to

schools where reserved category students are enrolled has also been discussed in all its dimensions.

Management of secondary schools is related with utilization of resources (financial, physical and human) with a view to maximize output in the form of learning outcomes. The paper endeavours to identify the reasons behind the apparently pitiable management of schools in general and particularly teacher effort and accountability. It also examines the role of the state government as a facilitator by providing adequate funding and better management environment for secondary education development and how innovatively has it helped in its advancement for the benefit of the students and the society.

Technical Session – VI

1. Elusive Vocational Education Programme: An Analysis on Trends in Indian Secondary Schools

Mona Sedwal, Assistant Professor, Department of Training and Capacity Building in Education, NUEPA

2. Missing Middle of Educated Unemployable: A Critical Perspective on Secondary Education in India

Bornali Bhandari, Fellow; Charu Jain, Associate Fellow and Ajaya K Sahu, Research Analyst NCAER, New Delhi

3. Reforms for “Skill India”

Dr. Ashutosh Singh, Specialist in Skill Development Programme

4. Growth, Employment and Education: Secondary Schooling the Bridge. – (Dropped Out)

Mona Khare, Professor & Head, Department of Educational Finance, Centre for Policy Research in Higher Education, NUEPA

9 Challenges in Vocationalisation of School Education in India: Preparing Learners for Employability and Lifelong Learning – (Dropped Out)

V.S. Mehrotra, Professor & Head, PSS Central Institute of Vocational Education (PSSCIVE), NCERT, Bhopal

Elusive Vocational Education Programme: An Analysis on Trends in

Indian Secondary Schools

Mona Sedwal

Assistant Professor, Department of Training and Capacity Building in Education, NUEPA

Abstract:

Vocational education (VE) in India has been an age old dream to be realized into the reality with the changing demographic dividend. The link between education and employment is always debated on the basis of acquiring either knowledge or skills. The basis of colonial education was to prepare the local masses for administrative jobs which require the basic skills alone. The Macaulay's minute is a landmark as the education was only related to the idea of acquiring a job in the government. In the similar argument vocational education can also be traced from the historical context which is imperative in understanding the implementation of the VE programme.

Analysis of all the five year plans on VE exemplify that since 1950s with the first Five Year Plan (1951-56) VE as a programme has been considered a very crucial area at the secondary level as it is a link between the primary and the higher education. The same idea prevailed with the subsequent plans until the nineties when the National Policy on Education (NPE), 1986 brought VE at the centre stage. In 1995-96 VE programme was expanded but it had a very tepid response by the student's in spite of the provisions made for pre-vocational training pointing towards the relook at the programme.

This paper takes into account the genesis of VE and its growth in the secondary education with a focus on its impact on the education system. It takes into account the development of the VE through the Five Year Plans of the country for analyzing the trends. The involvement of various players in designing the curriculum to the delivery of it to the students involves various actors which have no interface with each other. Such a situation leads to the identification of gaps in the policy and practice and also addressing the demands of creating employment opportunities for the educated students. The focus of the paper is on identifying the issues and challenges in VE with a way forward in realizing the promise of employment for all.

Missing Middle of Educated Unemployable: A Critical Perspective on Secondary Education in India

Bornali Bhandari, Fellow; Charu Jain, Associate Fellow and Ajaya K Sahu, Research Analyst
NCAER, New Delhi

Abstract:

Educated but unemployed has been a cause of much concern for Indian policymakers. On one hand, primary school goers have received attention from both policymakers and NGOs for their lack of foundational learning outcomes. On the other hand, college graduates have received attention from policymakers for their lack of employability. However, the link between primary school and college education i.e. secondary and higher secondary education has been ignored, at least until now. Secondary education particularly is important because compulsory education till 8th grade means that children are in school till they are 13 years but cannot be formally employed because they are under-age. These two critically skill formative years are “wasted” for the youth and it has significant gender implications. It is important to understand the choices that children are making between the ages of 13-16 especially the out-of-school children. In 2016, the percentage of 15-16 year olds who were out of school was 15.3% compared to 16.1% in 2010 as per the ASER 2017 Report.

The extent of the wastefulness of these two years may have reduced because Gross Enrolment Ratio (GER) in secondary education was 80.01 in 2015-16 (U-DISE). However, the average annual drop-out rate was 17.06 in 2014-15 (U-DISE). Further, the GER in secondary higher education was 56.16 in 2015-16 (U-DISE). The statistics inform us that while enrolment may have gone up, attainment probably has not kept pace commensurately. Further, a significant share of youth are not necessarily proceeding to the higher secondary education level. A literature review on the introduction of vocational education at secondary level suggests that this is not able to plug the gap sufficiently because of both supply and demand reasons.

At the same time, there is demand for workers with secondary education. Approximately, 12 per cent of the Indian labour force aged 15 and above (as per NSSO 2011-12) had secondary education, although this hides variations across rural-urban space, states, gender, caste etc. And close to 20 per cent of the workforce had secondary education in high employment generating sectors like transport and wholesale & retail trade; repair of motor vehicles & motorcycles.

Clearly secondary educational attainment has to be analysed in detail to understand the gaps at this level. Gaps are to be understood both in quantity and quality terms. Therefore, as a first step, this paper proposes to understand the extent of secondary education inequality in the country across gender, caste, community, state and rural-urban space. Education inequality is to be understood not only in terms of educational attainment but also expenditure. The NSSO 2007 and 2014 data will be used for that. The reasons behind the educational inequality may also be examined.

The second step will be to bring in a discussion on quality of secondary education from the literature review and ASER data on “Evolution of Beyond Basics”. By quality, the authors want to primarily focus on acquisition of cognitive and socio-emotional/non-cognitive skills. Acquisition of vocational skills at the level of secondary education will also be discussed.

If educational inequality in secondary education is found to be high and shows increasing trend and secondary education itself suffers from poor quality, then a case may be made for universalising secondary education and converging education and employability. Given that the Sarva Shiksha Abhiyaan and Rashtriya Madhyamik Shiksha Abhiyaan have been converged in May 2018 to become Samagra Shiksha Abhiyaan, it is pertinent to examine the question of universalising secondary education now.

Reforms for ‘Skill India’

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Abstract:

Salvaging the Indian demographic dividend must be a key part of India’s growth story and there is no way the country can reap its demographic dividend without fixing vocational education. In 2016, The Government of India formed the Sharada Prasad Committee to rationalize the Sector Skill Councils (which are employer bodies mostly promoted by the industry associations) and improve ‘Skill India’. The committee submitted its report in 2017. The paper will summarize the key recommendations made in the report.

The two goals in ‘Skill India’ are, first, to meet employers’ needs of skills and, second, to prepare workers (young and old) for a decent livelihood. The recurring theme in the report is its focus on youth. Each recommendation underlines that the VET is not just for underprivileged communities; it is not a stopgap arrangement for those who cannot make it through formal education. It is for all of us.

We suggest concrete steps to ensure a mindset change, such as having a separate stream for vocational education (in secondary education), creating vocational schools and vocational colleges for upward mobility, and having a Central university to award degrees and diplomas.

The second recurring theme is the realization of human potential. This means aligning the courses to international requirements, ensuring a basic foundation in the 3Rs, and life-long learning.

The third theme is to do what is right when no one is watching you, as in other industries, the regulator has displayed a limited capacity to regulate. Cases of a conflict of interests, of rigged assessments and of training happening only on paper are not new.

We suggest a host of policy steps. The first policy step should be towards a unification of the entire VET system. The second step is to enhance employer ownership, responsibility and their 'skin in the game'. The third policy step is in getting the government confine itself to roles it is capable of performing and not involving itself through multiple ministries in activities in which it has no comparative advantage.

Finally, we need more reflection from stakeholders on the actual value addition done by the skilling initiative. The National Skill Development Corporation, which was envisioned as a public-private partnership, receives 99% of its funding from government, but its flagship scheme has a less than 12% record of placement for trainees. The National Skills Qualification Framework has seen little adoption in private sector. And, more than two-thirds of courses developed have not trained even one student so far.

India can surely become the world's skill capital but not with what it is doing right now. The reforms suggested by the committee can be a good starting point for we cannot let another generation lose its dreams.

Growth, Employment and Education: Secondary Schooling the Bridge.

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Abstract:

The relationship between education, employment and income has been explained in the new age economic literature through the lens of market imperfections. With the classical concept of homogeneity of labour leading to wage equalization, becoming obsolete, the theory of a segmented labour market is becoming more and more complex. The neo-classical economists had brought in the concept of skill differentials across labour leading to wage differentials according to varying individual productivity.

The relationship between Education and high growth has found evidence in a large body of literature. Theoretical-growth literature has explained this positive association by Education bringing increases in labour productivity, by adding to the innovative capacity and technology

assisted growth and capacitating potential learners in the ever changing job skills demanded, that determines the labour market growth trajectory.

High ROG is deemed to be associated high per capita incomes, low poverty and unemployment. It is also associated with good employment and education. In the new market age skills deficient economy, secondary education is deemed to be the minimum degree for a skilled workforce. (ILO 2013, UNESCO 2012, GMR 2012)

The paper, thus traces the relationship between secondary education, employment Quality and Growth in Indian States and assess how well are the secondary school graduates prepared for work transition in the country.

Challenges in Vocationalisation of School Education in India: Preparing Learners for Employability and Lifelong Learning

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Abstract:

An integrated scheme on school education has been launched by the Government of India by subsuming *Sarva Shiksha Abhiyan*, *Rashtriya Madhyamik Shiksha Abhiyan* and Teacher Education (TE) for the period from 1stApril, 2018 to 31stMarch, 2020. The scheme aims to support the States in universalizing access to school education, ensuring equity and inclusion at all levels from classes pre-nursery to XII, improving quality of school education by focusing on the teacher, technology and learning outcomes and promoting vocationalisation of education in schools.

School vocational education programmes equip children with varied skills and knowledge essential for their holistic development and a smooth transition to the world of work or higher education in the future under a broad educational framework. It can lead to acquisition of specific vocational skills, confidence building, maturity, improved motivation and reduced absenteeism. There is, however, little evidence that school vocational education programmes are useful in increased retention of students, thus enabling school completion.

The revised centrally sponsored scheme of vocationalisation of education was introduced as an integral part of general education at the secondary and higher secondary stage in 2012 under the National Vocational Education Qualifications Framework (NVEQF), which was subsumed in National Skill Qualification Framework (NSQF) in 2013. Under the scheme, 8277

government schools in 33 States/UTs have been approved for the introduction of vocational subjects along with the general education subjects. There are inconsistencies in the implementation of the scheme across the States/Union Territories, due to various challenges and issues, which include lack of coordination between the various agencies involved in the implementation of the vocational education programme, unrealistic matching of vocational courses with labour market requirements, lack of understanding of the National Occupational Standards (NOSs) and learning outcome based curricula, lack of vocational teachers with the requisite qualification and labour market experience, lack of training sites for providing work experience to learners, non-flexible duration for training and skill assessment, less time allocation for hands-on training, challenges posed by a range of information and communication technologies in teaching-learning, lack of student support strategies for developing employability skills and opportunities for lifelong learning and poor linkages with industry and employers for training and placement.

This paper discusses the challenges arising out of the implementation of the vocationalisation of secondary and higher secondary education (Grade IX to XII) and provide directions for a more coordinated action in implementing strategies for innovative and flexible training delivery models that can help in achieving better outcomes than at present.
