## SCENARIO OF SECONDARY EDUCATION IN SOUTH INDIA: AN OVERVIEW

#### (As Part of ICSSR Project on Service Quality in Secondary Education)

### Dr N Udaya Bhaskar<sup>1</sup> P N V V Satyanarayana<sup>2</sup> Dr P Uma Maheswari Devi<sup>3</sup>

#### Abstract

The quality and level of secondary education plays a pivotal role in creating value and knowledge based economy. It is one and only the best means of eradicating poverty, hunger, malnutrition and corruption from the country. The aim of the present paper is to examine: How is the recent scenario of secondary education in India and in South India? The secondary source of data is used under quantitative design of descriptive nature. There are about 43,000 schools existing under ten different boards of education in India. Girls' participation is high in government secondary schools, while boys' participation is high in private secondary schools. The girls Gross Enrolment Rate (GER) is high at 81%, while that of the boys is 79.2% with a total gross enrolment rate of about 80% during 2015-16. Keral State, in South India, was very good at average GER of about 103%, 102% and 103% in boys, girls and total segments respectively during the period of three years from 2013-14 to 2015-16. The Pupil-Teacher Ratio (PTR) at All India level was 26:1 during 2013-14; and further declined to 27:1 during 2014-15 and 2015-16, while Kerala, in South India, is very constant at 17:1 during the three years period from 2013-14 to 2015-16.

#### Keywords: Secondary Education, Indian Scenario, South Indian Scenario, Gross Enrolment Rate, Pupil-Teacher Ratio.

#### **1.0. INTRODUCTION**

Any offering, whether it is goods or service, is successful if it delivers value and satisfaction to the targeted people. Value is the totality of perceived tangible and intangible benefits and costs to the targeted people. Value is the combination of quality, service and price (qsp triad).

<sup>&</sup>lt;sup>1</sup> Assistant Professor & Asst. Dean, Student Affairs, Department of Commerce and Management Studies, AdiKavi Nannaya University, Rajahmundry, East Godavari District, Andhra Pradesh – India

<sup>&</sup>lt;sup>2</sup> Research Associate for ICSSR Project on Service Quality of Secondary Education; Faculty of Management Studies, Ram's Academy of Commerce and Management Rajahmundry, East Godavari District, and Guest Faculty of Management Studies at Adikavi Nannaya University, Rajahmundry Andhra Pradesh, India.

<sup>&</sup>lt;sup>3</sup> Assistant Professor in Management Studies; Dept. of Management Studies; AdiKavi Nannaya University (ANUR), Rajahmundry, East Godavari District, Andhra Pradesh – India

Value increases with quality and service, while it decreases with price. Quality can be regarded as the "fitness for use" or "conformance to standards". It is perceived total characteristic features that the goods or service bears on its ability to satisfy the stated or implied needs of the targeted people. The targeted people may be delighted if the perceived performance of goods or service exceeds their expectations. They may be satisfied if the perceived performance equals their expectations. Otherwise, they may be dissatisfied if the perceived performance is below the expectations.

Secondary education promotes the development of a skilled and knowledgeable citizenry with access both to the national and to the global economy (Lewin and Caillods, 2001). Not only that but also, investing in secondary education may yield us considerable societal and individual benefits, offering youth a chance of acquiring better attitudes and skills to take care of their own lives and furthering the learning process (Lewin and Caillods, 2001; Duraisamy, 2002). The quality and level of secondary education plays a pivotal role in creating value and knowledge based economy. It further acts as a catalyst for socio-economic development of any country by nurturing and developing its human resources keeping in view of the societal and environmental needs of the country from time to time. It is one and only the best means of eradicating poverty, hunger, malnutrition and corruption from the country. It has a very significant effect on the redistribution of income, growth and thereby reducing poverty than that of the primary education (Tilak, 1989, 2005). Therefore, the research in service quality of secondary education helps to promote value and knowledge based nation as it is mainly concerned with physical, institutional and psychological aspects of education. As Indian economy is expected to grow between six to nine percent and also witnessing an unprecedented consumption boom towards educational services, it is the right time to restructure the secondary education system of India in terms of enhanced service quality. Through the present work, an effort has been made to strengthen the aspect of service quality in secondary education in such a way that it can contribute towards the growth of national Gross Domestic Product (GDP). The aim of the present paper is to examine: How the recent scenario of secondary education in India and in South India is?

#### 1.1. Curriculum and School Education Boards in India

School boards are meant to set the curriculum, conduct board level exams, and award the school diplomas mostly at 10th and 12th level. For remaining levels such as standard, grade or class (denoting the years of schooling), the exams are conducted by the respective schools. There

are about 43,000 schools existing under different boards of education in India as depicted in the Table 1:

Sl. No.	Category	No of Schools
1	Central Board of Secondary Education (CBSE) Schools	21,271
2	Kendriya Vidyalayas (KVs)	1,138
3	Government/Aided Schools	3.011
4	Independent Schools	16,741
5	Jawahar Navodaya Vidyalayas	595
6	Central Tibetan Schools	14
	Total:	42,770

Table 1 Number	of Schools un	der different	Boards in	India as on	May 1, 2019.
----------------	---------------	---------------	-----------	-------------	--------------

Source: Shiksha.com

1) National Council of Educational Research and Training (NCERT): The NCERT is the apex body situated in New Delhi, Capital City of India. It prepares the curriculum for school education across India. It also provides support, guidance and technical assistance to number of schools in India and oversees to enforce many aspects of education policies.

2) State Government Boards of Education: All the state governments have "State board of secondary school education". The union territories (like Chandigarh, Dadra and Nagar Haveli, Daman and Diu, and Lakshadweep and Puducherry) do not have a board. Usually they use the services of a larger state. The boards set curriculum from Grades 1 to 10 or 12. The curriculum varies from state to state to appeal with examinations conducted locally in regional languages in addition to English. The state curriculums are often considered less rigorous than central curriculums such as Central Board of Secondary Education (CBSE) or Indian Certificate of Secondary Education/ Indian School Certificate (ICSE/ISC). Most of these boards conduct exams at 10th and 12th level, but some of the boards also conduct at the 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup>level.

3) *Central Board of Secondary Education* (CBSE): The CBSE makes curriculum for 1 to 12 grades and also conducts examinations for 10<sup>th</sup> and 12<sup>th</sup> standards (called board exams). Students, studying this curriculum, have taken the All India Secondary School Examination (AISSE) at the end of 10<sup>th</sup> grade and All India Senior School Certificate Examination (AISSCE) at the end of 12<sup>th</sup> grade. The examinations are conducted in Hindi and English only.

www.zenonpub.com

**4)** *Council for the Indian School Certificate Examinations (CISCE)*: The CISCE sets curriculum from Grades 1 to 12 and conducts three level of examinations, namely the Indian Certificate of Secondary Education (ICSE) for Class/Grade 10; The Indian School Certificate (ISC) for Class/Grade 12; and the Certificate in Vocational Education (CVE) for Class/Grade 12. This board offers more choices of subjects. The CISCE English level has often been compared to UK's A-Levels. The CBSE exams at 10<sup>th</sup> and 12<sup>th</sup> grades have often been compared with ICSE and ISC examinations. The CICSE curriculum is generally considered to be more rigorous than the CBSE (grade 10). The CBSE and ISC are recognised internationally and are accepted by most universities abroad for admissions purposes as proof of completion of secondary school.

5) *National Institute of Open Schooling (NIOS)*: The NIOS comes under National Board of education which is run by Ministry of Human Resource Development (MHRD), Government of India to provide education in rural areas and challenged groups in open and distance mode of education. It conducts two levels of examinations namely Secondary Examination for 10<sup>th</sup> class/grade and Senior Secondary Examination for 12<sup>th</sup> class/grade (All India). It also runs some courses for Vocational Education. It is a pilot project started by CBSE to provide high class affordable education up to 12<sup>th</sup> standard. The Choice of subjects is highly customisable and is equivalent to CBSE. Students interested in homeschooling usually take NIOS exams as they are not eligible to take CBSE or ICSE/ISC exams.

6) *Islamic Madrasah*: These boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband or Darul Uloom Nadwtul Ulama.

7) *Autonomous Schools*: These are the schools run independently with the approval from MHRD, Government of India such as Woodstock School, Sri Aurobindo International Centre of Education Puducherry, Patha Bhavan and Ananda Marga Gurukula.

8)International Baccalaureate (IB) and Cambridge International Examinations (CIB): These are generally private schools that have dual affiliation with one of the school education board of India as well as affiliated to the International Baccalaureate (IB) Programme and/or the Cambridge International Examinations (CIE). *9) International schools*: The schools offer 10<sup>th</sup> and 12<sup>th</sup> standard examinations under the International Baccalaureate, Cambridge Senior Secondary Examination systems or under school boards of their home nations (schools such as run by foreign embassies or the expat communities).

**10**) **Special education:** A special Integrated Education programmes for Disabled Children (IEDC) was started in 1974 with a focus on primary education. But afterwards it was converted into Inclusive Education at Secondary Stage.

#### 2. REVIEW OF LITERATURE

Annet De Vroey et al (2016), despite long-standing barriers for effective comprehensive education that are faced, secondary schools show specific interests, strengths and needs in a school-wide movement towards inclusive culture, policy, and practices although the balancing between these three is not possible.

Office of Her Majesty's Chief Inspector of Schools, London (2002), made a decision to recommend that the students of primary level of education be prepared for different learning styles at secondary level of education, rather than that the teachers of secondary level of education be required to apply different teaching styles.

Visaria et al, (1993); Minhas, (1992); Tilak, (1996, 2006); PROBE, (1999); Ramachandran and Saihjee, (2002); Rani, (2003), mentioned that number of studies has identified two responsible and crucial factors such as poverty and quality of schooling to be addressed in arresting the drop-outs.

Gita Rani (2007), considered the factors such as students poor socio-economic condition and costs of education are the major factors of demand side of secondary education. Direct and opportunity costs like fees, cost of books and uniform, mid-day meal, etc., are very much disincentive of sending poorer children and girls to school even if education is free.

PTI (2008), reports that the improved education system in India is regarded as the key contributor to the nation's economic development.

Sharath Jeevan & James Townsend (2013), found that the quality of teacher is the single biggest contributing factor to the educational success of a child. And yet, across India, around twenty five percent teachers are absent every day. They further found that the teachers show up reading the newspaper or chatting in the staff room rather than teaching. But they

strongly believe that teachers can be part of the solution to education reform, rather than a barrier.

ASER (2018), reports that the enrolment of children age group of 6-14 years has been above 95% for more than ten years since 2007. The proportion of children of age group of 6-14 years who are not enrolled in school has fallen to 2.8% in 2018 for the first time.

Indian education: Sector outlook, (2012), reports that the literacy rate of India stands at 74%, which is well below the world average literacy rate of 84%. But it is a six fold growth as compared to 12% at the end of British rule in 1947.

Education in India-World Bank (2011), reports that the number of out of school children decreased from 25 million in 2003 to an estimated 8.1 million in 2009, While more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school (Grades 9-12).

#### **3. PURPOSE OF STUDY**

- To examine the secondary education scenario in India.
- To examine the secondary education scenario in South India.

#### 4. METHODOLOGY OF STUDY

The study is purely quantitative design of descriptive nature uses the secondary source of data for a period of three years from 2013-14 to 2015-16. The data is mainly obtained from the publications of National Institute of Educational Planning and Administration, Ministry of Human Resource Development, Government of India, New Delhi. And other published sources are also used as cited and referred. Simple percentages and graphical representations are used for the purpose of analysis.

#### **5. RESULTS AND DISCUSSION**

**5.1.** Secondary Education Scenario in India: The percentage distribution of gender-wise participation of students in government and private schools of six different regions in India during 2015-16 is presented through Table 2 and Figures 1 & 2.

Sl. No.	Region	Governme	ent Schools	Private Schools			
		Boys	Girls	Boys	Girls		
1	Central Region	49.1	50.9	58	42		
2	Eastern Region	49.6	50.4	52.9	47.1		
3	Northern Region	48.5	51.5	54.6	45.4		
4	North East Region	49	51	52.1	47.9		
5	Southern Region	48.5	51.5	53.2	46.8		
6	Western Region	50	50	57	43		

# Table 2 Gender-wise Participation of Students in Government & Private Schools ofDifferent Regions of India: 2015-16

Source: National Institute of Educational Planning & Administration, New Delhi



The gender-wise participation of students in government and private schools of six regios of India shows that girls participation is high in government schools ranging from 50% to 51.5% while boys participation is high in private schools ranging from 52.1% to 58% in most of the six regions of India during 2015-16. The northern and southern region government schools have high girls participation of about 51.5% each, while the western region government schools have equal participation of boys and girls at 50%. The central region private schools have high participation of boys of about 58%, while the north-eastern region private schools have high participation of girls of about 47.9% during the same period of 2015-16. It further tells us that the girls are encouraged to study in government schools, while the boys are encouraged to study in private schools.

The overall statistics of Indian secondary school education in terrms of enrollment, gross enrolment rate, drop-out rate, number of schools, number of teachers, student-teacher ratio, etc., as of 2015-16 are presented in Table 3 and Figure 3.

Sl. No.	Particulars	Boys	Girls	Total
1	Enrolment (in lakhs)	20547	18598	39145
2	Gross Enrolment Rate (%)	79.2	81.0	80.0
3	Average Annual Drop-out Rate (%)	17.21	16.88	17.06
4	No. of Schools	-	-	139539
4	No. of Teachers	-	-	1431591
5	Pupil Teacher Ratio	-	-	27
	State/Central Board Exam Result:			
6	No. of Students Appeared for Exams (Xth	104.5	89.5	194.0
	Standard in lakh)			
7	No. of Students Passed in Exams (Xth Standard in	81.2	71.4	152.6
	lakh)			
8	Pass Percentage in Exams (Xth Standard)	77.7	79.8	78.7
	Open Board Exam Result:			
9	No. of Students Appeared for Exams (Xth	374.4	242.7	617.2
	Standard in lakh)			
10	No. of Students Passed in Exams (Xth Standard in	148.8	106.5	255.3
	lakh)			
11	Pass Percentage in Exams (Xth Standard)	39.7	43.9	41.4

#### Table 3 Statistics of Secondary School Education in India as of 2015-16

Source: National Institute of Educational Planning & Administration, New Delhi ; for exams

#### - State/Central/Open Examination Board



The stats of Indian secondary school education as of 2015-16 shows that the girls Gross Enrolment Rate (GER) is high at 81%, while that of the boys is 79.2% with a total gross

enrolment rate of about 80%. Even the drop-out rate of girls is low at an annual average of 16.88% when compared to boys whose drop-out rate is at 17.21% with a total drop-out rate of 17.06%. The Pupil-Teacher Ratio (PTR) is at 27:1. The girls pass percentage in both state/central board exams and open board 10<sup>th</sup> standard exams is high at about 80% and 44%, while that of boys pass percentage is at about 78% and 40% with a total pass percentage of about 79% and 41% respectively. It further tells us that the girls' performances is far better than that of the performance of the boys in terms of gross enrolment rate, drop-out rate and pass percentage.

**5.2.** Secondary School Education Scenario in South India: The South Indian Secondary School Education Scenario is reflected in terms of PTR, GER, number of institutions, and amenities like water facility and girls toilets in five southern states of India viz., Andhra Pradesh, Telengana, Tamilnadu, Karnataka, and Kerala and at All India level for a period of three years from 2013-14 to 2015-16 as shown in Tables 4, 5, & 6.

Year / India & States	2013-14	2014-15	2015-16						
All India	26	27	27						
Andhra Pradesh	18	19	20						
Telangana	0	19	22						
Tamilnadu	23	21	21						
Karnataka	15	16	16						
Kerala	17	17	17						

Table 4 Pupil Teacher Ratio (PTR)

**Source:** MHRD-GOI, National Institute of Educational Planning & Administration, New Delhi.

The South Indian Secondary School Education Scenario shows that the Karnataka State is very good at PTR of 16:1 during 2014-15 and 2015-16 while the same was 15:1 during 2013-14. Kerala is very constant at 17:1 during the three years period from 2013-14 to 2015-16. Tamilnadu was very poor at PTR, but was improving from 23:1 during 2013-14 to 21:1 during 2015-16. Both Andhra Pradesh and Telangana were declined from 18:1 during 2013-14 to 20:1 during 2015-16; and 19:1 during 2014-15 to 22:1 during 2015-16 respectively. Hence, it can be said that the quality of secondary school education in Karnataka and Kerala is far better that of the quality of secondary school education in remaining states viz., Tamilnadu, Telangana and Andhra Pradesh. Despite this, all the five southern states are very good at PTR as compared to the PTR at All India level which is 26:1 during 2013-14; and further declined to 27:1 during

2014-15 and 2015-16. It tells us that the quality of secondary school education in southern region is far better than that of the quality of secondary school education at All India level (Table 4). It can be apparently seen in Figure 4.



The South Indian Secondary School Education Scenario further shows that Kerala State was very good at average GER of about 103%, 102% and 103% in boys, girls and total segments respectively during the period of three years from 2013-14 to 2015-16. The state was regarded as having high GER in the entire southern region of the country and as well as compared to the GER at All India level which was at an average of about 78% in boys segment, 79% in girls segment, and 78% in total segment. Tamilnadu was next to Kerala, having GER at an average of about 91% in boys segment, 94% in girls segment and 93% in total segment. The GER of Karnataka was at an average of about 80% in boys segment, 82% in girls segment, and 81% in total segment. Whereas the GER of Telangana was at an average of about 80% in boys segment, 85%, in girls segment, and 82% in total segment. Andhra Pradesh was regarded as the least in GER at an average of about 73% in boys segment, 76% in girls segment, and 74% in total segment during the same period. Except Andhra Pradesh, all other four southern states were considered to be above the All India level in terms of the GER. Except Kerala, all other four southern states along with All India were good at the girls GER as compared to the boy GER (Table 5). It can be further seen in Figure 5.

## Table 5.1 Gross Enrolment Rate (GER) of Students in Secondary Education at All India and Southern Region States (%) Source: National Institute of Educational Planning & Administration, New Delhi.

Year	All Inida		All Inida Andhra Pradesh		T	Telangana		Tamilnadu		Karnataka			Kerala					
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2013-14	76.8	76.5	76.6	73.76	76.77	75.20	-	-	-	91.81	93.25	92.50	76.90	78.15	77.49	103.83	101.12	102.51
2014-15	78.1	78.9	78.5	71.46	73.42	72.40	79.67	85.03	82.25	90.22	93.72	91.89	81.05	82.63	81.80	103.63	102.82	103.24
2015-16	79.2	81.0	80.0	74.63	76.48	75.51	80.73	84.44	82.53	91.86	96.18	93.92	82.35	84.19	83.22	102.31	102.58	102.44

Table 6 Southern State Wise Number of Institutions of Secondary Education and Schools with Drinking Water Facility & Girls Toilets

Sl. No.	State	Numl	ber of Institu	itions	Schools v	vith Water F	acility (%)	Schools with Girls Toilets (%)			
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
1	Andhra Pradesh	21,360	10,781	11,234	96.16	97.61	98.26	98.07	100	99.52	
2	Telangana	0	10,973	11,333	-	98.3	98.51	-	97	100	
3	Tamilnadu	9,758	9,594	15,327	100	99.54	99.92	99.03	99.91	100	
4	Karnataka	13,106	13,165	13,627	99.65	99.87	99.98	99.78	99.95	99.96	
5	Kerala	1,623	1,637	1,733	99.88	99.91	99.85	99.9	99.89	99.74	

Source: National Institute of Educational Planning & Administration, New Delhi.







The state wise distribution of institutions of secondary education; and schools with drinking water and girls toilet facility shows that Andhra Pradesh (Combined State with Telangana) occupied first place with 47% during 2013-14 while Karnataka, Tamilnadu, Kerala occupied second, third and fourth places with 29%, 21% and 3% respectively during the same period. Telangana was not occupied any place as it was yet formed during the period. Karnataka, Telangana, Andhra Pradesh, Tamilanadu, and Kerala were in First, Second, Third, Fourth and Fifth places with 28%, 24%, 23%, 21% and 4% respectively during 2014-15. It further shows that Tamilnadu occupied first place with 29% while Karnataka occupied second place with 26%, Andhra Pradesh and Telangana were sharing equally at 21% during 2015-16. As was earlier, Kerala remins in the last place with 3% during the same period. In 2013-14 the combined state of Andhra Pradesh was having great demand for Secondary Education in the South India. Kerala was considered to the least in terms demand for secondary education through out three years period from 2013-14 to 2015-16. This can be apparently seen in Figures 6, 7, and 8.

It further reveals that Tamilnadu, Karnataka and Kerala were almost at an average of about 100% in providing drinking water facility and girls toilets, while Andhra Praesh and Telangana

were at an average of about 97% to 99% during the three years period from 2013-14 to 2015-16. It can be considered as one of the factors contributing to GER of respective states.

#### 6. CONCLUSION

The study concludes that the girls are just ahead of the boys in secondary education in terms of enrolment, drop-out, and pass percentage. It further concludes that the secondary education in South India is perfrming well as compared to All India in terms of PTR and GER. More than ninty percent of South Indian Secondary Schools are working with basic aminities like drinking water facility, girls toilets.

#### ACKNOWLEDGEMENTS

We would like to thank the ICSSR, New Delhi, India for funding and carrying out the Project on "Service Quality in Secondary Education".

#### REFERENCES

- Annet De Vroey et al (2016), Secondary schools included: a literature review, International Journal of Inclusive Education, Vol.20, Issue 2, 2016, page: 109-135, published online 4 September, 2015. https://doi.org/10.1080/13603116.2015.1075609
- ASER-2018 RURAL, Annual Status of Education Report (Rural) (PDF). India: ASER Centre. 2019. p. 47. ISBN 9789385203015. file:///C:/Users/DELL/Desktop/ASER%20-%202018%20pressreleaseenglish.pdf
- Duraisamy, P. (2002), "Changes in Returns to education in India, 1983-94: by gender, age-cohort and location", Economics of Education Review, Volume 21, Number 6, December 2002, pp. 609-622(14).
- 4. "Education in India" (2011), World Bank, Published: September 20, 2011 https://www.worldbank.org/en/news/feature/2011/09/20/education-in-india
- India achieves 27% decline in poverty, *Press Trust of India* via *Sify.com*, 12 September 2008.
- "Indian education: Sector outlook" (PDF), 2012. http://www.edzillasoftech.com/pdfs/Education-Outlook.pdf
- Lewin, K and F. Caillods (2001), Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth, UNESCO, International Institute for Educational Planning, France.

- MHRD (2018), Educational Statistics At A Glance (2018), Ministry of Human Resource Development, Department of School Education & Literacy, Statistics Division, Government of India, New Delhi, India, pg: 7-14. https://www.mhrd.gov.in/educational-statistics-glance-2018
- Minhas, B.H. (1992), Educational Deprivation and its Role as a Spoiler of Access to Better Life in India in Amlan Datta and M.M.Agarwal (ed), The Quality of Life, Indian Institute of Advanced Study, Shimla, B.R. Publishing Company, Delhi.
- Office of Her Majesty's Chief Inspector of Schools (2002), Changing schools: Evaluation of the effectiveness of transfer arrangements at age 11 (HMI 550: Version 21 June 2002). London: Office for Standards in Education. Available at: http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=309.
- PROBE (1999), Public Report on Basic Education in India, Oxford University Press, New Delhi.
- PTI (2008), India achieves 27% decline in poverty, Press Trust of India via sifty.com, 2008-09-12.
- 13. Ramachandran, V and A. Saihjee, (2002), "The New Segregation: Gender and Equity in Primary Education", Economic and Political Weekly, Vol. 37, No.17, pp.1600-1613.
- Rani, G. (2003), "Education in India across Households by Income Groups", Indian Journal of Social Development, Vol.3, No.2, pp.201-227.
- 15. Rani, G. (2007), Secondary Education in India: Determinants of Development and Performance, https://www.researchgate.net/publication/23778564\_Secondary\_Educati on\_in\_India\_Determinants\_of\_Development\_and\_Performance?enrichId=rgreq-7d1e1267f31641b5b75901a6d240a92d-

XXX&enrichSource=Y292ZXJQYWdlOzIzNzc4NTY0O0FTOjEwMzQ0MTc1Mzk2 ODY0NEAxNDAxNjczODQ0NDEz&el=1\_x\_2&\_esc=publicationCoverPdf

- 16. Sharath Jeevan & James Townsend (2013), Teachers: A Solution to Education Reform in India, Stanford Social Innovation Review (17 July 2013). https://ssir.org/articles/entry/teachers\_are\_a\_solution\_to\_education\_reform\_in\_india
- Tilak, J.B.G. (1989), "Education and its Relation to Economic Growth, Poverty and Income Distribution: Past Evidence and Further Analysis", World Bank Discussion Paper No.3, World Bank, Washington, D.C.
- Tilak, J.B.G. (1996), "How Free is 'Free' Primary Education in India?", Economic and Political Weekly, Vol.31, No.(5&6), pp.275-82, 355-66.

- 19. Tilak, J.B.G. (2006), "Education: A Saga of Spectacular Achievements and Conspicuous Failures" in India Social Development Report, Oxford University Press, Council for Social Development, New Delhi.
- 20. Tilak, J.B.G. (2005), Post-Elementary Education, Poverty and Development in India, Working Paper Series, No.6, Centre of African Studies, University of Edinburgh, U.K.
- Visraria, P. A.Gumber and L.Visaria, (1993), "Literacy and Primary Education in India, 1980-81 to 1991: Differentials and Determinants", Journal of Educational Planning and Administration, Vol.7, No.1, 13-62.

Web source:

1. https://www.shiksha.com/education-boards-in-india-chp