**UNIT-6…Q Do you think India's educational achievement re one of mixed success? In this context, discuss India's educational achievements in an international perspective.**Ans. The story of India's educational achievement is one of the mixed success. On the down side India has 22% of world's population, but 46% of the world's illiterate and is home to a high proportion of the world's out of school children & youth. On the positive side it has made encouraging recent progress in raising schooling participation, while the base of India’s education pyramid maybe weak, it has emerged as an important player in the worldwide information technology revolution on the back of substantial (absolute) numbers of well-educated computer science and other graduates, Indian educational achievements a/c to International perspective. i)While India does well compared to Bangladesh and Pakistan & lags substantially behind all the other BRIC countries and sri Lanka and is also behind the average for developing countries. Indeed, it is striking that its overall adult literacy rate is similar to & female literacy rate lower than that of sub saharan Africa. The comparison with China is of particular interest and it shows India to be at a considerable educational Disadvantage ii)India's disadvantage wrt other countries in primary school participation rates is now much smaller compared to that for youth Literacy rate". iii) Secondary school level, India is again at a Iarge disadvantage with respect to all 3 other BRIC countries where secondary enrolment rates are far above those predicted for countries at their levels of per capita GDP. iv) Indía is more than 30 years behind China in terms of the proportion of the population with completed secondary & post secondary schooling. v) The findings show that the international mean achievement in the Maths test was 52% for grade 8 students but the average score of. Rajasthan & Orina students in the same test were 34% and 37% respectively. Similarly, the international mean of achievement was 57% for grade 12 students but the correspending scores for indian students were 44% & 38%. in Rajasthan & Orissa respectively. When India participated in international studies of learning achievement in the early 1970's, the learning performance of Indian children was poor relative to most participating countries, acc to international Association for the Evaluation of Educational Achievement.

**Q. Examine the role of private sector in spread of school education in India.**Ans. Poorly resourced public schools which suffer from high rates of teacher absentecism may have encouraged the rapid growth of private schooling in India particularly in urban areas. Private schools divided into 2 groups: Recognised and Unrecognised schools. Govt recognition is an official stamp of approval and for this a private school is reqd to fulfill a no. of conditions though hardly any private schools that get recognition actually fulfill all the conditions.**Private schooling share according to official and household data**.: i)Despite data differences it’s clear that there is substantial fee charging private schooling sector in India. ii)The true size of thr private sector in India is more than 3 times that is shown in official statistics. Iii)Acc. To official statistics for 1993, only 2.8% of all rural primary school students were attending private schools but acc to household survey data for the same year 10.1% were. iv) The reasons for the large discrepancy b/w household survey estimates and official estimates of the size of the private schooling sector in India are two folds. First, govt aided school teachers have incentives to over report their enrolments when there is low demand for their services and this reduces the apparent enrolment share of private schools. Second, all official schools ‘censuses’ are carried out only in the govt recognized schools and in most Indian states there is no requirement on private primary schools to be even registered.v)The true size of the private schooling sector is greatly underestimated in official data due to enumerating only the recognized schools. Household survey data give a picture far closer to the truth than official statistics since parents have no incentives to over-report enrolment in publicly funded schools or to report enrolment in recognized schools only,**Growth in private schooling:** i)The most telling statistic however is not the share of private schooling in the stock of total school enrolment but rather its share in the total recent increase in school enrolment at different levels.ii)The recent growth of private primary schooling in urban India has been noting sort of massive and that the pace of privatization has accelerated over time in both urban and rural India.While in rural India, the rate of expansion of private primary scooling has been much slower even here the part of privatization picked up overtime.iii)Growing inequality of educational opportunity showed that the extent of economic inequality in a case to secondary schooling by income quintile, the expansion of private schooling and its use by the poor suggest that atleast in part, that parents percieve. Its quality to be better than that of public education. The growth of private Schooling, also suggests growing inequality of educational opportunity.**Relative effectiveness of private & public schools.** i)Private schools are significantly more likely to exist in villages with a high mean level of teacher absence in the public schools. Private schools are disproportionately located in areas with poorly performing public goods supports the qualitative reflections of the PROBE reports which believes that in explaning the increased popularity of private education, the breakdown of govt schools is often more decisive than parental ability to pay.**Relative costs of private & public schools**. : Private schools also have much lower unit costs than publicly funded schools. This is largely due to teacher salaries in pvt schools being only a fraction of those in publicly funded schools. Such massive private - public segmentation in the teacher labour market can exist because of excess supply of educated individuals & because while the pvt. sector pays market wages, govt and aided schools salaries are bureaucratically set minimum wages, clearly there are huge economic rents in the salaries of govt school teachers.

**Q. Detail the public education initiatives by the govt to increase school attendance & improving learning outcomes.**Ans. While the data presented on student learning levels, teacher absentecism & school facilities point & somewhat grim picture of the state of schooling quality in India. A no of recent fiscally demanding public education initiatives suggests that India has begun in earnest to give greater priority to improving school education. Secondly, a no. of educational NGOs have emerged and have acquired substantial stature both in terms of their contribution to educational Improvements in a no of dimensions. **Sarwa Shiksha Abhiyan** : The SSA literally compaign for Universal Education is India's flagship programme to universalize elementary education .It is a sponsored scheme by the Central Govt that is funded out of a revenues from a new cess equal to 2% of tanes . SSA provides funding to states to enrol out of school children & to improve school quality salaries of additional teachers to reduce pupil teacher ratio ; establishment of alternative schools, bridge courses for dropouts, in-service training for teachers, SSA measures to close Caste & gender gaps in education.

**Mid-day meal scheme** : the Mid Day meal scheme was providing every child in every govt and govt assisted primary school with a prepared mid-day meal with a minimum content of 300 calories and 8-12 gms of proteins each day of school for a minimum of 200 days. It's centrally funded scheme providing grains, funds transportation, pays preparation costs. Though it is yet not free of problems of quality & corruption. It has become a part of the daily routine in most primary schools. The scheme provides lunch to about 120 million chrildren -every school day .**Para teacher schemes** : a) the schemes have been expanding rapidly since 2002 because from that year states could appoint contract teachers with central govt grants. Under these schemes, persons with educational qualification requirements below those of govt primary school regular teachers are employed on salaries that are 1/5th to one half of govt teacher salaries in order to : i) expand schooling in a low cost way to small hamlets which are unserved by regular govt schools. ii) to increase the no. of instructors in single teacher schools. iii) to reduce high pupil- teacher ratios. b) Para teacher schemes have raised a no. of concerns about the ethical, legal & political difficulties of sustaining 2 different standard of employment between regular teachers & Contract teachers. Some authors have also raised concerns about the quality of teachings provided by these less qualified instructors.**Public private partnership in education** : A substantial public private partnership (PPP) -systems does operate in India atleast at the secondary and higher levels of education. This is the system of government grant in aid to privately managed schools known as aided schools. Aided schools also have the same fees policy as in govt schools as in aided school teachers are paid directly from the state govt treasury as the govt. school itself. The ‘Right to Education’ bill under the consideration of Indian Parliament proposes to establish a new form of PPP in education, requiring all private schools to give 25% of their places to govt paid students from disadvantaged homes. This measures proposes to give money directly to the private schools that accepts students.**NGO education work** : Widespread education related by a large no. of NGO's in India is a relatively new phenomenon but one which has grown rapidly. Their important contribution has not only been made for grassroots of educational work but also in terms of successful advocacy for education at the macro level. for education by contributing to national education debates and helping to make education access & quality prominent public issue. The NGO Right to food campaign at both the micro & macro levels was critical in mobilizing public opinion & building pressure for the rapid implementation of the school mid-day meal scheme in Indian states. Pratham runs a large scale ‘Bal Sakhi’ programme which provides an assistant teacher for remidial teaching of weak children in govt. schools. Seva Mandir runs primary single teacher non-formal education centres in tribal villages in Rajasthan & faces problem of absentecism of teachers.

**Q. Students educational performance may not increase just by increasing monetary resources. Improving teacher quality is critical for this. discuss.**

Ans. At Independence, only 9% women & 27% of men were literate then, to resolve the problem of illiteracy, framers of constitution states to provide free & compulsory education to all children upto age 14 years by 1960. •ASER 2006 survey finds that 93.4⁰% of all the elementary school age children were enrolled in school. Secondary school enrolment rates are low partly because of low no of secondary schools in BIMARU states, there is a great inequality. School attendance rates also increases in rural area not much. Urban increase were still small. Literacy rates in BIMARU states marked acceleration overtime PROBE team surveyed an found very poor school infrastructure." Although DPEP district primary education project and Sarva Shiksha Abhiyan worked to improve schools infrastructure but still substantial proportion of primary schools still without the most basic Controls such as drinking water, toilets, furniture, teaching aids & books.

• Govt has taken many initiatives like to Right to Education Act, mid-Day meal scheme to improve enrolment & attendance. Govt has provided many resources to children in terms of free books, free education, till 12th class, mid day meal and many other input resources.

But despite providing these monetary resources, the learning outcomes don’t show any improvement. Pratham NGO carried out a survey to collect data on learning achievement level & have found poor results grade 6,7,8 students are not able to do 3-digit division and also can’t read grade 2 level books. The main reason behind this is poor quality of teachers that is teachers negligence in school. a) high absentecism b) reduced teaching activity in terms of both time and effort.