Quality of School Education in India:
A Study of Public Schools in Hyderabad

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by

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List of Abbreviation

AP	Andhra Pradesh
APPEP	Andhra Pradesh Primary Education Project
BIE	Board of Intermediate Education
BSE	Board of Secondary Education
CBSE	Central Board of Secondary Education
DPEP	District Primary Education Programmes
DIET	District Institutes of Education and Training
EBB	Educationally Backward Blocks
EFA	Education For All
GDP	Gross Domestic Product
GoAP	Government of Andhra Pradesh
GoI	Government of India
HRW	Human Rights Watch
IASE	Institute for advanced Science and engineering
IDSN	International Dalit Solidarity Network
IEDSS	Inclusive Education for Disabled at Secondary Stage
ICT	Information and Communication Technologies
KGBV	Kasturba Gandhi Balika Vidyalaya
KM	Kilometre
LGP	Learning Guarantee Programme
MDM	Mid-Day Meal
MHRD	Ministry of Human Resource Development
MPCE	Monthly Per Capital Expenditure
MPP	Mandal Praja Parishad Schools
NAC	National Advisory Council
NCERT	National Council of Educational Research and Training
NCPCR	National Commission for Protection of Child Rights
NCSC	National Commission for Scheduled Caste

NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NPE	National Policy on Education
NPEGEL	National Programme for Education of Girls at Elementary Level
NSSO	National Sample Survey Organisation
NAC	National Advisory Council
NUEPA	National University of Educational Planning and administration
OB	Operation Blackboard
OBC	Other Backward Class
PROBE	The Public Report on Basic Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
QIP	Quality Improvement Programmes
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SCP	Special Component Plan
SEMC	School Education Management Committee
SKP	Shiksha Karmi Projects
SPSS	Statistical Package for Social Science
SSA	Sarva Shiksha Abhiyan
ST	Scheduled trebles
SUPW	Socially Useful Productive Work
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational Scientific and Cultural Organisation
UEE	Universalisation of Elementary Education
UNDP	United Nations Development Programmer
UNICEF	United Nations Children's Found
UP	Uttar Pradesh
USAID	United States Agency for International Development
VEC	Village Education Committees

ZPP	Zilla Praja Parishad Schools

Chapter-1

Introduction

The present study is intended to study the quality of education in the public schools in Hyderabad. The research is made in a few sample schools located in different *Mandals* covering the entire of Hyderabad in the state of Telangana. According to census data 2011 the literates in India were 74.04 per cent whereas in Hyderabad their numbers was much higher than the country's population i.e. 81 per cent. The present literature shows that there is less quality in the public schools. This is due to several reasons such as socio-economic condition at the family and the school level, lack of parental awareness on their children's education. Among many such reasons infrastructure facilities at school and teacher responsibility are also the main factors for deterioration of quality in public schools of India.

Tilak (2002) stated that education plays a vital role in the development of individual and better human resources. It is the only weapon to eradicate the illiteracy and poverty. The two indicators which are illiteracy and poverty are the main obstacles for the growth of any country. However, the success of any nation depends upon structured developmental programs which are framed and implemented by the government. Becker (1970) specified that growth of human resources is a critical component in economic development of any country. The "United Nations Educational Scientific and Cultural Organisation" (UNESCO 2005) has also supported that the development of any country is dependent on the rate of education in the country. The majority of poor and developing countries have a low level of educational awareness and high child labour participation (Rahul 1999, Taku and Ahmed 2013). The present study has focused on the main drawback (low level of educational awareness) of such situation is poor (socio-economic background) family conditions. A country like India has been the victim of lack of parental awareness about education (Kontos 1991; Ho and Willms 1996) it leads to increase in dropout rate and high rate of out of school children. The "Public Report on Basic Education" (PROBE 1999) also reveals that a majority of parents do not value the education of their children in India. Even if they are interested in their children's education there is a strong gender bias prevailing. The report emphasises that highly motivated and interested parents wanted to join their children where the quality education is offered.

On the other hand, still there is a gender bias among boys and girls, females are not getting basic education opportunity (Kingdon 2002).

1. Background of the Study

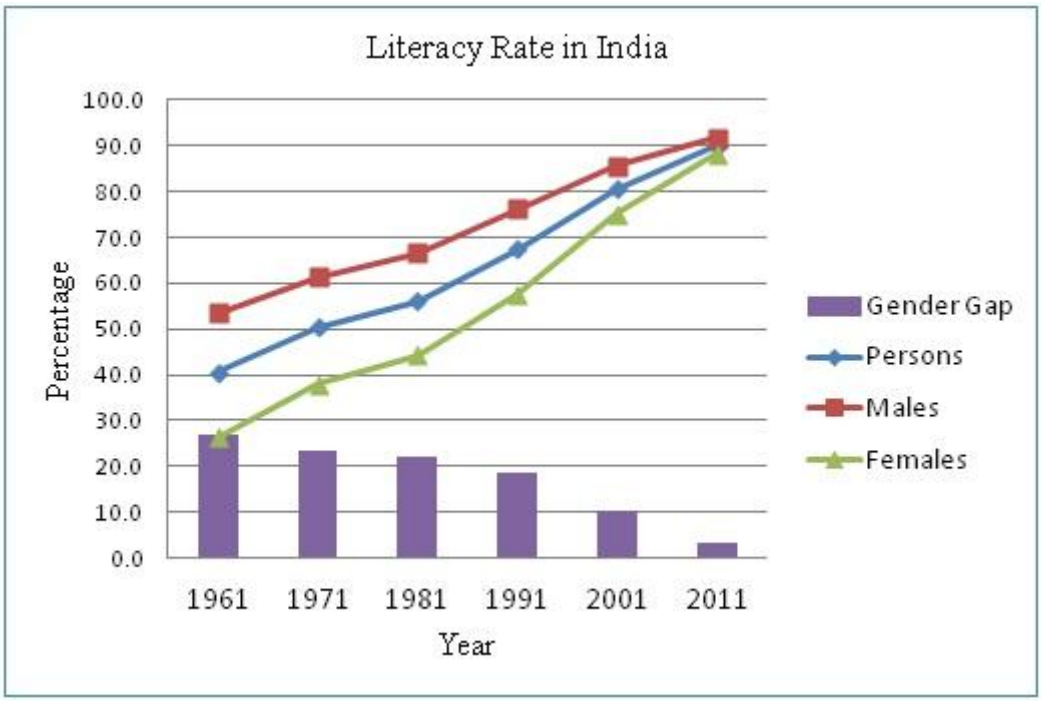
As we know, India has strong educational history since ancient period. Education in India is classified into two periods that is before and after independence. Before independence the education system was very traditional run by the Gurukulas. Gradually, public anxiety grew towards education of their children. But present needs and changes in society resulted in tremendous developments in the education system. However, parents desire and demand secondary education to increase their economic status (Collins 1971, Boudon 1974). At early stage of independence, India was victim to low level of literacy rate (Rahul 1999). Indian government has shown considerable commitments to implementation of educational policies, during the last 69 years, a notable progress has been achieved in the department of school education. To improve the quality in primary education government has started schemes like Universalisation of Elementary Education (UEE), The District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Mid-Day-Meal program, Strengthening of Teacher Training Institutes, Schemes for Infrastructure Development, Mahila Samakhya, and Strengthening Quality Education in Madrasas, for secondary education "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA), "Inclusive Education for Disabled at Secondary Stage" (IEDSS), "National Merit Cum Means Scholarship", "Financial Assistance for Appointment of Language Teachers", Incentives for Girls, "Adolescence Education Programme", Girls Hostels, Model Schools, Information and Communication Technologies (ICT) at schools, "Vocationalisation of secondary education", and Model schools under public private partnership, have taken care of increasing the enrolment rate and decreasing the dropout rate. Tilak (2002) has identified that India's Gross Domestic Product (GDP) spent on education and it has increased from the mere 0.67 per cent in 1951 to 3.54 per cent in 2011. In 2014, Indian government has increased the amount to 8 per cent on primary education. At the same time, the country has witnessed drastic growth in the literacy rate from the insufficient 18.33 per cent in 1951 to 74.04 per cent in 2011 (GoI 2011). Though, the rate of education is increased but quality is questionable? Recent, studies have revealed that lack of reading and arithmetic among the public school children.

However, even after nearly seven decades of independence India has been struggling to achieve the desired quality in education. That shows, India failed to provide quality education to its citizens (Singh and Malik 2001). Several factors have been recognised to be responsible for deterioration of quality of education in India (Muralidharan and Sundararaman 2010, Ahmed 2013). The factors include the lack of motivation in the teachers, insufficient textual materials, poor infrastructural facilities, attitude of students towards learning, inadequate teaching skills and teacher competency, and lack of parental awareness towards education. Tilak (2002) has pointed out that one of the key reasons for the non-enrolment is due to children's lack of interest in studies, which indirectly points towards the quality of education. Present study is intended to measure the quality of secondary school education related to infrastructure, socio-economic conditions of the child, parent's involvement in their children's education, instructional materials, teaching and non-teaching staff, school and classroom dynamics, teacher performance and attitude of the teacher towards students learning skills and also community participation.

1.1 Importance of Education

Education is a very important tool, which provides mental, ideological, physical and moral training to people. It is an instrument for the overall development of a child. According to education commission (1964-1966) the objective of education is social, cultural and economic transformation of child. The commission has described education as understanding of the nation's *ambitions* including changes in the interests, learning, abilities, knowledge, values and skills of the students as a whole. The Constitution of India underlines education as one of the fundamental rights of every citizen and also constitutional commitment of the government agrees to offer access to education. The developed countries have been giving highest priority to education, and spent more on it. From past few years the developing countries too have been focusing on the quality (Mehrotra 2006). Furthermore, Education for All Global Monitoring report (2015) has indicated that India has reached highest enrolment in primary education due to "Right to Education Act" (2009), and there is a huge improvement in all aspects of school facilities and infrastructure. Bashir and Sujitha (1992) has conducted a base line survey in Uttar Pradesh (UP) and revealed that the non-academic situations like hygiene, good attitude and behaviours, all-round development etc., also improve through education.

Chart 1.1 Literacy Rate in India, 1961 to 2011



Source: (GoI. 2014)

The Chart 1.1 indicates that enrolment rate is very high when compared to past two decades and minimised male female ratio. However, during 1990 to 2000 there was a huge gap in male female literacy rate. Caldwell *et al.* (1985) have found in their study that education was a means for enlightenment of an individual rather than for employment. The study has also concluded that parents are expecting overall development of their children possible through the education. However, the linkage among education and political participation is an important element that means greater political participation can increase demand for education. The above literature shows that the education is more important in the life of every individual.

1.2. Importance of Secondary Education

Secondary school education plays a significant role in an individual's development. The curriculum of secondary education is designed with knowledge of present requirements of the society, life skills and adjustment skills. It is a link between elementary education and higher education. At this stage a student enters into adolescence, which is the most crucial phase of life. Perceptions and modes of conduct start taking shape and trouble of adjustment with the new roles in life assume serious impact. Many professional courses like Engineering, Medical, and Law etc.

offer the students to have better career choice. The curriculum at the secondary level is designed to address these needs.

After Independence, the GoI has made a huge investment in the expansion of school education. The 12th five year plan has targeted to generate technical man power, knowledge, skills, and sustain competitiveness at international level among the secondary school children. The main objectives are achieving zero dropout rates, universal enrolment in the secondary school level by 2020 and universal performance with successful completion by all who are enrolled in the secondary education. The NPE 1968 stated that the secondary education needs to incorporate amenities for technical and vocational education at this phase. The commission also stated that the provisions of facilities for secondary and vocational education should match largely to needs of the developing economy and genuine employment prospects.

It is noticed that to improve the quality of school education, the NPE (1968) has recommended the National Curriculum Framework to evaluate national system of evaluation. The National Curriculum Framework has started in 1975 and it has modified secondary education curriculum to fulfil the present needs. It is noticed that one can lead successful life which includes economic sufficiency, universal goals, and to achieve political and economic functioning of the society.

Table 1.1 Growth of Public Schools and Student Teacher Ratio in India

Sl.No.	Years	Number of Schools	Student Teacher ratio
1	2005-06	1060	32
2	2006-07	1060	31
3	2007-08	1122	33
4	2008-09	1138	32
5	2009-10	1222	30
6	2010-11	1312	30
7	2011-12	1383	32
8	2012-13	2189	30
9	2013-14	1335	26
10	2014-15	1353	27

Source: (GoI 2016)

Therefore, it develops individual's efficiency as measured through the education attainment/achievement and personal incomes (Collins 1971). Development of Indian economy is subjected to the creation, acquisition, use and circulation of knowledge and this needs an educated and skilled population. This is to mention that

everyone should have to complete secondary school education for the development of individual and as well as country's development.

To reach the above goals the Government of India has made an effort to develop and increase the number of public schools in India in this decade and focused on increasing the student teacher ratio discussed in the Table 1.1. The number of schools was highest in the year 2012-13, but gradually it was decreased due to influence of private schools. According to the above table, student teacher ratio is 1:27 in the year 2014-15 which is relatively good in number wise.

Since education is the most essential for social, economic and political transformation, well-educated people, with the relevant knowledge, skills and attitudes is necessary in present situation. For the development of policy objectives, education has been assigned key role. In the last one and half decade government has spent larger share on education. Table 1.2 shows that the overall budgetary spending on education by both the Central and State Governments for the two sub-sectors of education i.e. elementary and secondary education. In accordance with these changes, the budgetary allocation and expenditure by the central government has amplified meaningfully between the years 2007–08 and 2011–12. Budgetary allocation has increased two times for elementary education, and has enhanced by more than three times in the case of secondary education and higher education (Table 1.2). The resources available for elementary education in India are supported by the revenue generated because of the education cess. The education cess used to be two per cent of all taxes collected by the central government, recently it was raised to three per cent and such increased one per cent is being allocated for secondary and higher education.

Table1.2 Government Spending on Education (in Rs. Crores)

Year	2007-08			2008-09			2009-10			2010-11		
Sector	State	Central	Total	State	Central	Total	State	Central	Total	State	Central	Total
Elementary Education	1.03	0.36	1.39	1.07	0.35	1.43	1.22	0.33	1.55	1.13	0.33	1.46
Secondary Education	0.67	0.05	0.72	0.75	0.07	0.81	0.88	0.09	0.97	0.83	0.09	0.92

Source: (GoI 2014)

India has launched several developmental programs after Independence; five year developmental plans are one of those. From the very first five year plan (1951–1956) per cent was dedicated to technical education where as secondary education was given five per cent and primary level education was given utmost priority. The second five year developmental plan (1956 to 1961) set out 18 per cent to technical education and the following third five year plan (1961 to 1966) 21 per cent. As it can be observed from first to third five year plans, funds allocated to technical and higher education had been increased (Tilak 2002). In another study, Narula (2006) has stated that the present secondary educational structure was distracting quality output. But surprisingly, today India is the house to manpower that is trained as well as skilled technologically and scientifically and also the biggest number of out-of-school children. Accordingly target growth rate in the 11^{th} plan is nine per cent but achieved growth rate is 7.9 per cent. The present 12^{th} five year plan aims at universalisation of secondary education by 2017 and improve access to education and increase secondary school enrolment not only quantitatively but also qualitatively. Major focus was on quality of education and as a step in that direction, government has invested on faculty development and teacher training. Table 1.3 Shows allocation of budget for education in different five year plans. However, secondary education is aimed at preparing young and enthusiastic people both for the professional world and higher academics. After independence the number of secondary and senior secondary schools increased from 0.07 lakh (in 1950–51 to 0.83 lakh (in 1991–92) and 1.10 lakh (in 1998-99) which indicate 29 per cent growth from 1991–92 to 1997–98 (GoI 2012).

Table 1.3. Total Allocation for Education in Different Five Year Plans
(in Rs. Crores)

No of Plan	Elementary	Secondary
First plan	57.6	5.5
Second plan	34.8	18.7
Third plan	34.1	17.5
Fourth plan	50.1	0.0
Fifth plan	51.7	0.0
Sixth plan	32.1	20.4
Seventh plan	37.3	24.0
Eighth plan	47.7	24.0

Ninth plan	57.1	21.3
Tenth plan	65.6	9.9
Eleventh plan	46.5	19.8

Source: (GoI 2002), (GoI 2008)

Though the number of schools has increased, student enrolment was just 2.72 crores. The 12th V-year plan is concentrated on improving the secondary education as well as emphasises on the following areas,

1) "Revision of curriculum
2) Vocationalisation of secondary education
3) Starting distance education through open schools
4) Focus on teaching of mathematics and computer education
5) Hostel facilities especially for girls
6) Improved education facilities for minorities
7) Integrated education for differently abled children."

NCERT has initiated the process of improvising curricula and modernisation of text books to cater to the current needs of the country. It has strengthened the Kendriya Vidyalaya Sangathan. In the beginning there were only 20 Kendriya Vidyalayas, now the number has increased to 871. The national open schools have also been increased in order to enhance the access to both secondary and higher secondary education. The principal objective of the plan is to reduce the dropout rate 25 per cent by 2017.

1.3. Education Committees and Commissions in Post-Independent India for Quality Improvement

When India got independence (1947), the first attempt in the education field was to form the "*University Education Commission"* in 1948. The purpose of the commission was to analyse the functioning of university education and suggest reforms in collegiate education. In the same year 1948 "*the Committee on Financing Educational Developmen"* was also constituted to make recommendations on financing education. In 1951, another committee was formed by the government to revisit the administrative affairs of elementary education. In the year 1952, the "The *Secondary Education Commission (SEC)*" was selected on the only purpose of reporting the present position of secondary education. *The Sanskrit Commission* and

the Rural Education Committee were appointed in 1957. In the same year 1957 Indian government has appointed *The National Committee on Women's Education* to increase the women enrolment. Furthermore, the government has constituted a *Panel on Higher Secondary School Buildings* and committees on *the Religious and Moral Education*, *Student Discipline*. In 1961, government appointed *the Committee on Emotional Integration*, *Committee on Child Care in 1959,* in the same year *Committee on Co-ordinations of Physical Education*. In 1961 *Indian Parliamentary and Scientific Committee* was formed to look into the science education and related problems in schools. In the same year *Committee on Differentiation of Curricula* was appointed to remedy the problems of curricula for girls in education. Similarly, *Committee on Girls Education and Public Cooperation 1963,* and *Panel of Science Education in Secondary School 1964* were formed as part of government's efforts. One of the most remarkable commission in the history of Indian education came in 1964 famously known as *Kothari Commission* also called as *The Education Commission.* The National Policy on Education of 1968 and 1986 are implemented, the main focus of NPE (1986) is to enhance the quality in school education and it has suggested the following measures.

1) Schools should be available within oneKMradius and construction of school buildings to provide basic infrastructure,
2) For SC, ST, Backward students established residential and ashram schools for providing quality in school education,
3) Establishment of girl's hostels,
4) Educational facilities for physically and mentally challenged people,
5) Under the operational blackboard construction of school buildings, minimum two large class rooms, appoint minimum two teachers and one among them should be female,
6) Construct separate toilets for girls and boys
7) For improving employment opportunities technical and vocational education was increased in secondary school level.

All of the above schemes are focused to improve the quality in education system. But still India is struggling to provide quality school education to the nation. The present study is trying to examine the status of quality in school education. For this purpose the researcher tries to define quality and how it is linked with education.

2. Defining Quality

Quality is a vibrant idea. Several educationalists and researchers defined quality of education in their own perspectives. Stephen (2003) has defined the concept of quality as being more or less related to defining motherhood. According to the Educational Dictionary, “the quality of education is the evaluation of educational level and effect.” The word “quality” comes from the word “quails” (Latin) meaning ‘what kind of’. Because of number of interpretations and different references, in many fields it also has been called slippery concept in many fields (Pfeffer and Coote, 1991). The definition of the term quality changes from domain to domain; the following sections attempt to elucidate quality in education. The scientific approach of quality is measuring outcomes by the experts (*ibid.*). The word quality is widely using in all areas including in research and education. The present study is trying to measure the quality in public schools of Hyderabad.

2.1. Defining Quality in Education

As discussed above there is a small effort to interlink quality and education. Though the concept related to quality has been there for over a thousand years, it has newly found its way into education. Naik (1997) in his study on equality, quality and quantity in Indian education says that a definition for quality of education which can be acceptable universally is difficult to find. Adams (1993) points out that the words like equality, effectiveness, efficiency; equity and quality are often used interchangeably. Mukhopadhyay (2001) feels that quality in education refers to student’s performance. That means final output or achievement of student’s is measured by its quality in education. The United Nations Development Program (UNDP 2009) also defined the word quality in education, which is the foundation for improvement of people’s life and sustainable development of the nation. It says that quality of education gives development in individual’s life as well as nation’s. The study discusses quality in further chapters.

When the discussion comes to education, the basic understanding about quality of education purely depends upon students, teachers, and the school. In a study conducted by Feigenbaum (1951) in his book 'Total quality control' has revealed that “the performance of the students in examinations, learning achievements, ability to apply learned knowledge in practical life” can be equated to the quality of education.

Adams (1993) defines the quality in educational perspective as it has been popular for resources and other inputs. The definition conveys that, providing infrastructure, teacher and teaching material improves quality. After seven years UNESCO (2000) talked about the quality of education and said that it needs to be improved to achieve relevance and equity. In general situation, for the parents and students, quality education means increasing the standards of education, it means raising the levels of academic performance. Improvement of academic performance depends on various issues like quality of teachers, infrastructure, and learning environment around the students at school as well as at home. The delivery of quality education is possible only through quality teachers, and every school should have basic amenities such as good buildings with library, laboratories, safe drinking water facilities, clean toilets, playground, etc. The absence of infrastructure facilities in schools, non-availability of quality teachers and several things pose severe problems for providing quality of education in the country.

UNICEF (2000) has identified five dimension of quality i.e. learners, environment, content, processes and outcomes. Researchers assess the quality of education, by the pupils' performance in labour market such as extra earnings or employment of the educated workers. Quality of education relies on various factors and one of the main parameters of the quality education is learning achievement of the student.

3. Review of Literature

Literature indicates that the literacy rate of the state and the country is improving, dropout rate is decreasing, Mid-Day Meal program and SSA, RMSA, are progressive but still school education has been struggling to get quality education. The reasons for this are related to access to education, infrastructure, school quality and learning experiences. Making efforts to improve access and the quality of learning will lead to realising education for all. However, educational achievement cannot be measured only by providing infrastructure, midday meals, etc. So, there may be other hindering factors influencing deterioration in the quality of education (Mukhopadhayay and Kumar 2001). In this context, the present study explores the factors affecting the quality of education and it will provide a framework to measure the quality.

3.1. Studies Related to Parental Socio-Economic Background and Child Academic Achievement

Several studies and research surveys have been carried out by various academic institutes which describe the status of low income groups in India. These research studies are done at macro level. The studies which are mentioned below focus on parental socio-economic background's influence on children's education i.e. Cattell (1942), Cantril (1943), Warner *et.al.* (1960), Pareekh (1981), Harris (1995), Ho and Willms (1996), Mau, (1997), Maughan *et.al.* (1998), Nechyba *et.al.* (1999), Power and Clark (2000) Melhuish *et al.* (2001), Tilak (2001), Chevalier and Lanot, (2002), Mishra (2005), Drissen *et al.* (2005) Srinivasarao (2009) all these studies have focused on socio-economic status of the parents and it influence on their children education.

Cattell (1942) has found in his study that the concept of the social status includes educational and economic situations of individuals. Based on the economic status, Cantril (1943) has classified the American people into four classes those are upper class, upper middle class, middle class and lower social classes. These classifications mostly depend on their economic status due to social group, poverty and illiteracy. Moreover, the studies concluded that the social class and poverty shows adverse impact on enrolment, dropout, and migration.

Warner *et al.* (1997) has found a seven-point scale to identified four indicators to measure the social class of an individual. The four indicators namely source of income, occupation, house type, and living area (indicates social class). The above indicators are the major constrains to continuing their children education. Pareekh (1981) has found in his study that occupation of the family head, caste, education of the family head, land holding, social participation of the family head, farm power, housing, type of family describe their socio-economic status. The study revealed that there was only 46 per cent enrolment in school and the reasons for such condition are believed to be poverty and lack of awareness about education. However, parental economic background decides their children's education (Sikdar and Mukherjee 2012). The study has found that there are several reasons for dropout of children from the school. One of the main reasons for this study is financial constraints of the family. Due to financial problems, mother has to go for work early at the stage of

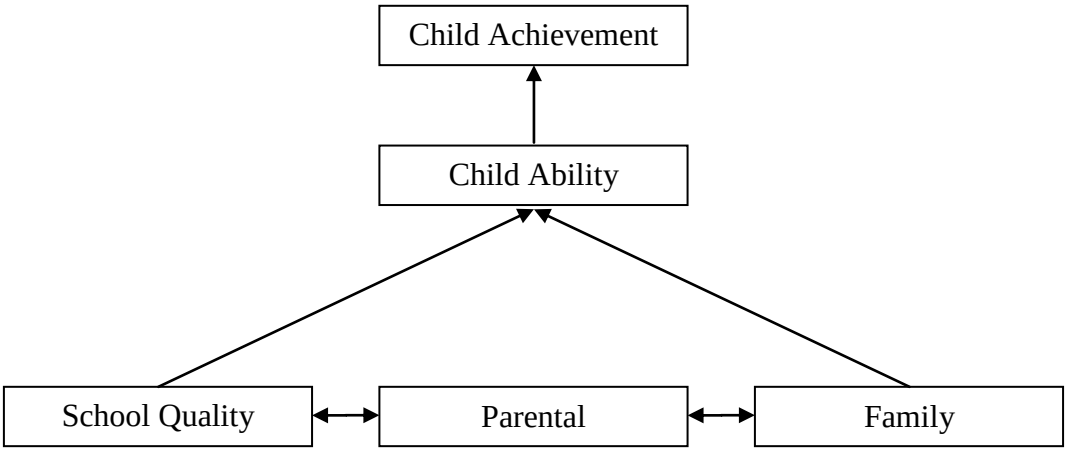
delivery, therefore, elder child has to take care of siblings and also to attend to house hold work.

Family is the first school of a child. Family, community and peer group play an important role in the individual's improvement. Parental involvement at home and school in child's learning was strongly influenced by socioeconomic status of the family. Mishra and Daimari (2005) have found that the extent of poverty among the backward communities in rural Assam is very high. Poverty is understood to be a function of educational deprivation, poor agricultural productivity, connectivity and power supply and so on. Hence, strengthening education quality may have some positive effect on minimising poverty.

Drissen *et al.* (2005) have suggested that for quality improvement in school education, parental involvement in secondary school education is more important, as it leads to school improvement as well as the pupils academic performance. Parents should be aware of various school related issues like students learning and attitude towards peers and teachers. The study has suggested that the schools should arrange parents committee, parent's convention to build relationship with school environment. The major challenges were awareness of parents and school was not up to the mark and teaching was found to be overloaded and burdensome for students. In order to construct a good partnership between parents and schools, parental involvement should be encouraged in school activities by conducting various events. Making sure that progress reports reach parents, introducing notebook system, organising consultation program, regular home visits, extra-curricular activities such as annual gatherings and cultural programs will help in maintaining the rapport between parents and schools.

However, Kontos (1991) study revealed that parental involvement in school related activities and their family education have positive impact on child academic outcomes. According to Harris (1995), increasing educational qualification of the parents has positive effect on the next generation. Though, many educational psychologists have found that parental education has a significant role in academic achievement of a child. Mau and Maughan *et al.* stresses these points on their individual study.

Diagram. 1. 1. Educational Outcomes



Source : (Nechyba *et. al*. 1999)

Nechyba *et al.* (1999) have developed a model for parental involvement and academic achievements of the child, which are very closely related to each other. Family involvement in parent-teacher meetings and school development activities will help in the better performance of children and it also leads to improvement in school quality.

Childhood is a very confusing state, they adopt dramatically to various personalities reinforced through peer group. Whether the personality is good or bad will be decided by the parents and immediate supervision of parents can modify the personality (Kontos 1991, Levin and Lockheed 1993). However, in a study conducted by Ho and Willms (1996) have found out that there is no relation between academic achievement of the child and parental involvement in school activities.

The available literature shows that parental educational background is the major drawback in the child's academic achievement (Power and Clark 2000). In a study conducted by Melhuish *et al.* (2001) have concluded that, when home environment was convenient for high level of learning linked with increased levels of confidence and higher cognitive development leads to achievement. There is a correlation between the family resources (economic wellbeing) and child academic performance. Parental background of income, social class and also educational wellbeing has influence on children's academic performance (Chevalier and Lanot 2002). Another study conducted by Srinivasarao (2009) has stated that community participation and parental involvement are more important to advance the quality of

education. After reviewing the above literature the study concluded that parental economic, educational and social background are more important to child academic achievement.

3.2. Studies Related to Teacher Training and Motivation

The studies mentioned below focus on teacher training and their motivation and how it leads to improve quality in school education i.e. Podgursky *et al.* (2004), Khaparde *et.al.* (2004), Aggarwal (2010), Alam and Farid (2011), Govinda and Varghese (1993). All these studies have focussed on teacher training and their motivation levels in teaching.

Podgursky *et al.* (2004) have stated that the teacher quality plays an important role in analysing the performance of public school education. They have conducted a study on the "academic quality of public school teachers: an analysis of entry and exit behaviour" stated that quality as a factor in getting employment on higher salary. The study has revealed that students with higher abilities are very less likely to get into teaching and even if they get in it is very common that they leave very soon. This means they are proving their abilities to get better salary. There is no gender disparity in this pattern for men and women. Men are leaving the teaching jobs and re-employed in the traditional non-teaching jobs. This study identified very diverse mobility patterns by teaching fields. Indicators are quality entry and turnover of the teacher are used in this study. Authors have concluded that large pay increases would be necessary for public school teachers. Khaparde *et al.* (2004) argued that the quality of education is determined mainly on the way schools are managed, adequate available resources, and strong teaching and learning process influenced by the way the head teacher leads his team.

The study on "Quality concerns in Primary Education in India where is the problem?" conducted by Aggarwal (2010), revealed that the quality cannot improve by itself, school education needs modifications in teacher training, improvement of the infrastructure in schools. To make teaching engaging attractive to the students, teacher motivation and change in teaching style are necessary. According to the study, quality education means effective learning, capacity for procuring skills, abilities, and subject knowledge extending their moral and social practical experience. These abilities need to be taken improved in order to work with others, taking

responsibilities and to work for public welfare. These characteristics should be built at school level. Reforms like continuous and comprehensive evaluation should give better achievement in pupil test scores. Additionally the author has been conducted a "study on learning achievement for primary schools in Delhi". For this study, the researcher has used indicators connected to the curriculum, both in standardised assessment tools and alternative forms of assessments and evaluation of infrastructure. The study has concluded that the quality cannot improve on its own; it needs several planned reforms in teacher training. Most important point to improve the quality in education is teachers' style of teaching and motivation to make interesting to the students. Finally, the study concluded that lack of infrastructure facilities in schools leads to deterioration of quality in school education.

In the year 1993, Govinda and Varghese stated that "the quality of primary schooling in India in the state of Madhya Pradesh". This study indicates that a trained teacher will be able to make a difference in the school by his/her teaching style and classroom management. They found that the reasons for educational deprivation in the public schools is due to two main factors one is the insufficient reach of public school system and other one is the negligent behaviour of its teachers. The authors said that several researches and reports have shown that the improvement in children's learning depends on the availability of teaching learning material and its use in an effective way apart from expanding the number of schools. On the other hand, this is possible when the teacher is motivated to teach and utilises the instructional time.

Alam and Farid (2011) examined the factors influencing motivational levels of teachers at secondary schools in Rawalpindi city and identified that teacher motivation is mostly depend on their socio-economic status. Eighty per cent of the respondents are dissatisfied with their salary, 20 per cent of the respondents said that someone has pressurised them to opt this profession and teaching job was not their first option. Because of all these reasons most of the young teachers are not paying much attention towards effective teaching. The study focused on how teacher motivation levels influence the quality of teaching. To test the motivational levels of teacher authors have fond the indicators like, "Personal factors, Social factors, Classroom environment, Socio-economic status, Student's behaviour, Examination stress, rewards/incentives self-confidence/personality of teacher, etc". The study concluded that high salary leads to high motivation levels among the secondary

school teachers. All the above studies highlight the issue of teacher training and their motivational levels among their teaching.

3.3. Studies Pertaining to Para-Teacher Scheme and Teacher Absenteeism

The study's focus is on the quality in public school education. For that, an attempt is made to relate school quality with the teaching learning process. Ample of research has been done in this area Pink (1982), Reid (1983), Hoy and Sabo (1998), PROBE (1999), Saroj (2006), and Reddy and Sudarsana (2008), Dahar *et al.* (2009).

Vidhya committees recruit para-teachers, from their locality, among those who have completed their graduation. After implementation of SSA para-teachers scheme has emerged. They have recruited on contract basis and then regularised. The term school quality means, school having sufficient teaching and non-teaching staff, infrastructure, learning resources and good evaluation practices. The above indicators are associated to improve the school quality as well as student achievement levels.

Majorly, the school quality is also linked to improved student attitude and academic achievement. Sometimes various characteristics of student behaviour are found to be similar to criminal behaviour; this can be attributed to lack of focus on behavioural and attitudinal issues in school education. According to Pink (1982) teacher's role is extended to focus on student's behavioural issues. Child's overall development should be possible through education at school level. The study has found that soci-economic background of the child leads to behavioural problems. It has suggested that teachers should attend to such issues and guide them in right way. But most of the sample schools were affected with teacher absenteeism and 62 per cent of the schools are run by the para-teacher. Expecting quality education in such schools is far from reality. Reid (1983) also stated in his study school quality is purely dependent on the attitude and academic performance of the students and also sufficient infrastructure facilities are the main indicators to measure the school quality. It has found that lack of infrastructure facilities may lead to absenteeism and students failure. All the above literature influence and improve the school educational quality.

Findings of the PROBE (1999) report show the malfunctioning in public schools due to the poor physical facilities and high student-teacher ratios, and more disturbing fact is the low level of teaching activity taking place in the schools. The

report noted ‘several cases of irresponsible teachers keeping a school closed.’ Most of the children are employed to look after their siblings and attend to the domestic chores this increases the drop-out rate. Untrained teachers are also found to be a cause for the deterioration of teaching standards. Significantly, the report found that the low level of teaching activity happened even in those schools with moderately good infrastructure, teaching aids and better student-teacher ratio. The report clearly demonstrated that the major problems in universalisation of elementary education are caused by improper class rooms, untrained teachers, poor infrastructure, unsupportive management, less salary, etc. The report has also mentioned that the school meal and para-teacher scheme has improved enrolment and decreased the dropout rate.

Saroj (2006) claimed that the teaching learning process along with the teacher in the class room play a major role on improving the quality of education. The underlying philosophy behind the appointment of a local person as a para-teacher is that he/she will be clear to maintain a better association with the members of local community. It could be better option for the remote rural and hilly areas, it may serve as Universalisation of Elementary Education to some extent. In most of the cases the qualifications required to be teacher in terms of academic and professional have been lowered or relaxed in comparison with the regular teachers. These teachers act as good as regular teachers but they have several restrictions to perform their duties and they are also paid less. All these constrains may make it not possible to serve the quality of education to the future generations. Therefore, to avoid the situation regular teachers should be appointed time to time instead of para-teachers. Professional background of para-teachers and quality of education are the indicators used in this research. Author has concluded that by implementing the para-teachers scheme regular teachers are being replaced and it may become an obstacle in achieving the quality of education and thus it is not recommended anymore.

Reddy and Sudarsana (2008) have conducted a comparative study and they argued that, physical facilities, teachers, head masters, teaching methods and physical activities play a critical role in the teaching learning process. The findings revealed that the school factors are found to influence more on achievement level of the students. Furthermore, the study shows that non-school factors like socio-economic background of students, parent's education, and father occupation are also contributing to a great extent to the achievement levels of the students. The study has

proved that along with the motivation levels of students towards education, socio-economic background is also equally important to achieve school quality along with other physical and human resources. The study has emphasised that the malfunctioning of public schools are mostly influenced by teacher absenteeism, insufficient student-teacher ratio, and socio-economic conditions of the students. For this study, researcher has used indicators such as infrastructure, physical facilities, teachers, head masters, teaching methods, socio-economic background of students, parent's education, and father occupation and teacher motivation. Author has suggested the policy makers to allocate more funds for non-recurring expenditure in order to improve the physical infrastructural facilities in Government schools.

Dahar *et al.* (2009) research established that the student-teacher ratio, class size and student expenditure will have an impact on the academic achievement of students. For this study, per student expenditure, student teacher ratio and class size are the indicators. There was found to be a positive correlation that indicates that greater the student-teacher ratio higher the academic achievement. Urban schools are found to be having higher student-teacher ratio compared to the ones in rural areas and as a result they achieve higher academic achievement. Also, the research has exposed that the sample schools where the student enrolment is very high but per student expenditure is very low, students cannot learn efficiently, hence the quality of education is not reached in public schools of Pakistan. Above studies are discussed and stated that para-teachers scheme was put an effort to improve the quality, in the same time teacher absenteeism effects malfunctioning of public school education.

3.4. Studies Related to Curriculum Development

As discussed above, curriculum is one of the most essential factors to advance the quality in school education. Curriculum is a planned and guided programme implemented through state/central board. The National Curriculum Framework has redesigned curriculum to improve the teaching-learning process. The redesigned curriculum is student centric all these developments are to improve quality in education. In the following sections an attempt is made to review the previous research on curriculum development. i.e. Edigar and Rao (2005), Narula (2006), Kumar and Sujatha (2010), Zhang and An (2010), Ahmed (2013), Muralidharan and Sundaram (2013) have discussed various dimensions of curriculum development.

Edigar and Rao (2005) have emphasised that the quality of education should be supported by the teachers and parents. Students need to achieve as much as possible in a complex world. They have to acquire knowledge, grow and develop in positive directions. They are responsible to make necessary contributions to the society and develop themselves. This study has given more inputs to the teachers, towards guidelines for quality of teaching, methods of instructions, curriculum, evaluation, learning activities to achieve objectives, etc. To find out the quality of education, authors have chosen the following indicators; curriculum, teacher motivation, teacher performance, student achievement levels, infrastructure, and parent's involvement towards school activities. The study has concluded that the teacher, school and curriculum are more important to improve the quality education.

Narula (2006) has conducted a study on "Quality in School Education: Secondary Education and Education Boards" of Andhra Pradesh, Himachal Pradesh, Madhya Pradesh and West Bengal. Researcher has discussed about home education boards play key role in achieving the quality of secondary education. The success of the boards depends upon how they handle with the management of change to maintain quality in education. The decentralisation of education was introduced in India in the year 1870. After Independence, an education committee (1948 to 1949) was set up to review the University Education. The study discusses about how the boards are taken care of improving the quality the way they conduct exams, recruiting teachers, etc. Author made an attempt to look in to the secondary education system from 14 countries, viz., USA, England, France, Germany, Sweden, Iceland, Ethiopia, Lesotho, Switzerland, Zambia, China, South Korea, Thailand and Japan that how changes have been made from time to time. The author has said that the structure of education system across the countries is three-tier system (Primary – Secondary – Higher Education). Education is compulsory either up to elementary level or up to secondary level. Secondary education is divided into two parts. One is lower and second is upper secondary stage. Student's inclination is moving towards vocational and technical education as there are links between training and future jobs. Curriculum is centralised in all the countries except in USA and Russian Federation. There is national structure in USA curriculum or governing law in USA education system. For this study researcher has taken indicators to measure the quality of secondary schools are information laid on the development of curriculum, instructional mechanism, and

evaluation and assessment of boards. Author has concluded that the role of examination is to advance the quality of education and the quality of secondary education to a large extent depends on the quality of teaching learning process and the quality of aids and support to facilitate learning.

Kumar and Sujatha (2010) edited a book titled "School education in India: Quality Improvement Techniques." The book has presented detailed examination of school educational issues and challenges. Editors have collected a number of papers related to school education regarding curriculum development, infrastructure, school climate, women rights education, non-verbal communication in improving quality of teaching, student teacher ratio, corporal punishments, academic achievements of students, role of technology, etc. Curriculum development in early childhood should improve child social skills and to provide knowledge and skills for the future existence and overall development of the child. The authors have put forth that the education of urban disadvantage and universalisation of elementary education. The study has found that the socio-economic condition of the child, school environment, irrelevant curriculum, school infrastructure, attitude of the teacher, sub-standard and uninterested teaching are reasons for the children dropout. For this study, to evaluate the quality of school education the authors have taken the following indicators are curriculum, school climate, dropout rate, student teacher ratio, corporal punishments, academic achievements of students, role of technology. The study has concluded that the factors like lake of infrastructure, teacher absenteeism, teacher motivation towards teaching, are closely associated with deterioration of quality of school education in India.

In a study, Zhang and An (2010) were pointed out that the quality of graduate education tends to decline in china. To overcome the situation, authors have thought lessons must be drawn from the theoretical thinking. The study argued that the quality of education is influenced by the following aspects: 1) school and academic manufacture, 2) teacher and teaching methods. Just training the students in subject matters is not producing the quality in education. They have highlighted the quality of education comprises of possessing knowledge, working attitude, cooperation and competition, developing the professionalism, moral cultivation, environmental adoptability, and mental endurance capabilities. They have concluded that the education as a service which is provided to meet the students and their parent's needs.

Ahmed (2013) conducted a study on 'The quality crisis in Indian primary education.' The study's overall focus was about the quality of primary education in rural India. It was found that the huge number of students are not learning the recommended content of the curriculum in the primary education that means a majority of students cannot read simple text of II standard nor able to do a simple division even after five years of primary education. They came out with result of the quality of primary education. Authors have taken the test result of Pratham (2010) report, indicators such as reading and writing tests. The study has conducted that the quality of primary education, particularly in rural India is very poor and decreasing year by year.

Muralidharan and Sundaram (2013) have conducted an empirical research on priorities for primary education policy in India's 12^{th} five-year plan. The findings indicate that the performance of a school system are determined by the inputs provided (facilities, teachers, and student inputs), the pedagogical processes used in classrooms, and the overall administration of the school and are found to be not improved much in the past decade. On the other hand, inventions in pedagogy and governance have shown large positive effects on student learning. Curriculum is one of the foremost important factors to improve quality above literature concluded that curriculum should designed in a student friendly manor such that the student can easy learn and understandable. Then it is possible to achieve the quality for some extent.

3.5. Studies Pertaining to Infrastructure

Several authors like Mittal (1990), Govinda *et.al*. (1993), NCERT (1997), Nambissan (2003), Mydhili (n.d), Edigar and Rao (2005), Sudarsana (2008), Muralidharan and Sundaram (2013), Kumar and Sujatha (2010), Govinda and Bandyopadhyay (2011) and Ahmed (2013), have believed that the quality of education is reliant on the infrastructure facilities of the school.

As this study has focus on measuring the quality to certain indicators and trying to draw from previous literature. Ample of literature is showing that the infrastructure facilities are also one of the major indicators to improve the quality in education. Mittal (1990) has conducted a study on "An Intensive study of School Buildings in Secondary School and Higher School in four Detected States" to find out the condition of school buildings. The study has concluded that the condition of the

school buildings in four states are very poor, the reasons are unsatisfactory boundary walls, inadequate lighting, no power supply, lack of drinking water and toilet facilities. Govinda *et.al*. (1993) have revealed that insufficient reach of public school and ample distribution of instructional material is affecting the quality in school education. National Council of Education Research and Training (1997) conducted the fifth survey of education research (1988 to 1992). It concluded that the major drawback of the school education in India is lack of infrastructure facilities. Nambissan (2003) has draws an attention to the result of the learning environment or rural students in a formal education circumstance. Researcher has argued that poor infrastructure facilities, lack of effective pedagogic support to acquire linguistic, numerical and cognitive competencies adversely affect the schooling of dalit girl students in rural areas, the author has emphasised that poverty is also a serious reason for impediment for the biggest reason in the rural Indian population. Hence, children are involved in the house hold activities (for economic support) both within and outside home. Finally, the researcher evaluates the effectiveness of government policy of Non Formal Education (NFE) is not good. Finally the author has concluded that quality of education among the Tribal children is not up to the mark due to lack of infrastructure facilities.

Murillo and Marcela (2011), Mydhili (n.d) and Kingdon (1998) also worked in the area of infrastructure facilities. Their studies show that the majority of the sample schools do not have adequate infrastructure and it is essential to improve the infrastructural facilities in terms of quality aspects. Edigar and Rao (2011) have found that the infrastructure facilities are more important to improve the quality in school education. The study has also focuses on parental involvement in school activities and teacher motivation levels are affects the quality in positive dimensions. Sudarsana (2008) has found that school factors such as teaching-learning material, infrastructure, physical facilities, teachers, and teaching methods are more influence in improving the student achievement levels. Govinda and Bandyopadhyay (2011) have conducted a study on overcoming exclusion through quality schooling and examined that majority of the sample area children are never enrolled in the school, even if anyone had enrolled they might have left the school due to lack of infrastructure, poor quality of education and also they might had fear to attend the school are main reasons for dropout of the children.

Ahmad (2013) has attempted to measure the quality education in rural India and found that due to lack of instructional material, the sample students were unable to learn the prescribed curriculum. It has found that majority of sample students were not able to read and write simple texts. Above mentioned literature shows that, infrastructure facilities play a major role to improve the quality in education. After implementation of SSA there are several parts of India which are struggling to have sufficient infrastructure facilities. The studies have also suggested that there is a huge demand to improve policy provisions for the development of the infrastructure.

3.6. Studies Related to Mid-Day-Meal and Quality Improvement

The program called "Mid-day meal" was launched in the year 1995. It has a long history in the Indian education system. It has shown positive result on retention and enrolment. The program assures "100 grams of grains per day for a student who has at least 80 per cent of attendance of the total school days in a month" (MHRD 2006). It's an incentive scheme for improving attendance and retention.

Several studies, Tilak (2004), Gopaldas (2006), Rajivan (2006), Rani and Sharma, (2008), Srinivasarao (2009), Garg and Mandal (2013), Khera (2013), Rampal and Mandir (2013), Shukla (2014), and Pongener and Dutta (2015) conducted on various issues related to mid-day meals in schools.

The literature shows that mid-day meal program is enhancing quality in education through increasing enrolment and decreasing dropout rate. Tilak (2004) has mentioned in his study that the school meal has been showing a lot of improvement in enrolment rate, but there is a lot of down fall in infrastructure and instructional material in schools. He suggested to the researchers and policy makers for primary level teaching, there is no need to train the teachers and we need to have barefoot teachers and barefoot schools to improve the quality in school education. Gopaldas (2006) had focused on victims of low income and middle income groups especially with vitamin deficiency and found that mid-day meal program reduced the hidden hunger so that the children could concentrate on studies. He suggested that every child may take deworming and vitamin A twice a year in every class and also to use iodised salt in mid-day meal program; these are the really helpful suggestions to reduce the hunger and vitamin deficiency. Rajivan (2006) affirmed that mid-day meals scheme was providing better nutrition support and decreasing communicable diseases.

Rani and Sharma (2008) have found in their study that mid-day meal program has improved classroom learning and reduced classroom hunger. It also reduced inequalities and helped in overcoming caste and gender differences. The major impact of the scheme was reduction of the dropout rate and increased enrolment and retention. The study also reveals that poor infrastructure facilities create hurdles for smooth functioning of the mid-day meal programme. However, it facilitates employment opportunity to the villagers especially for the kitchen staff who are mostly women. Srinivasa Rao (2009) also suggested that through the mid-day meal programme there is a little improvement in enrolment of sample area and it's a small effort to improve the quality in school education. Garg and Mandal (2013) have found that disadvantaged groups have benefited through better nutrition, increased enrolment and attendance. It creates a major impact on universalisation of primary education especially in rural India. Although, several studies are showing that school meal program has a positive impact on attendance, enrolment, and reduction in dropout rate, the authors have found that low quality of meal has been served to fill the hungry stomachs of deprived children.

Khera (2013) has highlighted that poor quality of school meal is due to lack of infrastructure and hygiene. Rampal and Mandir (2014) have concluded that there is a huge development in deprived communities. The scheme has made significant results to enhance children's attendance. Shukla (2014) has stated that all the sample schools are providing poor quality of food grains to the public school students. Pongener and Dutta (2015) have concluded that mid-day meal program provides hot meal for every working day for the poor child. He suggested that the government should supply the quality of food grains to the disadvantaged children along with hygienic drinking water and sanitation. The overall conclusion from the above studies is that mid-day meals reduces the class room hunger through better nutrition, increases enrolment and attendance and also decreases dropout rate. Researcher has concluded that mid-day meal scheme is believed to be very effective in improving the quality of education.

3.7. Studies pertaining to the Sarva Shiksha Abhiyan

The "Sarva Shiksha Abhiyan" (SSA) was launched during the Ninth Five Year Plan in 2001. It's a great initiative in the direction of improving the education in the country through the employment of interventions. SSA is designed in order to

improve the accessibility, reduce gender and social gaps in education and enhance the quality of learning. The SSA proposed a framework to achieve the goal of universal enrolment. The key objectives of SSA are

- All children in School, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003; extended to 2005.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

The 86th Amendment Act, 2002 introduced Article 21-A in the Constitution of India in order to provide free and compulsory education for all children. The article provides right to every child to access schooling in his/her neighbourhood. To facilitate the access, SSA extended coverage by constructing a schools for primary section within the range of 1 Kilo Meter and upper primary schools within the range of 3 Kilo Meters of residence in all rural and urban areas. The quality education imparted to children is the principal concern under SSA. It has been witnessed that there has been moderate development in student teacher ratio and infrastructure facilities. As part of this scheme free textbooks were given to Girls and SC/ST children. Teaching material and incentives, teacher indicators, learning achievement, community participation, parent-teachers associations, are the main indicators to enhance the quality of education under the SSA scheme. Kainth (2006), Raju and Singh (2011), Sikdar and Mukherjee (2012) several authors have conducted significant research in this area.

Kainth (2006) has conducted a study on 'A mission approach to Sarva Shiksha Abhiyan' and found that SSA created remarkable progress in terms of extra teachers, additional schools, extra classrooms. During the year 2005-06 SSA appointed 1.5 lakh teachers, and around five lakh additional classrooms were constructed. Besides, around 60,000 school buildings, 75,000 drinking water facilities, and one lakh toilets were constructed under SSA. To increase the quality of education it has suggested training the teachers every year.

Raju and Singh (2011) conducted a study titled "Educational Development in India: at Elementary Level: An Interstate Perspective." This study focuses on interventions and implementations of SSA program all over the country during the year 2007-2008. They found that Kerala stands at number one position in whole elementary education and Tamil Nadu in primary level education. Kerala's robust upper primary education system is the reason for its excellence in elementary level. Bihar, Jharkhand and Nagaland were found to be very backward in terms of elementary education.

Sikdar and Mukherjee (2012) conducted a study to investigate the enrolment and dropout rate in school education, and identified the present and future challenges of school education in India. The authors found that polices like Sarva Shiksha Abhiyan are significantly contributing to the increase of enrolment in elementary education. The dropout rate in the secondary stage is very high due to three main reasons in rural areas: household responsibilities, quality and financial constraints. Especially, lower income group find it hard to pay for secondary education. For this study, authors have taken the following indicators; 1) Household atmosphere, 2) Access and Infrastructure of school, 3) Alternative source of work (to work for wage and salary and for participating in other economic activities and for helping in household enterprises), 4) Household duties (look after younger siblings and to attend to other domestic chores), 5) Financial constraints, 6) Quality of education (language/medium of instruction used unfamiliar, child not attracted to studies and unable to cope or failure in studies), 7) Completed desired level/class, 8) other reasons. The study has concluded that the secondary education can only be achieved by improving quality and mitigating financial constraints, especially for the lower income groups in both urban and rural areas.

3.8. Studies Related to Community Participation Quality Improvement

Community participation is one of the important indicators in improving the quality of school education. It is believed to minimise the distance between school and community and develop transparency. The major contribution of community participation is increasing attendance of pupils and teachers. The discussion of studies related to community participation is presented here. The authors like Srinivasa Rao (2009), Banerjee *et al.* (2007), Caroline Dyer (1996), Bruns *et al.* (2011) have made significant contributions by finding out the benefits out of community participation.

Srinivasa Rao (2009) has conducted a study on working with the school education management committee (SEMC) in a tribal area of East Godavari district of Andhra Pradesh. The study has found that the community participation in improving education is negligible and that members of the school education management committees have limited awareness of the SSA. The main aim of the SEMC is to advance the quality of school education by providing education awareness among parents.

Banerjee *et al.* (2007) conducted a study to analyse the functioning of Village Education committees (VEC) and community participation. In their study they reported the findings from a survey in a rural district of Uttar Pradesh. Rural households, parents, teachers and VEC members were measured on the status of education. It is indicated that most of the parents are not aware that a VEC exists and large number of children in the village have not attained basic competencies of reading, writing and arithmetic. For this study researchers have taken the indicators as parent's perceptions about learning outcomes, parent's awareness about VEC, and conducted a test to know the capabilities of reading and writing. Findings of the study revealed that the local self-government body needs to be active to increase the better quality education.

Caroline Dyer (1996) has conducted a study on "The Improvement of Primary School Quality in India: Successes and Failures of Operation Blackboard." The researcher examined teachers' reactions to the teaching-learning aid component of Operation Blackboard. The scheme works on upgrading primary school facilities, and it affects the policy innovation. Provision of teaching-learning aids indicates a challenge to the long-established teacher-centred, textbook culture of schools. Acceptance or rejection of this innovation was conditioned by teachers' professional capabilities. And also the nature of their pre-service and in-service training, personal motivation and the association with the communities are the more important factors to improve the quality in teaching. All the above studies revealed that there is a great impact on community participation in the schools. It plays a critical role to improve the quality.

3.9. Reviews Pertaining to Government Policies

After Independence, the government has started several educational development programmes. Several studies have made an effort to review the policies and to know how they made an impact on getting better quality of education.

As we know, National Policy on Education (1986) envisaged universal access and retention, enrolment of children up to 14 years of age, and significant improvement in the quality of education. It resulted in shifting education sector from state control to concurrent jurisdiction, which flagged the way for several sponsored schemes with financial allocations from central government. Recent research studies have stated that implementation of Operation Blackboard, District Primary Education Program (DPEP), Mid-Day Meal, National Program for Nutritional Support for Primary Education, National Programme for Education of Girls at Elementary Level (NPEGEL), and Kasturba Gandhi Balika Vidhyalayas (KGBV) schemes were effective in making a positive impact on quality improvement on public school education.

The NPEGEL aims to reduce the gender gap in school education. NPEGEL was launched in 2003. It is a central unit of SSA, which provides additional support for increasing girls' education. The NPEGEL spends a lot for girl's education during SSA. The programme aims at developing a "model school" in every cluster with strong community mobilisation and looks after girls' enrolment in schools. Under this program training programs for teachers on gender sensitisation are conducted, gender-sensitive instructional materials are developed, incentives such as stationery, workbooks are provided to students. In EBBs (Educationally Backward Blocks) the literacy of rural female is less than the national average and the gap in the gender literacy is above the national average. Hence, NPEGEL is implemented in such blocks. Around 3,300 educationally backward blocks (EBBs) are covered under the scheme in the 24 states of India. Under NPEGEL, around 35,000 Model cluster schools were started and around 26,000 ECCE (Early Childhood Care and Education) centres were assisted. As part of developing infrastructure under this scheme, additional classrooms have been constructed, and teachers were given training on gender sensitisation. It has also provided girls with remedial teaching and bridge courses including additional incentives like drinking water, toilet facilities, uniforms etc.

UNICEF (2000) has presented a report on the quality of education in India. It has found five main reasons for the enhancement of the quality of education. 'Quality learners' and 'quality environment' are the key factors to give a better output, in the same way, quality 'content' and quality 'processes' imply the quality outcomes. Parent's attachment to school is more useful to measure the school quality rather than the students, teachers, and principals. The report has emphasised introducing life skills in the school education system as it will improve decision making approach and assertive behaviour of the students.

National Knowledge Commission 2005 (GoI 2005) confirmed that "the scheme for Universal Access and Quality at the secondary stage, 6,000 high quality model schools are being established; at least one school in each Block. The first batch comprised of 2500 public funded schools in the educationally backward blocks which have a significant SC, ST, OBC and Minority population. The second stream of about 2500 schools would be set up through Public Private Partnership (PPP) in other Blocks with a focus on geographical, demographic, gender and social equity. Modalities for the remaining 1000 schools have yet not been finalised".

UNESCO and UNICEF (2012**)** conducted a study on Asian Pacific countries which reveals that in the last decade, number of policies and strategies have been implemented to support the various dimensions of quality education. However, there is still a lot to be done to handle the diverse and persistent problems and challenges that diminish the quality of education. And education needs to be understood as a holistic concept of cognitive and non-cognitive outcomes especially for the most marginalised students. Access to education, poverty, regional and gender bias are the factors that create disparities in the quality of education. Closing such gaps in both access and the quality remain major issues even today.

Similar to SSA, RMSA was launched in 2009-2010 with a goal to achieve Universal Access and Quality Secondary Education to all the children up to 16 years of age. The scheme supports opening new secondary schools within five kilometres and strengthening of existing schools by improving the infrastructure and other facilities. In addition to that, to maintain the ideal student teacher ration 1:30, teacher posts are sanctioned and new teachers are recruited. And the scheme also provides professional training to teachers and leadership programs to principals and head masters.

After independence, a new era in the history of education was started. The very slight improvement was seen in the field of school education between the years 1947-51. The overall literacy rate was very low. Article 45 directs that free, compulsory and universal education should be provided by the state to all children of age group 6-14 years. According to Indian Education Commission (1996), education ranks high as established on the values of freedom, social justice and equal opportunity. The commission has advised the government on the national pattern of education. It has mainly examined the educational problems of social and economic context. Hence, it has been directed a critical role in the development process through the five year plan periods. The report emphasises that the development of education should be possible to increase productivity, to achieve social and national integration, strengthen democracy, to accelerate the process of modernisation and to cultivate social, moral and spiritual values. Major recommendations of this report are:

1) Give importance to science education
2) Maximise consumption of school facilities
3) Provide free text books and uniforms at the primary school level
4) Offer an ample number of scholarships
5) Provdie residential facilities at the school level
6) Carry out learning while earning programme
7) Improve education among the backward classes
8) Introduce moral and religious education
9) Facilitate co-curricular activities
10) Implement an effective evaluation mechanism

All these inputs have been taken care by the government since 1966, now we have achieved 97 per cent enrolment in school education.

After reviewing the literature it may be concluded that socio-economic conditions of the student, infrastructure facilities at school, teaching learning material, teacher accountability, parental involvement on child performance/achievement, and community participation are the main factors that improve the quality of school education.

3.10. Summary of Literature Review

Overall, these studies highlighted the present scenario of school education and emphasised the need to improve the quality of education. Improving the quality of education (teacher, infrastructure, syllabus, teachings aids, etc.) and mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the government to implement several policies which will improve the enrolment in school education. These studies have identified several factors influencing the deterioration of quality in public schools.

4. Operational Definition of Quality of Education

It is observed from the previous literature that, several academicians and research studies have realised that defining quality in education is not a simple thing. It is linked with so many indicators which the study discusses in a review of the literature. The present study is trying to examine the quality in secondary school education and it defined the quality of education with respect to infrastructure, Infrastructure facilities, teacher's attitude towards students' learning, opportunity time (teaching learning time), parents and community involvements at school, and also safety measure in school, for which researchers have developed a questionnaire and collected the data from the selected sample schools.

5. Research Problem

One of the significant factors in realising educational aims and objectives is to provide overall development of a child. Motivational levels of teachers, as well as students within the educational set up, play a vital role in the development. The performance of the student towards achieving educational aims is believed to be very important in every country. The negative performance of students towards educational aims and objectives could be associated with the low motivation of teachers. Saroja (1999) stated that children belong to a very low socio-economic group family attend a public school and may not have any chance to expose to a better learning environment where teachers are highly motivated. On the other hand, Tovey (2013) has found that school factors such as infrastructure, physical facilities, teachers, head masters, and teaching methods are more influential in improving the student achievement levels. Cristopher and Day (1999) have discovered that teachers are the biggest impact on the

success and weaknesses of students' academic performance because their teaching and motivation levels are influential. However, several studies stated that quality of education in India is very poor when compared to other countries (Saroj 2006, Aggarwal 2010, Ediger and Rao 2011, Taku and Ahmed 2013). Since1990 there has been significant growth in a number of schools established in India, but most of them lack the minimum infrastructure and facilities to provide quality education (Muralidharan and Sundararaman 2011).

The quality of education can be enhanced by improving the quality of teaching, learning, and evaluation. As student involvement is highly essential for quality output of education, better academic and non-academic (household work) environments and motivating the students to involve themselves in the process of education more effectively, are believed to result in quality outcomes. The present study attempts to measure the quality of education by taking the indicators such as Infrastructure facilities, School environment, and Household condition of the students, along with teacher motivation levels and teacher attitude towards student learning. Though many studies were found to focus on school education, very few studies have attempted to measure the quality of education and especially by considering all the indicators affecting the quality of education.

6. Significance of the Study

"School is a foundation of society where norms, values, knowledge and experience of the socio-cultural system are disseminated. One of the central roles that schools play is in both changing and in reproducing social and cultural inequalities from one generation to the next" (Hasker 1990). But what our schools have been doing? School quality is playing a vital role in the performance of public school student's achievement. Recent studies have highlighted the influence of the school environment, teacher attitude, competent and motivated teachers lead to quality of earnings growth and academic achievement (Alam and Farid 2011, Rukmini Banerji 1997).

7. Methods

The purpose of the research methodology is to interpret the process and the strategy driving this research. It provides the rationale for the research approach and describes how this study was performed. It includes research questions and objectives

of the study followed by a description of the sampling and data collection methods. It elucidates the criteria by which schools were chosen for the study and how data was collected from the students and teachers. The sample distribution among the schools is clearly mentioned and justification is given. It concludes with a brief description of each of the statistical tests used in the analysis.

7.1. Research Questions

There is a limited empirical research on quality of secondary school education in India. Based on the gaps found in the literature, the following research questions are raised on critical issues that measure quality in secondary school education. Thus the study makes an attempt to answer the following research questions.

1) What is the meaning of the quality of school education?
2) What are the policies provisions existing in secondary school education?
3) What are the inclusive policies taken by the Government to address the marginalised sections?
4) What kind of socio economic profile do sample students have? And how is the quality of education in select sample schools of Hyderabad?

7.2. Objectives

The major objective of the study is to understand the quality of education with reference to public schools of Hyderabad. The purpose of the study is to analyse how the public schools are running to improve the quality. Keeping this as one of the main focus areas of the study, the important objectives are

- to understand and define the concept of quality in school education.
- to review the school education policy in India.
- to examine various steps to ensure the quality of school education so far implemented through different educational programs at the macro level
- to study the socio-economic profile of the respondents and to analyse and interpret the quality of school education in Hyderabad at the micro level.

7.3. Target Population

The target population of the study includes all public school students from 8^{th} to 10^{th} classes at government public schools in Hyderabad. The list of schools was obtained from the Department of school education, Hyderabad.

7.4. Working Population

The working population of the study considers students and teachers of public schools located in six *Mandals* in Hyderabad namely Nampalli, Saidabad, Secunderabad, Golconda, Tirumalagiri and Shaikpet.

7.5. Sample Size and Sampling Technique

In this study, the sample size comprises 396 public school students and teachers (Classes 8^{th} to 10^{th} were 360 and 36 teachers) from six *Mandals* in Hyderabad (Table.1.4). Two different sampling techniques were used to draw the samples from population namely purposive sampling technique and simple random technique. The six *Mandals* were selected based on purposive sampling technique and 360 students and 36 teachers were selected based on simple random sampling technique.

Table. 1.4. *Mandal* wise Percentage of the Sample Respondents

Sl. No.	Name of the School	Name of the Mandal	Total strength of the school	8^{th}, 9^{th} and 10^{th} strength	8^{th}	9^{th}	10^{th}	Total	Teachers	Grand total
1	Gov. High school Sultanbazar	Nampalli	203	117	20	20	20	60	6	66
2	Gov. High school Bagmoosarambag	Saidabad	354	207	20	20	20	60	6	66
3	Gov. High school, Seethaphalmandi	Secunderabad	382	233	20	20	20	60	6	66
4	Gov. High school, Mudfort	Tirumalagiri	329	210	20	20	20	60	6	66
5	Gov. High school, Golconda	Golconda	422	256	20	20	20	60	6	66
6	Gov. High school, Shaikpet	Shaikpet	371	223	20	20	20	60	6	66
Total			1685	1175	120	120	120	360	36	396

Source: Compiled from the field.
Note 1: School strength means total strength of the school.
Note 2. Sample strength means sample class which are 8^{th}, 9th and 10^{th}.

8. Data Collection Methods

The study is largely based on the data collected from primary sources. The following section explains the nature of data and the various sources from where the data is obtained.

8.1. Data Sources

Primary data was collected from students of government schools who are currently perusing 8^{th}, 9^{th} and 10^{th} class from the sample mandals. Secondary data was collected from school enrolment records and other related documents, books and journals and so on. The primary data was collected through the following data collection tools and methods.

8.2. Self-Administered Questionnaire

The self-administered questionnaire is filled by the respondent on his/her own. This questionnaire is a type of survey method that utilizes a standardized set or list of questions given to the sample respondents and the results of which can be consistently compared and contrasted. Care was taken in the design of the questionnaires to ensure clarity without confusing the sample respondents.

8.3. Questionnaire Design

The questionnaire was designed carefully based on attributes identified from the extensive literature review. Repeated, unclear and similar attributes were eliminated and required modifications were made based on experts suggestions. The questionnaire has a combination of open-ended and close-ended questions. An appropriate scaling technique was used to measure the response. Along with the questionnaire unstructured interviews, participant observation method and focus group discussions were also conducted.

8.4. Unstructured Interviews

The interviewer and respondents engage themselves in an informal interview in that they have a scheduled time to sit and speak with each other and both parties recognise this to be an interview. It is used largely to access the hidden information that is not covered in the structured questionnaire.

8.5. Participant Observation Method

Participant observation is a structured type of research strategy. This method was also used to collect the primary data. The research topic being sensitive, it was realised that it may not be possible to access all relevant information or data through structured and unstructured questionnaire. Considering these difficulties in data collection, participatory observation method is also used for the data collection.

8.6. Focused Group Discussions

A focused group discussion is an organised but flexible discussion with six to twelve participants. It is usually conducted for one to two hours and gives the opportunity for all the respondents to share their feelings. Dominant and passive interactions in the group, as well as side discussions, can be controlled. Particularly during the course of data collection, focused group discussion is followed by a small group of sample size in their respective classrooms.

9. Data Analysis

The purpose of the analysis is to study the status of quality in school education with reference to public school children. For the data analysis, the study used SPSS for statistical analysis and EXCEL tools to draw tables, charts and graphs by using data collected from the field.

10. Limitations of the Study

A study requires abundant time to be spent in the field of research with school going children to study their opinions about the quality of education, study the infrastructure facilities of the school, and also tested on teachers' attitudes towards providing quality of education. Time constraint is also one of the limitations of this study. Besides, the socio-cultural status of students of selected public schools might be different from one society to another society and place to place. The change may rise due to geographical, social boundaries, tradition, socio-cultural, and policies of the local government and so on. Hence, the findings of this study may not be equally applicable and useful to all the public school students.

11. Organisation of the Dissertation

The present study on Quality of School Education in India: A case study of public school in Hyderabad is an attempt to understand different indicators to measure the quality of school education with reference to public schools in Hyderabad in the Telangana state. The organisation of the dissertation is depicted in the Diagram 1.2.The structure of the present study is as follows:

The first chapter is an Introduction which deals with the current scenario of school education system in India and discusses the characteristics of secondary education. Defining the concept of quality in general perception and relating it to

school education. On the whole, chapter tries to introduce the long history of school education. The discussion is made to understand the present situation of secondary school education and the importance of quality of education is also discussed in this chapter. Improvement of enrolment in present days, dropout rates, development of girl child education, for improvement of quality of education, various measures taken by the Government and so on. On the whole chapter tries to introduce the larger theme of the study. The problem definition, challenges in school education, significance, and focus of the study, have been mentioned. Including related review of literature. *Literature Reviews,* the concepts of quality in secondary school education, with reference to school accessibility, dropouts, teacher absenteeism, lake of infrastructure, household works, parental background, teacher motivation levels about student learnings, and children attitude towards learning. This chapter also covers the *Research Objectives and Methodology* makes an attempt on literature review and also covers the statement of the problem, research gap and the need for the study.

The *second chapter* discusses *Quality of Education: Theoretical Background.* It provides definitions of quality given by various educationalists. It discusses the aims of quality of education, objectives of educational quality, indicators of educational quality, an analysis of different approaches in quality education from world wise, a slit discussion on how the millennium development goals will have taken part to improve the quality of education, and also provides an outlook of why educationalist and police makers focuses on quality of school education have been provide.

The *third chapter reviews the various inclusive policies to address the quality of school education in India*. It deals with reviewing the school education policy in Indian context. This chapter provides post Indian education system, an overview of educational policy in India, the education system in India, history of Indian education, education committees and commissions in post–Independent India, policy perspectives in pre-independent India and Inclusive education policies for scheduled caste, scheduled tribes and backward class.

The *fourth chapter* discusses the various steps so far implemented through different educational programs at macro level to ensure the quality of school education. The chapter provides an analysis of the steps starting from the Tara Chand committee through Kothari commission to the major policies NPE 1968, NPE 1986

and revised policy 1992 which are implemented by the Indian government and how these programs effected in the development of quality of secondary education. The chapter will also discuss the improvement of secondary education through the development of five year plans.

Diagram 1.2 Organisation of Thesis

This chapter also discusses the best practices adopted by different states to provide good quality of education to the nation. Overall the chapter will give an understanding about outcome of the implementation of the policies.

The *fifth chapter* deals with *Socio-Economic Profile of the Respondents and Sample Schools in Hyderabad.* This chapter is mainly divided into two sections. Section-I deal with the socio-economic background of the sample respondents. Section-II highlights the respondent's aspirations towards the quality of education. This is important in terms of understanding various indicators that causes the deterioration of public school education. It focusses on *Quality of School Education in*

Hyderabad. This chapter gives an understanding of quality of school education. The *final chapter Conclusion and Summaries* the entire study.

12. Summing up

The present chapter Introduction has made an attempt to understand the importance of quality of education at grass root level. Since the study focuses on quality of secondary school education, it is necessary to know and discuss that growth of public schools and people teacher ratio in past two decades. It also discussed about total allocation for education in different five year plans, education committees and commissions established in post independent India for quality improvement. Definitions of quality from various researchers and research studies, and how it implies in the education, definitions from UNESCO (2000), UNICEF (2000), UNDP, for quality of education. And also given clarity for statement of the problem, Significance of the study. The Introduction chapter includes review of related literature and followed by Research methodology, limitations of the study, and finally ends with the chaptarisation.

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Chapter-2

Quality in School Education: Conceptual Understanding

The present chapter deals with different perspectives on quality in school education since quality assumes an important place in everyday life, particularly in school education. The chapter provides definitions of quality given by various educationalists, from national and international organisations like the UNECSO, World Bank, Asian Development Bank, the UNDP, The United Nations Children's Fund (UNICEF), and national level institutions like The National Council of Educational Research and Training (NCERT), and State Council of Educational Research and Training (SCERT) along with existing literature such as research articles, surveys, reports etc., related to school education. The whole discussion is about providing an overview on importance of quality in education given by various educational policies, committees and commissions which are framed by the Indian Government.

Education is the most significant aspect of any individual's life especially in the 21st century. It means through the education one can empower educationally, economically and politically and the level of empowerment is dependent on the quality of education one receives. Hence, all the parents, regardless their background (economic, educational and social) desire to offer quality education to their children, as it enhances the value of their lives. In addition to that, education is a crucial factor in determining whether a country is developed, under-developed, or a developing nation.

In order to make the education quality oriented, there is a need to reconstruct the input, process and output as emphasised by the NPE 1986. Similarly, the International Commission on Education of twenty first century has also found that the necessity of restructuring education system in order to enhance its quality in various aspects. Kapoor (2009) has stated that a lot of expansion has been done in recent years to ensure its quality. However, what do we mean by quality education? What are the parameters of the quality? How this quality is being measured? What is the position of the quality of education in India? This chapter emphasises on these concerns with respect to the quality of school education in India.

1. The Conceptual Framework of Quality

The framework used in the present study draws insights from previous educational research. The word quality comes from '*quails'* (Latin), which means "what kind of." Because of various meanings and numerous references, it has been construed as a slippery and abstract concept (Pfeffer and Coote 1991). The concept of quality is far reaching and is not easy to define because of its dynamic nature. The concept of quality has been there for over a thousand years and it has recently made its way into education system and has become "a highly debatable issue in the twentieth Century" (Garvin 1988). Garvin (1988) has stated that the word quality is an unusually slippery concept, and also it is very difficult to define. However, much research concerning the quality of education considered indicators such as school enrolment, retention, and dropouts as well as the role of individual and family factors, which may operate differently in rural and urban areas and varies from the amount of attention paid by the parents. Although for some time the quality of a school has been theoretically recognised by the school outcomes, we need to confine to the indicators that are considered to measure the quality with reference to the education.

The requirements of quality differ based on factors that define specific products and processes. "Quality lies in meeting the costumer's expectations" (Garvin 1988), but when it comes to quality of education it is not merely meeting the expectations of the students. The existing literature suggests that the words such as effectiveness, efficiency, and equity are used synonymously and interchangeably with quality. So, It is difficult to find a definition to quality of education which is universally acceptable and it varies from context to context and changes based on individual perceptions. According to Mukhopadhyay and Kumar (2001) quality of education means "the performance of the students in examination results, learning, achievements, ability to apply learned knowledge in real life exhibits the quality of education". Many scholars determine the quality of education by "the student's performance at work place, such as extra earning or employment of the educated workers" (Verwimp 1999). Most of the developed countries have been giving preference to secondary education for better output.

Assessing quality is difficult and demands the use of holistic methods. According to Alam and Farid (2011) in light of different parameters, quality is not a singular object; quality is defined by the overall evaluation of examination scripts.

This view is reflected by Hanushek (2005) from the quality of schooling perspective. The study has observed that students overall performance or excellence defines school's quality in academics.

Carron and Chau (1996) observed that the word quality in education is globally consistent. However, parent's satisfaction is related to their childrens's achievement in academics and school quality. Thus, the two concepts are interrelated because prolonged satisfaction develops the awareness of the good quality from the aspect of student's achievements. The study has concluded that illness and poor health conditions are the one of the key factors for absenteeism that affects the quality.

The quality of education is subjected to a various internal and external issues of the education system, however the teacher and the teaching–learning processes in the classroom are critical in uplifting the quality of education. It also gets influenced by agreement between infrastructure facilities and academic excellence.

1.1. Giving Priority to Quality of Education

Anywhere in the world, quality is a very significant attribute for individuals. Leading a quality lifestyle results in a prolonged life. Similarly, quality education leads to better life. The World Bank (1995) identified that student achievement and learning are the important aspects which decide the educational, economic and social outcomes of any country. Fuller (1986) says that focusing on the quality of school education results in the economic growth of the county.

The National Knowledge Commission (2009) has been highlighting the improvement of quality of education for building India as a knowledge society in the world. The commission measures the quality of education with physical infrastructure, teacher qualification, and competency of teacher, instructional material and curriculum, teaching learning materials, comprehensive and continuous evaluation, and effective management. 90 per cent of primary schools in India are run by the government. In rural areas most of the schools do not have minimum facilities and standards which lead to quality of education (Kremer *et al.* 2005).

Many research studies have shown that there is a significant relationship between wage and education. Learners who learn in good quality environment are equipped with essential capabilities that facilitate in becoming financially well off, with better lifestyles and wellbeing of the whole family. To conceptualise a

framework for educational quality is essentially value based (Dreze and Sen, 1995). In India, there has been a focus on improving the quality in education since mid 90s. Many developmental schemes have been implemented in this direction and a slight improvement is noted in terms access, enrolment and retention.

2. Quality Constraints in Education

The quality of education is influenced by various internal and external factors. However, the teacher and teaching-learning process in the class room are critical in improving the quality of education. Some researchers determine the quality of education of a country in terms of the enrolment ratio in the various stages of education. "If a country has a high gross enrolment ratio, net enrolment ratio, completion rate and less disparities between girls and boys, then that particular country is said to have a high quality education" (Hartwell *et al.* 1998). Feigenbaum (1951) has argued that the quality of education can be equated with "incorporation of values in education." Developing countries have been measuring the quality in terms of examination results i.e. educational achievement of student is the principal indicator of quality education.

However, the quality of education depends on various factors. According to the World Bank (2005), the quality of education is measured by student outcomes and school inputs. Therefore, quality is directly related to two educational contexts, the first one is environment of the classroom, and the second is wide context of school system. UNICEF (2002) has identified four key factors of quality i.e. i) environment, ii) content, iii) processes and vi) outcomes. UNESCO (2000) in the name of the Dakar Framework also defines quality of education in terms of the preferred aspects of "content, processes, learners, and system". It has also emphasised that all children, particularly girls, children from difficult conditions and children of ethnic minorities, will have access to free and compulsory education of good quality by 2015 and safeguarding the unbiased access to proper learning programs to all citizens. To increase the literacy rate, the Dakar framework emphasised that the adult literacy should improve to 50 per cent by 2015.

It is discussing about quality constraints in education i.e. which kind of barriers influence the quality in education. From the above literature, there are several constraints influencing the quality in education. The major constraints are,

infrastructure facilities: it includes school building, separate toilets for boys and girls, drinking water facilities, sufficient lighting to class rooms, electricity services, computer lab facilities, library services, school boundary walls and playground, etc.

Another important obstacle is teacher and teaching-learning material. The NCERT guide lines suggest that teacher student ratio should be 27:1, but a majority of schools in rural areas are run by a single teacher in India. Even after implementation of DPEP and SSA in Indian school education system, the country is struggling to provide the infrastructure facilities. Improper access and infrastructure lead to increased dropout in rural India (lack of sufficient teachers, school is far away from living area, unfriendly environment at school, non-availability of lady teachers and separate toilets etc.). Since the families of public school students are economically poor (Bhadra and Ranjith 1989), they are usually habituated to find alternative source of work (work for wage and salary for helping the household activities). They are also expected to look after younger siblings and help the family economically and in house hold chores. One of the biggest constraints children in rural tribal areas facing is language barrier. Unfamiliar instructional material is another reason for children's lack of interest to attend the school, and subsequently they become unable to cope with and fail.

As discussed in the first chapter, lack of parental awareness and motivation among their children education is also a major constraint (Kontos 1991, Levin and Lockheed 1993, Ho and Willms 1996) in the present situation of education. Lack of parental awareness in children academics is due to illiteracy and poverty in the country. Since, they are having drawback of educational background they do not follow the family planning, with this family conditions elder children are compelled to take care of siblings (Nambissan 2003). And such conditions are making the children to dropout from the school.

Teacher quality is also a major role in improvement of quality in public school education. Teacher quality means the abilities of teacher i.e. how she/he behaves with the students, their teaching skills, class room management and how often they are taking training etc. influence the performance of the teacher. Several research studies (Govinda and Varghese 1993, Podgursky *et al*. 2004, Khaparde *et al.* 2004, Alam and Farid 2011, Aggarwal 2010) have revealed that lack motivation in public school teachers is also a constraint in deterioration of quality.

3. Dimensions of Quality Education: National and International Perspective

While attempting to understand the idea of quality in education, one need to know the dimensions that impact the quality. Within the education system "student, teacher, non-teaching staff, and management etc. are the inner consumers and the public and government are the outer consumers" (Tilak 2004). Both the inside and outside consumers are known as 'stake holders'. J P Naik (1976) proposes an elusive triangle in Indian education system which consists of quality, equality and quantity. Understanding the word quality in educational view is little critical, it is assumed in many ways, which reflect values and priorities of participants such as students, teachers and parents. To achieve quality in education, many national and international organisations propose various novel dimensions to education like focusing on basic facilities and infrastructure, providing proper academic environment and establishing teacher training institutes etc.

An alarming state of activities presently grip the Indian education system. When an overview of educational polices after Independence is considered, the term quality appears in mid-nineties. It makes significant difference in development of public education system. Even in the Mudaliar Commission Report and Education and National Development report (named as a Kothari Commission Report) also discussed the importance of quality. They have suggested to reform the current nature of educational system and it subsequently changes the future generation children's schooling experience. To check out the various quality dimensions in school education, The NCERT (GoI 2009) has developed a toolkit through key indicators such as "Infrastructural facilities, Management and Community Support, School and Classroom Environment, Curriculum and Teaching Learning Material, Teacher and Teacher Preparation, Classroom Practices and Processes, Opportunity time (teaching learning time including indicators like number of classes a teacher handles, number of teaching days etc.) and Learners' Assessment". All the above eight dimensions play a critical role to improve the quality in education. Another reform has been taken by Andhra Pradesh and Telangana states that collect the phone number of every student's parent to inform them about their children's attendance. The school management committees are responsible to talk with the parents of frequently absent students and meet them; the cluster resource person should visit the home of frequently absent

student. Telangana state government started online attendance monitoring system. It is one of the best way to reduce absenteeism in public schools in Telangana Districts. But these are not sufficient to measure the quality, there is one more indicator that is socio-economic background of the child.

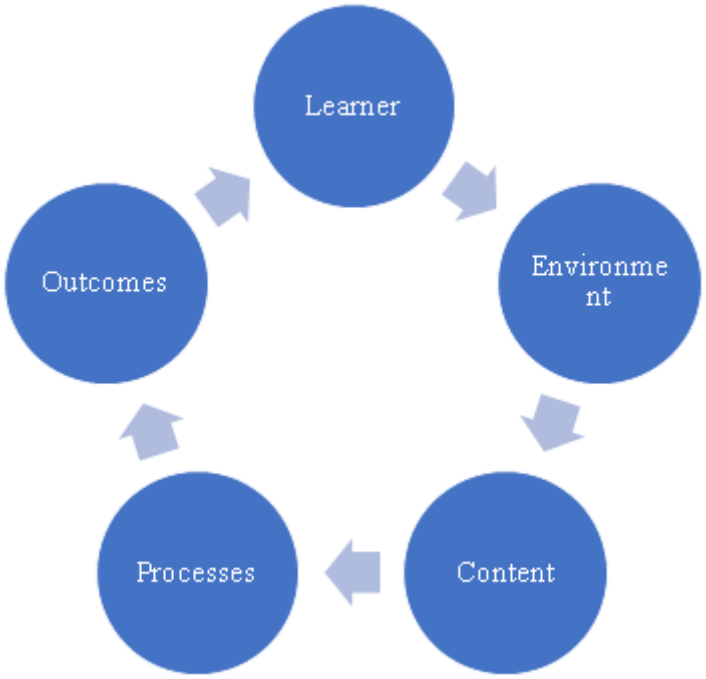
It is also observed that there are three types of dimensions for effective teaching-learning process in education, in terms of the administration. They are: 1) leadership dimensions, 2) efficacy dimensions, and 3) efficiency dimensions. Within the leadership dimensions schools have to be planned and coordinated with the curriculum with relevant objectives. Follow the consistency of school values, continue long range planning and co-ordination with community, and plan for the district level support for better improvement. For the efficacy dimensions facilitate teacher empathy, relationship and personal interaction with students. More emphasis is on homework and study among the students and also involving the parents and community to the school development. Under the efficiency dimensions school should be monitoring the effective use of teaching time, maintain disciplined classroom environment, focus on individual learning and provide extra coaching for slow learners.

However, the quality improvement process is a continuous cycle, i.e. content, teach and assessment. According to Gabor (1990) quality improvement is like a cycle with four components i.e. 1) plan 2) do 3) check and 4) act/analyse; it is named as "Deming Cycle". The study concluded that teacher can develop a plan and improve the student learning, that will be helpful to improve the quality in school education. Similarly, several dimensions are influencing the improvement of quality in secondary school education.

4. Analysing Quality Framework in UNICEF (2000) Perspective

UNICEF (2000) has suggested five dimensions to improve the quality in education i.e. Learners, Environment, Content, Processes and, Outcomes, depicted in Diagram 2.1. These dimensions are established based on the constitutional rights of the child to existence, protection, growth and participation. Hence it protects the child rights. If all these are administered in a right way, it would be possible for a quality output.

Diagram 2.1: Indicators of Quality UNICEF Perspective



Source: UNICEF 2000.

It is also mentioned that a learner should be healthy and well-nourished, only then it is possible for him/her to participate well in the learning process. The study has mentioned about providing safe, protective, healthy environment to the students, equal opportunities to girl child and facilitates adequate resources to the students and also it should be relevant to the day to day situations. Therefore, it improves quality environment to the child at school level. Design the curriculum for acquisition of basic knowledge and skills. Child centric approach is more suitable to the quality learning point of view and which results in the better outcomes. Child centric approach improves knowledge, skills and attitudes, and these are also related to national goals for education and positive participation in society.

The existing literature (Bruer 1994, Caine 1995, Bruner 1996, and Carron and Chau 1996) shows that the social, economic, political, linguistic, religious and geographic factors significantly influence quality of education. It shows that inputs, processes, outcomes lead to improvement of quality in education. It includes four interesting set of factors such as the characteristics of students, supporting services, school facilities and also teaching learning process (Purkey *et al.* 1983). The authors have took the four factors to define the quality. The study has established that a contextual understanding of quality is dependent on the relevant stakeholders. Motala

(2000) has stated that education quality often holds several views and meanings about the perceptions of the society, teachers, parents and students. It will change through data generation, practice and self-assessment. Quality dimensions such as learning environment, learners, content, process, outcomes and continuous assessment are focused on improvement of quality output. The report focused on the five elements such as learner, environment, content, process, outcomes which lead to improvement of quality will be discussed below.

4.1. Quality Learners

Schools face a challenge in achieving the students' overall development. Before beginning the formal education the quality life of a child is mainly influenced by their family living atmosphere, culture and the society. It is a well-known fact that effective learning happens in the healthy learning environment and quality learners are an outcome of early childhood experiences at school and home. Every individual possesses different kinds of abilities and children present in schools with varied abilities, classes are becoming increasingly diverse. UNICEF report mentioned that a good learner should have the characteristics including "Good health and Nutrition, Early childhood psycho-social development experiences, Learner attitude, Family support for learning".

Every individual requires a sound physical strength for the need of existence. Health is the most valuable for every individual life. If the child is physically fit and mentally well, the learning, as well as grasping levels will be good (Hujala 2012).

The development of brain during the early years of a child depend on good nutrition. The study argued that normal health condition of the child influences the positive attitude, it leads to learning capabilities. Therefore, positive life experiences are also reason for quality learning.

After ten years' duration, Willms (2000) conducted a research in Latin American countries and found that parental caring has an impact on the quality of learning. If a child can have good health and nutrition support only then the early childhood programs are effective and they can have planned psychological development in the pre-school years. Learning is a continuous process for lifelong and is considered to be a dependent variable of education. Hence, student leaning levels

influence the quality of learning, it leads to the improvement of the quality of learning.

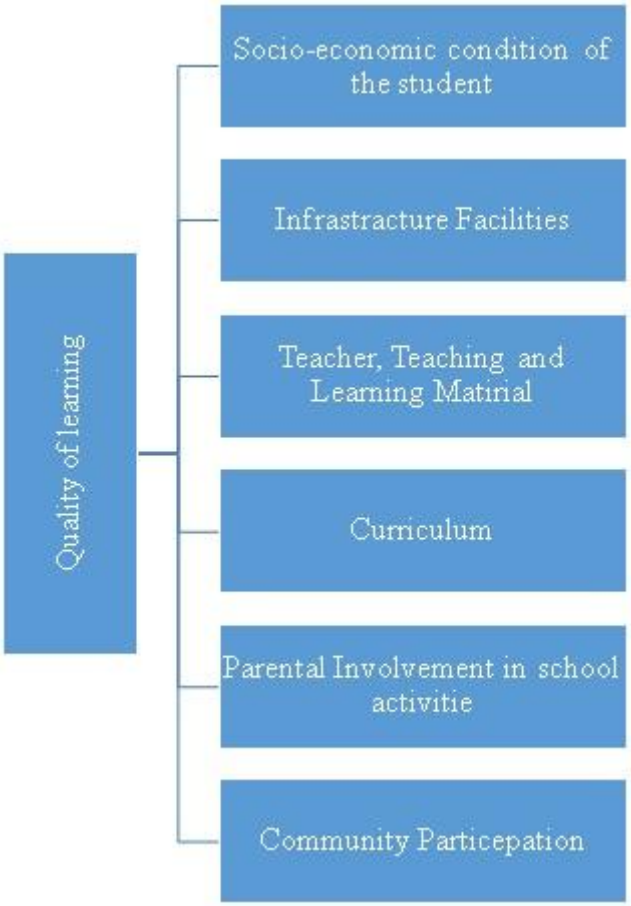
When the children reach school age, they should consistently attend school to excel academically. A study conducted in village based schools found that the students who had the opportunity of learning in the classroom through various instructional activities had greater learning experiences, and the findings of the study conclude that the students who had good attendance and having good health had better learning abilities (Dabo 2015). Size of the class i.e. the number of students in a class affect the learning abilities of the student that affect the quality in education (Mukhopadhyay and Kumar 2001). Parent's academic background is one of the major deciding factors for child's learning and moreover family background of the child also impacts the performance of the child in school (Chevalier and Lanot 2002).

Further, schools play a major role in facilitating family discipline, and also improving the quality of parental participation in their child's education. Similarly, parental background plays major role in effective learning abilities of their child. Another important factor for a successful educational system is a quality learning environment.

Lockheed and Verspoor (1991) explained quality in school education as the level at which the learners comprehend the concepts properly. The content clarity will depend on explanation of teacher. Assessment of knowledge should be done by observing trends in examination result and student participation in day-to-day learning experiences. Aggarwal (2010) has stated the ward quality as a measure of students' satisfaction, which needs providing sufficient infrastructure and teaching-learning material. The study has concluded that school should provide health and nutritious needs of the students. However, Mythili(n.d) has conducted a study on "Quality Education Model for School Education System in India" and found that there are four major indicators that influence improving quality in education system those are; 1) Academic Resources, 2) Physical Infrastructure Resources, 3) Financial Resources (government expenditure), 4) Human Resources (teachers and other staff). The study has discussed quality learning and said that parental socio-economic condition is determined based on whether the student is joined in public school or private school. If the parents are in affordable condition they choose the private schools for the better education of their children. They do not bother about whether the private schools are

maintaining sufficient infrastructure facilities, following the policy documents and adequate learning environment.

Diagram 2.2: Multiple Factors in Quality Learning.



Source: GoI 2005

National Curriculum Framework (2005) emphasises that the schools should provide certain learning environment to the students, and then we achieve the quality of output. The indicators are like socio-economic condition of the student, Infrastructure facilities, teacher and teaching and learning material, curriculum, parental involvement at school activities and community participation play a key role in obtaining better output. Hence, student learning environment at home depends on the parents' academic background and how much they are involved in school activities is also an indicator for quality. Curriculum, teacher, teaching-learning material, infrastructure facilities, physical facilities all those are academic resources which will help to improve quality. It is also said that community participation is helping to improve access and quality in school education.

Though the study concluded that quality learning is possible through socio-economic condition, of the student, infrastructure facilities, teacher and teaching learning material, curriculum, parental involvement in school activities and finally community participation.

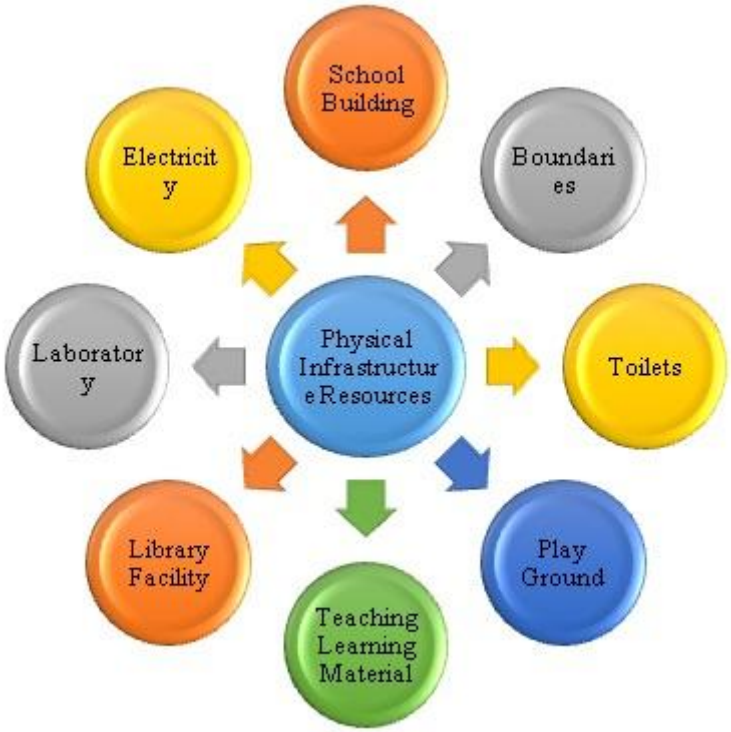
4.2. Quality Environment for Learners

Learning is the life-long processes, it can occur at any age of life and at any time. The UNICEF (2000) report mentioned that the positive learning outcomes will require good educational system. The meaning of good educational system is schools providing safe and supportive learning space, providing sufficient instructional material to the students and managing students without any differences. Learning environments are divided into three types, 1) physical, 2) psycho-social and 3) Service delivery elements. Moreover, the progressive learning outcomes commonly pursued by educational systems ensue in quality learning environments.

The study mentioned that the quality of school facilities and class size come under physical element. In fact the facilities like school building with compound walls, good ventilated class rooms, having electricity facilities, text books, utilisation of working time by students and teachers, separate toilets for boys and girls, class room maintenance and clean water supply; all these are believed to impact on effective learning. An important indicator is class size. During 90's many countries had given priority to improve access to primary education and have got succeeded. But, constructing new school buildings is not done in accordance with the increased student population. With these circumstances schools have been facing expansion in class size as well as increase in student teacher ratio. Moreover, the report has concluded that there is a quantitative association between the class size and academic achievement. Further down, under the psychological aspects schools should provide peaceful safe and protective environment for girls. Non-discriminatory climate in schools also leads to quality learning environment. Teacher's behavior also affects girls' safety and security issues. Class room management and school discipline contribute to educational quality. Kumar and Sujatha (2010) conducted a study on "School Education in India, Quality Improvement Techniques" and found that lack of good quality learning environment i.e. access to school, deteriorating school buildings, separate toilets for girls and boys etc. are reasons for dropout of girl child and all the above indicators affects quality in public school education in India. The

UNICEF report also mentions the factors which are affecting quality environment. The Diagram 2.3 given below reflects the same.

Diagram 2.3: Multiple Factors in Quality Environment.



Source: **(**UNICEF 2000).

Education provides lifelong applied learning skills, academic skills, academic standards and excellence. It is possible when quality of environment is provided to students. The environment can be defined as "a combination of natural conditions, circumstances, influences and socio-cultural contexts". Learner's performance is influenced by certain factors such as psychological, physical, and service delivery. The psychological aspects include welcoming school and non-discriminatory class rooms especially for girls. School discipline and teacher's behavior are important aspects in quality learning environment. Following ten points come under effective school discipline 1) school routine activities, 2) school safety and vigilance measure, 3) school governance and monitoring activities, 4) school health and hygiene, 5) co-curricular activities, 6) extra-curricular activities in school, 7) teaching learning process, 8) school sanitation and gardening activities, 9) learners performance and monitoring activities, and 10) school development activities. Minimising other kinds of discrimination (arranging particular pace to cite certain group of students) is also essential to improve the quality of learning environment. The physical aspects include

school facilities. Carron and Chau (1996) have found that children studying in schools with sufficient infrastructure performed better in academics compared to the children studying in schools with poor infrastructure.

The quality of school building is also another indicator of measuring the school quality. If schools do not have sufficient infrastructure and due to distance from school to home, parents might be reluctant to allow their children especially girl child to send to school. A survey conducted by UNICEF in 1995 in newly developed countries found that larger class size diminishes the quality education. This is the reason government of India has taken a decision that teacher student ratio could be 1: 40 and 1: 35 (As per the Right of Children to Free and Compulsory Education Act 2009). According to the RMSA framework the student-teacher ratio at secondary level should be 30:1. Hence, class size is also a significant aspect in improving quality in school education. The school service environment contributes significantly to learning. Providing health services in schools will decrease the absenteeism and especially the learning will be better. Guidance and counseling services should be provided to help the students with various issues. Extra-curricular activities motivate the students and bring out the creativity in learners. Provision of school snacks helps in mitigating the hunger in school and learners will be excited though out the school time. Along with the psychological, physical and service requirements to advance the learning environment, the content which is the crux of the education should be equally good.

4.3. Quality Content

While selecting the content, aspects such as like knowledge, skills, and the portion should be considered keeping the overall development of the child in mind (Bruner 1960). Moreover, the content is a sequence of course depending on the stage of education. The content should be planned upon the socio, political, economic, and cultural development needs of the society and stage (age) of the child. UNICEF (2000) defined the word content as “the planned and skilled curriculum of schools.” The report has recommended that curriculum should be learner-centered and non-discriminatory. It suggested that important areas of knowledge should be covered properly, and arithmetic content should be selected so as to develop problem solving skills. Life skills curriculum should impart good attitude and values to the children. In a study conducted by Witenstein (2017) discussed policy matters. The policy makers

and politicians who are nominated through electoral process, they have minimal or no knowledge about education polices. But they may influence in the choice of content based on their beliefs and due to these kinds of issues there will be an impact on the overall quality in education.

Development of human capacities of the people building through human development by active participation in the process that forms their lives, and for the people by improving their lives (UNDP 2015). Education index is determined by using mean years of schooling and expected years of schooling. The growth of educational index from 1980 to 2013 is gradually increasing after 2005. It shows that mid-day meal program is enhanced to achieve the objectives of enrolment, retention and attendance. That impact continues from the year 2010, but there is no decimal change in 2011 to 2013.

Table.2.1: Education Index from 1980-2013

Sl.No.	Year	Education Index
1	1980	0.240
2	1985	0.282
3	1990	0.311
4	1995	0.339
5	2000	0.355
6	2005	0.409
7	2006	0.420
8	2007	0.430
9	2008	0.442
10	2009	0.445
11	2010	0.456
12	2011	0.473
13	2012	0.473
14	2013	0.473

Source: (UNDP 2015)

Expected years of schooling, while calculating the male and the female are found to be slight different. Almost similar in the years 2013 and 2015. The reason can be attributed to implementation of schemes such as Child Learning Improvement Program, Right of Children to free and Compulsory Education act, mid-day meal scheme (Chauhan 2015).

Table 2.2: Expected Years of Schooling: Male and Female

Sl.No.	Year	Male	Female
1	2000	9.5	7.4
2	2005	10.5	8.0
3	2006	10.7	9.2
4	2007	11.0	10.0
5	2008	11.0	10.5
6	2009	11.0	10.7
7	2010	11.4	10.8
8	2011	11.8	11.3
9	2012	11.8	11.3
10	2013	11.8	11.3

Source: (UNDP 2016)

4.4. Quality Process

The quality process depends on three aspects infrastructure, student teacher ratio and content. However, after independence, India has focused on the development of quality in education. Attention has been paid to improve the teaching learning process. The report has defined quality based on the teacher competence and school efficiency (the present study has defined school quality in the above). However, student learning is influenced by instructional methods employed by the teacher in the classroom and effective teaching depends on the working conditions in the school. Apart from this teacher should upgrade his/her knowledge from time to time by engaging in discussions with other teachers, attending workshops for professional development, keeping reflective journals. The pore-service and in-service training provided by the teacher training institutes offers new skills and effective methods of teaching. Proper administrative support and feedback mechanism should also be implemented to achieve quality process.

4.5. Quality Outcomes

Education is not an isolated activity and it is a sub-system of the society. A student enters the education process to fulfill his/her individual, family, and societal aspirations. Increased participation of students is also one of the essential objectives of the education. As already discussed, the environment, content and processes influence the learner and the learning outcomes. The ability to read, write and calculate the basic expected outcomes of the learning. Summative and formative

assessments have been used to measure the academic achievements of the learners. The involvement of parents and community will also be a factor for quality outcome.

As discussed already, the requirement for quality assurance is recognised and appreciated across the school education. However, school quality is defended by education processes such as characteristics of students' home background and school and teacher mainly some outcomes of the schooling. Darker (2000) has elevated the significance of quality and it is widely accepted that quality of education is the heart of education. To provide the quality of education to the nation, Indian government has been implementing several polices and schemes, after 1960 the focus moving towards on quality. Recently, the Indian government has step-up to implement two prominent policies such as the SSA established in 2001, and Right of Children to free and Compulsory Education Act 2009 have raised improvement in education, particularly in secondary education the RMSA. The enrolment growth in secondary education accelerated from 63 per cent years in 2000 to 97 per cent years in 2015 (GoI, 2015). Hence, there is a strong relationship between examination results and quality of environment which is provided by school, contents and process.

Moreover, EFA Global Monitoring Report (2005) explained quality in education by two important features i.e. cognitive development of learners and social development in terms of values and attitudes of social responsibility. Education should promote the emotional development of the child as well. This report has acknowledged quality improvement indicators such as student teacher ratios, academic and professional qualifications of teachers, time spent by students in school and test scores, and also government spending on education.

The World Bank Report drafted by Dundar et al. (2011) has defined quality of education as a set of factors which lead to better student's outcome, including student teacher ratio, infrastructure, home resources, and teaching–learning material. Moreover, the report has mentioned that improving number of teachers and teacher quality, administrative services also need to be strengthened for the improvement of quality in school education.

> "Text books are the main instructional materials in South Asia but do not meet learning needs. Although many countries have made progress toward timely delivery of textbooks, they often arrive in bad condition and are poorly designed in terms of the scope of subject matter to be taught and the sequence of instruction. In Bangladesh, India, and Pakistan, for instance, textbooks lack substance to reinforce

> development of problem-solving skills and critical thinking (Banu 2009; Jhingran 2012). Textbooks tend to be targeted toward the needs of well performing students, leaving the needs of other students unmet. Further, most textbooks require little more than memorization of problem solutions (as in mathematics) and little engagement with real-life problems. Instead of discouraging a culture of rote learning, textbooks in South Asia reinforce that culture." (The World Bank 2011, 30)

However, academic achievement of students also depends on two factors i.e. the family background of the learner and the quality of teaching received during the school years. Above factors lead to quality of learning out comes. Another study which is conducted by Harbinson and Hanushek (1992) has stressed quality of schooling leads to compensation for family disadvantages.

Irrespective of the above reasons, the government of India is trying to provide education facilities throughout the nation. The recent report from the British council of India (2014) suggested that the major parameters which are influenced in improving quality which are taken into account during school inspection are, school building, playground, classrooms, science laboratories, computer laboratory, library, examination room, administration offices, washrooms, first aid box (hospital) facilities, students, personnel, academics, co-curricular/extra-curricular/cultural activities, and mandatory documents. On the other hand we may agree that, the teachers are the key to increase educational quality, complete utilisation of class timings by the teacher also impacts educational quality. Pink (1982) found that, lower enrolment, greater reputation (repeating the class again), increased dropout rate and negative educational outcomes are the reason for the lack of qualified teachers. In addition to clear the educational consequences, Government has to focus on improving quality education by implementing numerous schemes which will increase enrolment, down fall dropout rate, achieve good educational outcomes. Moreover, school meal has played major role in increasing the enrolment in developing countries to strengthen and improve the educational outcomes. The findings of the Khera (2006) also mentioned that mid-day meal has shown drastic improvement on enrolment as well as quality improvement.

A large debate is going on the term quality in the recent years, whether the quality of education is dependent on the infrastructure facilities or student achievement on evaluation sheets? A study conducted by United States Agency for International Development (USAID, 2012) on education strategy reference material stated that fully functioning school is one of the main aspect for improving quality of

school education. The study has measured the quality of fully functioning school as building with good roofs, walls/floors, tables and chairs with desks, library, and playground. The study has also mentioned that the attributes which are mentioned in the fully functioning school, should create interest, and commitment towards education among the children, which lead to improvement in the quality of school education. On the other hand, the most reliable outcomes reflect on having trained teachers with grater subject knowledge, remaining in school at school hours, and providing remedial coaching. Moreover, the study has concluded that, teacher absenteeism has shown a clear negative impact on achieving quality outcomes in school education.

5. Issues of High Rate of Reputation and Dropout Rate in Developing Countries

The long standing issue of access to good quality and relevant education remains a big problem in developing countries. High rate of reputation and dropout rate generally occurs in the early years of primary schooling, with the reason being poorest rate of promotions among children. The phenomena of reputation of the student have been an enduring feature of educational system in developing countries. Literature shows that factors for higher reputation and dropout is caused due to parental education, family income, language barrier, lack of trained teachers, teaching- learning material, library services, and poor evaluation techniques.

According to Fernald *et al*. (2009), the child should get ready to acquire minimum characteristics such as:

1) Psychometrically adequate, valid and reliable
2) Balanced interns of number of items at the lower end to avoid children with low score
3) Enjoyable for children
4) Relatively easy to adopt
5) Not requiring much materiel
6) Not to be difficult to obtain or too expensive
7) Able to be used for a wide age range

All the above mentioned measures helps to creates enthusiasm about education. Hence, private education sector has started pre-schooling and whereas

government sector has put focus on *Anganwadi*, and *Balwdi* development centers. This is reflected in Keroly *et al.* (1998) study. The study has found that early childhood education may care and improve life-long learning development. Several policies emphasise on early childhood care and support, which are; the National Policy for the Child (1974), the NPE (1986), the National Plan of Action (1992), and the Right of Children to Free and Compulsory Education Act (2009). These policies have been discussed at length strengthen and improve the abilities and skills in pre-primary education. Moreover, to improve the quality of education in developing countries, UNESCO (2005) has stated six goals including 1) Increase early childhood care, 2) meeting the needs of the country, 3) ensuring free and compulsory good quality of primary education by 2015 for all children, 4) adult literacy level should achieve 50 per cent improvement by 2015, 5) eliminating gender disparities in primary and secondary school education by 2005, achieving gender equality in education by 2015 and 6) improving all aspects of education. These steps have taken care of reducing higher reputation and the dropout rate. Present policies perspective to streamline the education system and improving the quality there is a need to enhance the funding in elementary and secondary education.

According Aho *et al*. (2006), Finland has developed education system in an excellent manner. The parameters which are defined for improving the quality are, providing nine years of basic school for all, good teachers, sustainable leadership, renovation of old buildings, more concentration on deep learning, and the culture. But still, Finland is highest in out of school going children. The Finland government focuses more on creating an interest to students on deep learning rather than evaluation. It is proven as the best practice for development of quality education in future. Hence, Indian government has removed detention system. Here, it is a failure decision. The reason is without assessing the child's knowledge, skills, and abilities it is not possible to promote him/she into higher class. It could directly affect the quality in negative dimensions.

It is an observed fact that, developing countries which focus on providing better school conditions, qualified teachers, text books distribution, and other instructional materials, are achieving good quality of education (Hanushek 2005). However, access, retention and reputation are the major drawbacks to the quality improvement in the rural areas.

Diagram 2.4: Multiple Factors Influencing the School Quality

Source: (OECD 2000)

Previous research studies suggest that reputation increases dropout rate. All the above international studies are measuring the quality through reading capabilities, writing skills, overall achievement of the students/examination scripts, and infrastructure facilities. The concluding remarks of the researcher is the countries which have focused more on school quality, teaching material, pupil-teacher ratio, qualified teachers, student leadership, physical environment, parents and community participation, have increase high rate of quality in education, these are reflected in Aggarwal (2010) study findings of "Quality Concerns in Primary Education in India. Where is the Problem?". Above studies mostly focused on teacher and teaching learning material, which influence the school quality, the studies concluded that school quality should lead to improve the student's performance. As discussed above, according previous literature the pre-school education develops child abilities like recognising numbers, memorising poems. Therefore, it conveys the concept of pre-schools to prepare children and their family members. Hence, the following section further discusses school readiness for child.

6. Readiness for School by Children and Parents

Readiness for school is also one of the key indicators influencing the quality of education. In a study conducted by Hujala *et al*. (2012) have defined the term

school readiness in five points those are “Physical health and motor development, Social and emotional development, Approaches to learning, Language development, Cognitive development and general knowledge”. All the five domains are inter connected. Apart from urging the children to join schools as soon as they reach three years, the parents should also focus on generating awareness about the significance of school which leads to increase basic skills and holistic conceptualisation. However, parents communally stress on pre-academic skills and knowledge. To overcome the above situation there should be more focus on readiness for school by children as well as parents. According to school readiness is in terms of attitude towards learning, UNICEF (2012) found that there are several characteristics linked with quality of education, sufficient learning time given by the student, adequate supply of teaching learning materials, such as books and teaching aids and effective teaching, pedagogic practices and teacher’s competency. The study has mentioned that class room structure and school environment is affecting the quality outcomes and rooted to high dropout rate. It is fact that only 65 per cent of the students who enroll in grade I reach grade. This shows that, these consequences have been associated with poor quality school environment. Lack of proper training to the teachers, oldest classrooms with poor facilities; have been related to high dropout rate. The study has focused that, readiness for school is a very important aspect in maintaining school enrolment and as well as quality of education.

7. Dimensions of Quality: Indian Perspective

India is the second largest populated country in the world. The education system of India has been in a phase of rapid growth over the last two decades. According to EFA (2015) survey, Educational Development Index is very low in India, ranking about 105th out of 120 countries in the world. But the beginning of twentieth century India has been home to out of school children, by the end of first decade of 21st century the number of out of school children has fallen radically. After Independence, India has made numerous developmental policies and programs to combat the changing socio-economic needs of the country. The third chapter will discuss these in detail.

Establishment of quality education for all the children at the elementary level has been an age-old programme in India. It has always been a major concern of different commissions committees and policy makers even before independence.

After independence, achieving UEE has become a constitutional commitment and extension of quality education has also become a significant step for achieving UEE. Even though describing the three terms, equity, quantity and quality as the *elusive triangle* in Indian education, Naik has considered the quality as *'most central to education' and 'its very life and soul'* (1975). He felt that: "*Any education without quality is no education at all: it will not be able to fulfill promises and will also do immense harm*." It is true that an unemployed educated person with frustration can do harm to any extend to the nation.

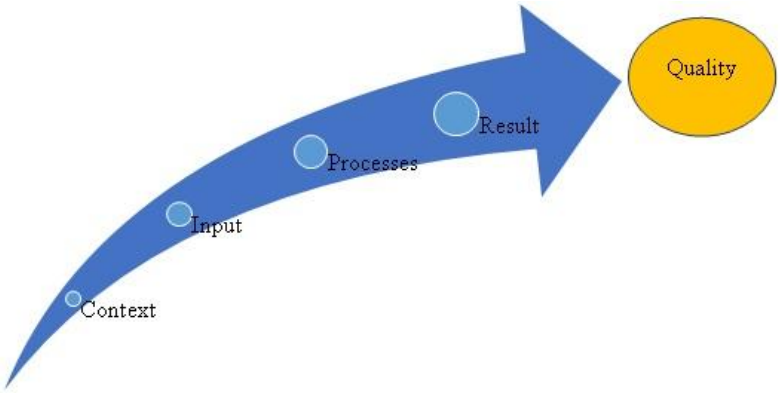
Generally, quality of education depends on, the ability of hard work and dedication of the teacher as well as student. NPE 1986 has stated that, if a teacher fails to keep himself in touch with the rapid scientific and educational development then, he will become inefficient and ineffective. Previous studies also have mentioned that the teacher is considered as most essential factor in executing all instructional reforms in education system. According to the Carron and Chau (1996), quality is very close for social significance. The quality of education depends upon including classroom transactions, teaching-learning materials, teacher training, examination and assessment are directly related to improvement of education. However, providing infrastructure and environment issues lead to child motivation towards education, that motivation will automatically improve quality of learning therefore it implies improvement in the quality of school education.

Present studies have shown a lot of variation in school facilities, learning outcomes, quality teachers, teacher absenteeism, and motivation levels of teachers etc. After independence lot of research has gone in the area of education and several committees and commissions (as mentioned in the first chapter) have taken care of accessibility, repetition, promotion, dropout rates and input-output ratio, but very little research is available about the learners' achievement of cognitive and non-cognitive competencies.

Mukhopadhyay and Kumar (2001) have identified that factors of discrepancies usually associated with access to education, such as poverty, location and gender bias, also have an impact on disparities in the quality of education that children receive. But, present education system is different from Mukhopadhyay statement. Varghese, (1994) found that the level of school infrastructure and differences in the availability

of teaching-learning materials is not clearly associated to learning achievement. That shows education system should intensify efforts to improve the quality of evaluation.

Diagram 2.5.Dimensions of Quality based on National Curriculum Framework



Source: (NCF 2005)

Aggarwal (2016) argued that under the non-detention policy has been adopted first time in the state of Delhi, followed by most of the states; a child is not even examined on the learning outcomes for many years after entering the school. The policy of non-detention prohibits the custom of evaluation system in the early years of schooling. Similarly, another argument is non-detention policy will not pay an attention to improve the quality it will only reduce the rate of retention. Chandrasekhar and Gupta (2005) conducted a study on non-detention policy in the states and have found that students from the states where non-detention policy is in place, achieved better in Mathematics and Language compared to other students who are from the states where detention policy is practiced. The reason for the better achievement was teachers taught without any time limit. Student's attendance and enrolment increased, study stress decreased, and drop-out rate at primary level reduced. Reforms in the quality of education have not got serious attention of many states.

Implementation of quality education was also suggested by the Education Commission (1964-66), NPE 1986 and revised policy 1992. NPE stresses access to education, along with focusing on quality related issues it is essential to expand the access so that development of education quantitatively will also be ensured. On the other hand NUEPA (GoI 2008) has conducted mid-decade assessment and found that, many initiatives have been taken by central and state governments from time to time giving quality high importance as mentioned in Education for All (EFA). In addition,

special attention is also being paid on backward districts, which are poor and have low education facilities. During the 10th Five Year Plan, quality improvement in schools was introduced as a composite centrally sponsored scheme having the following components such as: 1) Creating environmental orientation at schools, 2) Promotion of science laboratories, 3) Promotion of Yoga, 4) Started international mathematics/science Olympiads, 5) compulsory participation in in-service training for teachers, and facilitate research inputs and infrastructure for improving quality. However, the 10th five year plan has come out with different strategy to imparting quality education at all stages.

> "The quality of a school system rests on the quality of its teachers. The evidence that getting the right people to become teachers is critical to high performance is both anecdotal and statistical. A South Korean policymaker is explicit about the importance of getting good people into teaching: "The quality of an education system cannot exceed the quality of its teachers". In the United States, studies show that "a teacher's level of literacy, as measured by vocabulary and other standardised tests, affects student achievement more than any other measurable teacher attribute." While it is a matter of debate, some studies have found that teachers working for Teach for America (a program which targets graduates of top universities) get significantly better outcomes from their students than do other teachers. This is the case despite the fact that their teachers have only a short period of teacher training, work in the toughest schools, and generally have no prior experience (teacher effectiveness increases dramatically during the first five years of teaching)." (GoI 2007, 16).

Therefore, the quality of education completely relies on the quality of its teachers. it has given prior importance to the teacher and teacher training issues. However, 12th five year plan focused on Infrastructure to improve the quality of education.

8. Establishment of DIETs for Improvement of Quality Teaching

Furthermore, District Institutes of Education and Training (DIET) was established in the year 1987 to provide quality of teachers to the education system, by the recommendations of NPE-1986. Sinha (2005) has stated that quality improvement program **(**QIP) are planned inclusive and universal interventions for better education system. It involved needs analysis of children which helped in diagnosing the difficult areas and followed by planning for their remedy. Teachers were trained intensively on remedial teaching. The training also included essential aspects of classroom management, teaching of subject areas, and school readiness material. After the training, classroom processes were monitored and academic guidance was provided through mandal resource coordinators.

The committees and commissions, starting from Kothari commission (1964-66) has also mentioned the importance of teacher training. India achieved a literacy rate of 55.3 per cent in 2001 compared to 52.2 per cent in 1991. “There were nearly 0.66 million primary schools in India in 2001-02, providing 84 per cent of households with access to a primary school within the range of one kilometer. Nevertheless, the following problems related to enrolment, attendance and drop-out persist (i) the net primary school enrolment rate was 78 per cent in males and 64 per cent in females, (ii) the net primary school attendance rate between 1999 and 2002 was 79 per cent in males and 73 per cent in females, and (iii) out of the children who entered primary school, only 68 per cent reached grade 5 between 1995 and 1999” (UNICEF, 2005).

9. Improvement of Quality under SSA and RMSA

Providing quality education throughout the elementary level has been an agenda for a long time in India. In the beginning of the 21st century the Government focused on the improvement of quality in education. National Policy on education 1986 and the follow up review committee 1992 had made grate resolutions to improve the quality of education through different schemes. A national wide scheme was launched in 2002 and funded by huge financial commitments named SSA. The main focus of the scheme was to increase the enrolment rate, reduce the dropout rate and retention. One of the significant thrusts under SSA is to mobilise the community to promote education, to help in improving educational facilities and to supervise the functioning of schools in village/ward. Community institutions /groups such as Village Education Committees/ School Management and Development Committees / Parent Teacher Associations etc. have been established at village/ school level in most of the states. The findings (Srinivasarao 2012) under SSA community participation play a major role in improving the quality of education in rural areas.

After implementation of SSA para-teachers have been recruited on contract basis and then regularized. The states para-teachers were recruited in both urban and rural areas based on the requirement. A majority (about 75 per cent) of para-teachers were working in rural areas. About 25 per cent worked in schools where there was only one para-teacher. More than half (54 per cent) of para-teachers were females. The student-teacher ratio was upheld at 36:1. But the salaries were differed for trained and untrained para-teachers. Based on the observations of implementation of scheme SSA, there was a huge development in infrastructure both for academic and

residential purposes through which quality of teaching was improved satisfactorily. Children's self-esteem and mental wellbeing was found to be adequate. However, a very less number of students were mainstreamed.

The Right to Education (RTE) Act 2009 was a milestone step taken by the government of India in the field of education. The main aim of the RTE was to enhance the quality of the infrastructure and learning in the elementary school education and also to reduce the problems of illiteracy. A National Advisory Council (NAC) has been set up by the Central government under the RTE, it has focused on the strong monitoring system. The RTE Act provides various monitoring and implementation mechanisms for protection of child rights. To protect and monitor the rights of children, the NCPCR (National Commission for Protection of Child Rights) and SCPCR (State Commissions for Protection of Child Rights) have been employed for the rights of children under the Act. It also constituted the School Management Committee (SMC), for monitoring the school conditions, including the preparation of the school development plan. With respect to RTE act quality is measured by two indicators which are infrastructure and learning conditions of the students.

Operation quality program is also one of the important programs for improving the quality in education. The program facilitated enrolment of all un-trained teachers in teacher training course approved by the state government and NCTE, which provided free and in-service training for two years through distance education mode. The program improved the quality of teachers by providing good study material developed by the SCERT, and also academic and monitoring support by DIETs, SCERT, IASEs and CTEs.

The Learning Guarantee program has been fruitful in raising awareness amongst state functionaries about the notion of 'quality' and the requirement to advance the quality of education in primary and upper primary classes. School-community interaction in terms of community participation has increased which ensured the attendance of students and provided adequate facilities through cooperation. The interactions generated deliberations and reflections among the major stakeholders on matters pertaining to improvement of quality. Subsequent to the introduction of LGP School Development Monitoring Committee (SDMC) started participating in an effective manner in school activities which ensured the delivery of Guaranteed Learning and made the teachers more responsible in their pedagogic

practices. It facilitated self-assessment to identify problems in the schools and promoted focused efforts towards remedying them by constructing self-correcting mechanisms. The practices such as remedial teaching and group learning made the relatively weaker students to improve their performance. Child-wise, class-wise and subject-wise evaluation put pressure on the management to improve the overall school environment and also to focus on teachers' professional development. External evaluation played a key role in the whole scheme of Learning Guarantee Programme and also acquainted schools and district functionaries on the academic achievements of the children. The programme facilitated better communication and networking among parents, teachers and officers of the education department. The scheme Learning Guarantee Program helped in improving the quality of learning in urban areas.

10. Summing Up

The present chapter "Quality in School Education: Conceptual Understanding" made an attempt to understand the conceptual framework of quality at grassroots level. Since the study focuses on quality of secondary school education, it is compulsory to know the importance of quality in education, before going to the deep discussion on quality of school education the study has discussed about definitions of quality and how it implies in education sector. It also discussed about quality constraints in education and dimensions of quality of education from national and international perspective. Furthermore, the study has used UNICEF (2000) framework for analysing quality in school education. As per the UNICEF's interpretation of quality in education, the study also discussed five dimensions namely "quality learners, quality environment, quality content, quality process and quality outcomes". It presented a data on education index from 1980-2013 and it provided the data of expected years of schooling in terms of male and female ratio. It also touched briefly upon issues of high rates of repetition and dropout in developing countries and further extended to discuss readiness for school by children and parents to improve the quality in education. It also discussed the establishment of DIET's for improvement of quality teaching and implementations and improvement of quality education under SSA and RMSA. Overall, these studies highlight the present scenario of school education and need to improve the quality of education. Improving the quality of education certain indicators (teacher, infrastructure, syllabus, teachings aids) and

mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the Government to implement several polices which improve the enrolment in school education. These studies have identified several factors influencing the deterioration of quality in public schools.

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Chapter-3

School Education Policies in India: A Review

The present chapter deals with the school education policies in India with reference to various developmental policies taken by the Indian government since pre- and post-Independent India. It also discusses about various policy issues taken by the government to promote the equality of education and education being one of the most powerful weapon to overcome the under development in any society. Education leads to eradication of illiteracy, poverty, and economic transformation (Dewey 1915) and how the policies would take part in improving the quality of education.

India had strong educational background even before the British rule (Singh 1969), many polices such as Charter Act (1813), Woods Dispatch (1854), Indian University Commission (1902), Government of India Act (1935), Sargent Report (1944) have been formulated for the betterment of school education. The present study discuses major polices, which focus more on quality improvement. In post Independent India the Constitution has strongly emphasised on the child rights and their education and the state should be responsible to protect the interest of future generations. Moreover, for the development of school education the Government has been formulating many policies since the post Independent India, the key polices introduced by the state government and their implementation is discussed in this chapter. Table 3.3 highlights provisions in the Constitution for women and Scheduled Castes, as well as other education policies which are provided by Indian government. It begins by noting key articles in the Constitution, followed by provisions made by the government through various policies, commissions, and committees in detail. The chapter discuses about “University Education Commission (1948–49)”, “Secondary Education Commission (1952–53)”, “National Committee on Women’s Education (1958)”, “Education Commission (1964–66)”, “Committee of Members of Parliament on Education (1967)”, “National Policy on Education (1968)”, “Review Committee on the Curriculum for Ten-Year School (1977)”, Draft National Policy on Education (1979), “National Curriculum for Primary and Secondary Education: A Framework (1985)”, “National Policy on Education (1986)”, “National Curriculum for Elementary and Secondary Education A Framework (1988)”, “Central Advisory Board of Education Committee on Distance Education (1992)”, “CABE Committee

on Policy (1992)", "National Policy on Education 1986", "Programme of Action (1992)", "National Curriculum Framework for School Education (2000)", NCF (2005), and ends with "the Right of Children to Free and Compulsory Education Act (2009)" are discussed in order to provide an understanding of the efforts of government of India to improve quality in secondary school education.

1. An Overview of Education Policy in India

Policies are a standardised norm or thumb rule to direct decisions and achieve rational conclusions to the nation (Prasenjit 2014). It is considered as an important tool of the government to achieve better outcomes in a fixed time periods. In the same way, education policy is a collection of laws and rules based on systematic norm to achieve defined goals to provide quality of education to the country.

It reflects on the objectives of the government, the strategy to be adopted and the programs to operationalise by the policies. The present chapter contains an overview of the educational policy in India and particularly school education policies are presented in table 3.1. An overview of educational policies to understand the government role, responsibility and commitment and also understand their efforts to achieve certain tasks in the education system, further the objectives, goals, aims and programs initiated by government to attain the long term goal and its achievements have been observed here.

In this situation, many committees and commissions have been revising educational problems and reforms in India. Their discussions, reports, and recommendations have formed the foundation for the NPE 1968, and the NPE Resolution of 1986. At the beginning of 90's Prof. Ramamurthi committee, 1992 (review committee on NPE 1986) was to review the NPE 1986. These policies are pathways to educational development in post and pre- Independent India.

Along with these polices several committees and commissions are discussed in this chapter to understand the present school education system in India. The 1986 policy encouraged the use of emerging sectors like Information Technology in education, which lead to an expansion following the emergence of the technical education sector. Even though, the 1986 policy focused on the commercialisation of education, the rapid burst in numerous private medical institutions and engineering colleges. According to educationists, it has only led to further push in the increase of capitation fee (Narula 2006). The extent to which the government has been successful

at implementing the above mentioned polices to improve the quality in education and especially in secondary school education is highly questionable. The below table 3.1 highlights the policies which are effectively implementing and improving quality in school education.

Table 3.1. Major Policies on Education

Year	Name of the Policy	Major challenges
1968	National Policy on Education 1968	• Free and Compulsory education of all the children from 6-14 years. • Development of langue, • Equalisations of educational opportunities, • Work experience and National service and • Establishment of Navodaya schools.
1986	National Policy on Education 1986	• Removal of disparities it equalize educational opportunities, • Introduction of vocationalisation of education through, skilled man power, opening of special schools with hostel facilities, and • Modernisation of curriculum and improvement of examination system.
1992	National Policy on Education 1986 (revised)	• Equalisations of educational opportunities. • Focus on change of curricula, text books, in-service training and orientation of teachers. • It has encouraged woman participation in vocational, technical and professional education. • Provided hostel facilities for scheduled caste students at district headquarters. • Recruitment of scheduled caste teachers. • Residential schools and Ashram Patselas for scheduled tribe students.

Source: (GoI 1968), (GoI 1986), (GoI 1992).

2. The Education System in India

Education is measured as the key driving power for the development of a nation (Singh 1969). No state has made good growth in development and equality of life with in people in absence of quality of education and educated societies. Therefore, education is an integral part of development for the nation (*ibid*)**.** Generally, education is known as the fundamental right of the society and it enhances the quality of humanity and dignity. The Universal declaration of human rights was introduced in Article 26 in 1948.

> "Everyone has right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally available and higher education shall be equally accessible to all on the basis of merit." (UDHR 1948).

Moreover, education can be reflected as the instrument that can bridge the social revolution and economic transformation of the country. Subsequently, it indications the country in the path of improvement. In the same way, it plays the key role, in the overall process of development like social, cultural advancement and economic betterment. The above universal declaration of human rights, declared that education can support overall development to every child and it provides quality of life. Hence, educational status is very low, then the quality of life goes down and vice versa. Substantially, after Independence, the Government of India started to improve literacy rate in the country. The first three five year plans focus on to the school education. The literacy rate in India which was barely 18.33 in 1951 according to census report, hardly improved in the year 2011.

An effort to create a complete view on education was made in 1986. The NPE-1986 was a milestone in the Indian education history. As regarding to Varghese and Tilak (1991) the NPE-1986 visualised the role of education serves as a dynamic, lifelong, cumulative, development for the enhancement of educational opportunities and providing the diversity of learning for various sections of the society.

The NPE-1986 predicted development and expansion of education through abolition of discrepancies in access and stresses on enhancing the quality and relevance of education at all levels. It also stressed that education plays a positive and interventionist role in mitigating social and regional imbalances and thereby empowers society.

Table 3.2: Literacy Rate

Census Year	Persons	Male	Fe male
1951	27.16	18.33	8.86
1961	40.40	28.30	15.35
1971	45.96	34.45	21.97
1981	56.38	43.57	29.76
1991	64.13	52.21	39.29
2001	75.26	64.83	53.67
2011	82.14	74.04	65.46

Source: (GoI 1951), (1961), (1971), (1981), (1991), (2000), (2001), (GOI 2011).

Education in India is a concurrent issue, It's a joint responsibility for both the central and state governments and educational rights are provided for within the constitution (GoI 1949). The NPE 1968 and, successively, by NPE 1986, resolutions were prepared to approve a regular structure of schooling all over the country. The common structure adopted throughout the country is usually known as the 10+2+3 composition. In the common structure of education, students need to complete ten years of schooling and the secondary school education is successfully completed when the students finish tenth-grade.

Expansion of courses starts at the higher secondary level. The student qualifies for entry into university by successful completion of higher secondary or grade twelfth public exam. In this education pattern first eight years of schooling is termed as primary and upper primary education, and this eight years of education can be broadly linked with the free and compulsory education period of 6-14 years of age group. Followed by ninth and tenth class are called as secondary school education, finally, eleventh and tweelth class are comes under higher secondary school.

3. History of Indian Education

History of Indian education dates back to earlier days of civilization. In olden days, education was provided by a *Guru* at his residence named *Gurukul*. The ultimate purpose of education in the G*urukul* system of education was to make a man complete in all the senses. To achieve this end there used to be shastras and sutras which guided the teacher and student in terms their respective duties. According to Mehrotra (2006) *Gurukul* system was one of the ancient education on the earth and it

was devoted to the maximum principles of overall growth of a child. The *Gurus* had vast knowledge and also knew how to explain the most difficult of the things. There was no standardised curriculum in the *Gurukul*. The pedagogy and curriculum was designed by *Gurus*. There were no printed books; *Guru* will decide day to day content. Since acquiring objective knowledge was not the objective of education, students were taught various subjects such as religion, scriptures, literature, philosophy, warfare, medicine, and astrology which are believed to result in self-fulfilment.

Ancient Indian theory of education believes that the acquisition of knowledge depends on the training of the mind and the process of thinking inculcated during education (Wingo 1975). As self-fulfilment was one of the important tenets of the Indian education, the students used to educate themselves and achieve their own mental growth. Education was free in *Gurukul,* but students could make contributions called as a *Gurudakshina.* In the course of time, the caste system became prominent in the society and eventually the *Gurukulas* started to lose their autonomy. They were changed into a residential school. Those are only for the elite people in the society. Gradually, *Gurukul* have shaped as universities namely Nalanda, Takshasila, Ujjain, and Vikramshala Universities. These universities had made great contributions to the society and run by their own curriculum and pedagogy, instructed with separate system of teaching value ethics. With the growth of such universities, girl's education also started gaining prominence.

4. Policy Perspective in Pre-Independent India

An effort to standardise education at the state level was made in 1813. At the same time, East India Company was rapidly growing and firmly strengthening its political hold in India. East India Company took up the responsibility of regulating education through a Charter Act of 1813, which aimed at designing a more organised policy to enhance the quality of education. By imparting education in English, British government covertly imposed Christianity on Indians. These schools used to provide education free of cost and had the purpose of expanding English education and converting Indians to Christianity. At that time literacy rate was very low that is only about seven per cent (Sharma 1998). Numerous schools were opened by Christian

minorities institutions with English is instructional language. With the English medium many of the Indian students are getting into government jobs.

India had an effective centralisation of legislation and finance by the Charter Act of 1833. A norm of competition for Indian civil services was provided by The Charter Act 1833 for the first time. The Charter Act of 1833 merged for the first time a principle of competition for Indian civil services. The Act started Indenisation in services, which permitted Indians for higher posts on the basis of their ability and quality. Later the policy of liberalisation and Indenisation was approved. In 1835 Lord Macaulay has come out with his minutes. By the time English was the medium of instruction, Macaulay suggested the use of mother tongue as the instructional language and he strongly believed that it would improve the quality of education significantly. Macaulay's minutes had changed traditional Indian education system and imposed the western knowledge by teaching science and literature. During that period British planned to educate a small section of upper and middle classes, to create class differences in the society. After several debates, finally in 1854 standard curriculum was included in the study of English literature and language, mathematics and science (Mookerjee 1994).

> "Over the course of the nineteenth century, the indigenous system of schooling in British India was replaced by the new state system of education developed by the East India Company till 1857 and was controlled by the British Crown from 1858 to 1919. Under the indigenous system, schools were of two types—elite religious schools geared toward students interested in a lifetime of higher learning and local elementary schools where village boys were introduced to the three R's in the vernacular medium. But without official patronage from the company, both elite schools and local indigenous schools declined over the nineteenth century". (Chaudhuri 1964).

They started schools in two types, one for elite religious group, and second one is for local village boys. But both schools are declined over nineteenth century. In 1854, the beginning of the nineteenth century the court of directors started educational reforms in India. Charles Wood prepared a dispatch on an educational system for India. The first official document to present a national education policy, considered the *Magna Carta* of English education in India. Woods Despatch has put an effort to following measures to improve the literacy rate increased the middle schools, encouraged the girls education for that he starts girls schools in Madera's presidency. Woods has stressed the importance of training of teachers for all types of schools. With a greater attention to improve quality in education, it has brought in English as medium of instruction in higher education and vernacular languages at the lower

level. Furthermore, Woods Education Dispatch demanded review report of government inspectors to measure the quality output. A comprehensive system of scholarship was introduced first time in the British Indian education system henceforth; connect lower schools with higher schools and higher schools with colleges. Aikara (2004) has found that, this paper was the first complete plan for the spread of education in India. Bellow listed are some silent features of Woods Dispatch.

1) Constructed separate department for administration of education,
2) Established universities in presidency town,
3) Increased number of high schools and existing colleges,
4) Started medium of instruction for higher education and mother tongue for lower level,
5) Focus on teacher training,
6) Stressed on female education and established middle schools,
7) Started stipends, scholarships, for encouragement of students,

During the mid-nineteenth century few female schools are established with the initiative of machineries and few Indian aristocratic families. During those days female education was not much progressed.

In 1882, the first Indian Education Commission was appointed and Sir William Hunter chaired the Commission and thus it is called Hunter Commission. It suggested several modifications to primary and secondary education in order to improve the quality in school education. The foundations of modern Indian education can also be traced back to the recommendations suggested by Hunter Commission. The committee's main objective is Government should take entire responsibility of primary education to improve quality. Due to Hunter commission, there was a raped growth in Indian education system (Prasenjit 2014). Vocational and adult education is still valid today which were implemented based on Hunter commission. Indian government had accepted the recommendations of the Hunter Commission and changed primary education to the Municipalities and district boards as directed by the commission. According to Jayapalan (2000) after implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 was showed by the number of students are raised from 22 lakhs in 1882 to 32 lakhs in 1901. Whereas the situation in secondary schools this number

increased from 42,993 in 1886 to 6,33,728 in 1901. After implementing the recommendations of Hunter commission, in 1902 Indian universities commission was formed. Various aspects relating to the universities such as the scope of the university, administration, and examinations (Dutta 2008) had been reviewed necessary recommendations were made and to improve the quality.

Gopala Krishna Gokhale introduced a bill on 1911 initiative of the free and compulsory education for all Indians. Several other committees and commissions were established in the same year to improve education system in India. However, the government of India Act of 1935 was the most significant initiative by the government as far as the Indian education system is concerned. It stresses more on the improvement of quality of education. Another report called Sargent report was let out in 1943-44; it also played a significant role in strengthening the Indian education system. The report (1944) on the post-war educational development in India was mostly concentrated on the quality side of secondary education and it was an eye-opener to the government. The committee pay an attention on teacher's training, physical education, education for the physically and mentally handicapped. In 1945 an education department was established at the centre and 40 crores of rupees were sanctioned under this report to strengthen and improve the quality in the school education system. The report emphasised on the basic interests and needs of the children. The idea of providing free and compulsory education for children first appeared in this report. It suggested that the government should provide universal free and compulsory education to all children (6-14 years) and the same report also has emphasized on pre-primary education (3-6 years).

The Sargent report introduced applied science, industrial and commercial subjects for all secondary school students; it has given more importance to girls education and instructed home science for girls. Through the Charter commission teacher training institutions were established. Moreover, the Sargent report has suggested that the refresher course for trained teachers. Ghosh (2009) has concluded in his book there were 1.72 lakhs schools established in the year 1946-47. It means impact of charter act has given more improvement in quality of school education. The present educational analysis is starting from Charter Act 1813 to Sargent Report (1944) list of programs have discussed various educational reforms. Especially, the report was known as post war educational development in India. For the convenience

of the students, they started schools in full time and part time. Focus on technical and vocational education. Established schools for health and adult education and started employment exchanges. Improved student teacher ratio by elementary 1:20 and secondary students 1:30. It has started junior and senior technical institutions, two years of intermediate courses and recommended for launching of University Grants Commission. All the above mentioned reports committees and commissions are streamline the Indian education system. The study is continuing to discuss that the committees and commissions which are implemented after independence.

5. Education Committees and Commissions in Post-Independent India

After Independence India has made various developmental policies and programs to combat the changing socio-economic needs of the country. Some of the commissions and committees are discussed below. Ghosh (2009) stated that the Educational expansion during the post-independence period marks the beginning of a state supported modern education. Various schemes and incentives offered by the government to encourage the people. After independence (1947) the Indian government's first initiative regarding education system was Tara Chand Committee, 1948. The Committee more focuses on secondary education. It suggested that secondary schools should be multilateral but it should be unilateral depending upon the local conditions and circumstances. The Committee has appointed a commission in order to investigate the problems of secondary school education.

5.1. The University Education Commission (1948-49)

Sharma and Sharma (2000) have stated the book 'History of education in India' that the University Education Commission was formed in 1948-49 and Dr. S. Radhakrishnan was appointed as the chairman. The Committee is also known as Radhakrishnan Commission. The purpose of the Commission was to examine the university education and suggest necessary changes in collegiate education. The major recommendations of this Committee are: Higher education should have three main objectives, 1) Central education, 2) Liberal education, 3) Occupational education. The committee took a decision that colleges should not be overcrowded so as to provide better quality of education, there should not be more than 1000 students in each college. If the class rooms are overcrowded it will impact the learning, then quality learning was not possible (Carlson 2000). The commission also highlighted

the 10+2 educational structure. At the time of independence in 1947 education system met many challenges.

Moreover, the secondary education was the weakest link in the whole structure of education (NPE 1986). A study conducted by Tilak (2006) reveals that in 1950-51, only 12 per cent of the population were literate, about 45 per cent of the children aged 6-11 and 10.8 per cent of the children were enrolled in the school. At this period girls drop outs are very high due to work for their families. The first five year (1951–56) plan allocated 7.2 per cent of public expenditure spent on education (GOI 1951) dropout rate was decreased in the first five year plan period. The main objective of this commission was to investigate pitfalls of university education. By the time university education in concurrent list and started rural Universities. Another, recommendation of this Committee was to implement, the medium of instruction should be in English for higher studies to improve the quality in higher education.

5.2. The Secondary Education Commission (1952–53)

It was popularly known as Mudaliar Commission. It made suggestions for restructuring and reorienting the secondary education. The recommendations of the commission have set the pace for transformation of education in this field (Ghosh and Ghosh 1997) and it suggested measures for the modifications of numerous aspects, such as curricular, teaching method, teachers training, examination system, infrastructure facilities, administration and control and tutorial system. The commission has also highlighted that at the secondary level a student should study at least three languages, the mother tongue or the regional language, the national language and a foreign language. The recommendations of the commission set the pace for transformation of education in this field (*Ibid*) and it suggested measures for the modifications of numerous aspects, such as curricular, teaching method, teachers' training, examination system, infrastructure facilities, administration and control. And also the committee advised that the regional language or mother tongue of the student should be the medium of instruction and it stresses the need for moral as well as religious education.

The committee has expressed concern over deteriorating standards of education, the commission suggested that the recruitment of teacher should strictly be based on merit. The secondary education commission stated that the secondary

education a terminal stage as well as a preparatory one for higher education. As an analysis of Kabir (1955) found that measurably there has been a notable expansion in secondary education since Independence. After Independence the total number of secondary schools in India was very less in number, i.e. 12,500 then, slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from less than three millions in 1948, to 6 million by 1954. The quality improvement interventions took place by the Indian Government, stared teacher training institutions in every district headquarters (Ghosh 1995). According to Havighurst (1978) there was a large number of students began to attend post-secondary institutions in 1960. The study concluded that approximately there were 8,000 students joined in the secondary and higher education. The commission main focus was to draw student's attention towards education and inculcate awareness among parents.

5.3. The University Grants Commission (1953)

The University Grants Commission was established in 1953 and was given an autonomous statutory status through an Act of Parliament in 1956. In the same year 1958 the Committee on Financing Educational Development was also established. The committee was concerned with financing of education in India at the different stages of entire education system.

5.4. The Kothari Commission Report (1964-66)

In 1960s, although education was recognised as a strong descriptive variable for the differential levels of socio-economic growth of nations, there were some visible policy shifts towards increasing investment in education. Indian Education Commission (1964-66) was chaired by Kothari hence, it is also called as Kothari commission. It recommended an internal transformation through education to develop life skills, the desires and needs of the people, a qualitative improvement to raise its standards and development of educational facilities on the basis of human resource requirements and also suggested equalisations of the opportunities in education. The commission introduced the work experience which includes manual work and stress on moral education. It has observed and suggested that the ideal size of the school for pre-primary school four or five teaching staff and strength of the school was 160 or 200, and a higher primary school need to appoint seven or eight teachers including

headmaster and an enrolment of 300-400. Another important recommendation is that the general rule for distance of school from home of every child is should be establish within a mile for lower primary school, and a higher primary school with in a three miles. The government of India (1971) statistical reports had revealed that only 21.04 per cent of the primary schools in the country have four or more than four teachers. Moreover, the commission specially stressed on trained and qualified teachers in the schools. Vocational education was emphasised in secondary schools. Hence, there is an explosion of knowledge, particularly in science and technology. The appointment of a commission was therefore felt to meet this challenge. Major recommendations for this report are:

1) Stress on science education,
2) Maximum utilisation of school facilities,
3) Free text books at the primary stage,
4) Adequate number of scholarships,
5) Residential facilities in schools,
6) Learning while earning,
7) Reduction of wastage and stagnation should be laid down,
8) Education of the backward classes,
9) Moral and religious education
10) Co-curricular
11) Evaluation.

All these inputs have been taken care of by the government since 1966 for providing quality education for the people. After implementation of the suggested policy interventions, we have achieved 21.97 per cent enrolment in school education (GoI 1970). The quality of secondary education system has raised after implementation of Kothari Commission. Educational expenditure at the time of Independence was about 11.6 per cent that was increased by 1965 very minimum amount of 2.6 per cent, but there was little increase at the enrolment 40 per cent of the children at the age group 14-17 are at secondary schools (Naik 1970). Looking at historical trends in development of education at various levels, particularly during the decade of 1970 the focus was mainly on stress on science education, development of school facilities, residential facilities in schools, and scholarships aspects. Moreover, the commission felt poverty and illiteracy of the parents played a vital role in the

children dropout rate from the schools. Considering the above aspects, five per cent of the secondary school students received scholarships through the commission (Tilak 2006). Furthermore, the commission has given importance to improve the facilities and infrastructure in schools, to develop the quality and minimise the dropout rate. Lack of infrastructure was the most glaring issue in the school education. The students encounter numerous problems like under maintained buildings, absence of sanitation facilities, poor drinking water and broken down or damaged classrooms. Majority of primary and upper primary schools are found to be running under temporary shelters in the absence of building in rural areas (Mohanty 1990). To overcome the above issues, the commission has suggested that an additional 6 per cent of national income should be spent on education. It has increased 16.28 per cent by 2015. The commission set great stress on vocational and proficiently education. Apart from education, earning while learning concept has introduced by the Indian education commission through vocationalisation of education. In addition to that, the commission suggested various policies and principles for the upliftment of school education and to advice over the national pattern of the education to the government.

The commission visualised that total enrolment would increase from 70 million in 1965 to 170 million in 1985 and educational expenditure INR 6,000 million in 1965 to INR 47,000 million in 1985. Educational expenditure would be increased based on the proposition of national income from 2.9 per cent in 1965 to 6 per cent in 1985.

The work of the Kothari Commission is an important sign post in Indian educational structure played a significant role regarding the financing of education. The Kothari Commission offered some guidelines and general observations which planners of education and the policy-makers should bear in mind. Concerning to quality of education, the report suggests that the quality education is critical for national development and the nation must be ready to pay for the quality. The foremost programs for qualitative improvement are Increasing the social, economic and professional class of teachers, Improving the quality and scope of teacher education, In-service programs, Radical reform especially in science and mathematics, Rapid enhancement in the way of teaching and assessment, and Providing quality textbooks and other teaching materials, are the main objectives to improve the school education as well as nation. The commission has rightly revealed

that there are several different issues that influence the quality of education and subsequently the affect on the national development. The committee also emphasised that ability and nature of the teacher are the most important elements of the quality.

After Kothari Commission, the Committee of Members of Parliament on Education (1967) was constituted by the Indian government to achieve the following objectives: (1) To accept the Report of the Education Commission, 2) To make a draft statement on the National Policy on Education and (3) To select a programme for immediate action. After 1967, National Policy of Education came into effect and the following section discusses it in detail.

5.5. The National Policy of Education 1968

Based on Kothari Commission's (1964–66) recommendations the National Policy of Education 1968 was formulated. It focused on mitigating the inequalities in the education system in India and on the enhancing the quality of the school education at secondary level. Retention was considered to be important than enrolment. The study made by Naik (1970) had found that during the period 1950 to 1968, The number of primary schools increased significantly, but eventually the retention rate fell to 35 per cent in 1967-68. This is the evidence to say that the desired outcomes of the policy were not realized at ground level. To address these issues, NPE had included the following features.

5.5.1. Salient features of NPE 1968

1) Free and compulsory education at elementary and primary level
2) Improved status, remuneration and training of teachers
3) Developing language education
4) Equal educational opportunities at all levels
5) Identifying talent in students and teachers
6) Work experience and National service
7) Science Education and research
8) Education for Agriculture and Industry
9) Developing Books and Teaching Materials
10) Examinations and Evaluation
11) Education at Secondary level
12) University education

13) Part time and Correspondence Courses
14) Enhancing Literacy and Adult education
15) Emphasis on Games and Sports
16) Education of Minorities and marginalised sectors
17) The Educational Structure, are the main principles to develop the country taken off by NPE-1968.

According to Dutta (2008) the Policy directs the government to assure equal opportunities in terms of education to every citizen of the country. The policy focused more on the progress of science and technology, and the imparting moral and cultural etiquettes among the students at early ages. In accordance with the guidelines of the Education Commission (1964–66) the government has taken an initiative to offer "free and compulsory education to all children of the nation" which was also strengthened with the help of NPE. However, the policy resolutions were not implemented by all the states, for the simple reason that education was on the state list. In that way, taking this fact into consideration education has been brought under the Concurrent list as 25th item on 1976, through 42nd Constitutional Amendment Act.

There was a significant development during the third phase of the adoption of National Policy on Education by 1986, which strongly emphasised universalisation of primary education. The main objective of the policy was access, universal enrolment of children till they become 14 years old and considerable progress in the quality of education. Moreover, the policy took a decision to provide "free and compulsory education for all children" by 1995, irrespective of their caste, community and region across the country. But literature shows that the children from urban areas are not exempted from this policy. The major challenge faced by the Indian government in the mid 1980 was the stagnation of the system, both in terms of reach and equality (Jayram 1990). Subsequently, the implementation of the National Policy on Education 1968, there had been proved a significant expansion in the educational facility throughout the country at all stages. And also it was stressed reducing the prevailing wastage and stagnation. Subsequently, with twenty years of time period the second NPE 1986 has come out with extra precautions to strengthen the quality of education in India.

5.6. National Policy on Education (1986)

The Second NPE which was implemented by the Indian parliament in 1986, has served as a complete policy background for educational progress till today. Education has been continued to grow, expand, spread, and enrich its scope and coverage, since the drawn from long history of society (Kumar 2010). The National Policy on Education 1986 has been appropriately mentioned above.

> "Every country develops its system of education to express and promote its unique socio- cultural identify and also to meet the challenges of the times. There are movements in the history when a new direction has given to age-old process". (GOI 1986)

The education system in India has been undergoing continuous changes as per the necessities and desires of the people. India is still facing challenges from the continuing revolution in the world of technology and also relating to the quality of education. To eradicate the above problems, the NPE 1986 aims at a common educational structure (10+2+3) which is ensured throughout the country. Main focus of the policy was early child hood care and education, primary, secondary and vocational of education are the foremost areas to increase the quality of education. The policy has provided for environmental education, introduction of science and technology and vocational education to the secondary school children to enhance the quality of school education.

The introduction of Socially Useful Productive Work (SUPW) was another dimension of the policy (GOI 1986). The Commission had particularly drawn an attention to the teacher enrolment and work experience. Sharma (1998) has stated that after implementation of NPE 1986, teacher enrolment was high and there was a significant increase on teacher training institutions on the seventh five year plan period. The findings of the study made a comment on policy, stating that result of the transition from the world of school to world of work. It was true that, after implementation of vocationalisation of education at secondary level so that a large number of students are entered into industrial and in the field of agriculture .etc they stand their own. According to 1971 census (GOI 1971) the population of the scheduled Caste and Scheduled Tribes was 79.9 million and 38.0 million respectively forming 14.6 per cent and 6.9 per cent of the total population of India (Mohanty 1988). There was a study conducted by Orodho (2014) which reiterated that

educational opportunities and a consequential employment policy which tries to equalise economic opportunities to the Nation. The study found that equalise educational opportunities through three main programs: (a) expansion of facilities at all stages, (b) provision of free education at the primary and secondary stage, and (c) maintenance of low fees in higher education. In addition, there has been reservation of seats for the Scheduled Cast and Scheduled Tribe and also the provision of certain number of scholarships for weaker section of the community.

The National Policy on Education 1986 has outlined the policy for improving the quality of education and emphasised on the following measures;

1) Giving priority to open primary schools within the radius of one KM. The Constitution of school buildings to provide basic infrastructure.
2) Both residential schools and ashram schools to be established on a huge scale, for providing quality of education to rural and SC, ST, Back ward students.
3) Establishment of girls hostels for improving access to school rural areas and reduce the droop out rate.
4) Anganwadis, non-formal and adult education centers to be opened to eradicate adult illiteracy.
5) Educational facilities for physically and mentally challenged people.
6) Implementation of three language system for providing better quality of education.
7) Constriction of school buildings under the scheme of Operation blackboard, provision for at least two reasonably large rooms, along with separate toilets for boys and girls.
8) Under the same scheme (Operation blackboard) provision of at least two teachers, one among them should be female.
9) Work experience was more important in the policy. Provision of essential teaching and learning material, including black boards, maps, charts, a small library, toys and games and some equipment for work experience.
10) Technical and vocational education was given more importance at the secondary school level for improving employment opportunities.

The NPE 1986 was marked as a major breakthrough in the history of Indian education. The whole policy was devoted to improve the quality of education to the nation. It laid stress on the uplift of Scheduled Cast / Scheduled Tribes and other backward sections. The central focus is on educational development of SC/ST to equalise with each section of the society at every level of education (Varghese and Tilak 1991). The policy documents spells out the strategies to be adopted in achieving the goals of equity. These were includes priority in opening school in backward areas and provision of other necessary infrastructure facilities. The major turning point through the NPE 1986 was vocationalisation of secondary education. Hence, the scheme was launched in 1988 to provide expansion of educational opportunities. The main objectives of the scheme were to enhance individual employability, and improve skilled manpower. Introduction of vocational education was a distinct stream, students should select occupations according to their interests. The scheme was revised in 2011.

The policy also proposed reforming curricula in the need of present educational system. The policy proposed to setting up the Navodaya Vidhyalayas in each district of the country, to create interest of the meritorious students from the rural. Through Operation Black Board an attempt was made to ensure that every primary school is provided basic infrastructure.

5.7. The Ramamurthi Committee, 1992 (review committee on National Policy on Education, 1986)

The major objective of the Ramamurthi committee, 1992 (review committee on National Policy on Education, 1986) was to review the national policy on Education1986. The committee recommended appropriate changes required to the NPE 1986. The 1986 policy led to encourage the emerging sectors like Information Technology, which witnessed an expansion following the opening up of the technical education sector. Even though, the 1986 policy focused on the commercialisation of education, the rapid burst in the number of private engineering and medical institutions, according to educationists, has only led to further push in the increase of capitation fee (Narula 2006). According to the Yashpal Committee, the rapid expansion of private institutions has also, resulted in deterioration in quality in education system. The education system in India is not paced with global rate (Sharma 1998). To overcome the situation Ramamurthy committee has made

resolutions on secondary education to state the quality concerns in schools education on the basis of priority. The report stated that,

> "Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly In science, commerce and vocational streams. Boards of Secondary Education will be reorganised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Effort will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective In the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth". (POA 1992)

Moreover, the Ramamurthy committee has explained that, the secondary education is providing three types knowledge to the students i.e. science, social sciences and humanities. Through, the secondary school education students could get some understanding about constitutional duties and rights of citizens and also it will give necessary computer skills knowledge for better job opportunities. Furthermore, the secondary education will give proper understanding of work ethos, thoughtful understanding of culture. Through the secondary education any country can get valuable manpower, it will improve the economic growth of the country.

The word quality defines that how much and how well children learn and the extent to which heir education transform into a range of personal, social and developmental benefits. Quality cannot be improved by itself (Singh 1996). The improvement in quality of education requires changing in the training process of the school teachers, by providing adequate infrastructure facilities in schools, motivation among the teachers to transform the way of teaching to attract the students (Narula 2006). Moreover, the committee suggests that it is the responsibility of the *Panchayat Raj* to plan, implement and monitoring of all school-based programs. It also suggests to the Head of the institutions (at the institutional level), should be fully accountable for the micro-level planning and safeguarding universalisation of the secondary school education or vocational education for the girls. Those review should cover all the additional library books and reading material being suggested for schools, mainly those supplied by OBB. Government should provide good quality of education to

children with special talent, irrespective of their capabilities. And also advised that promote residential schools, Navodaya Vidyalayas, to provide access to education for the talented children all over the country. The main objective of the residential schools was to live and learn together, to develop their full potential, and, most importantly, to become facilitators of a nation-wide programme of school improvement.

Apart from the above mentioned programs, Government of India has created few more important Commissions and Committees for the overall growth of education in India. According to University Grants Commissions Report of the Curriculum Development Centre in Education (1990), there is a need to improve infrastructural facilities to school education system. Facilities like black board, chalk piece, teaching aids etc would support translating curriculum plans to academic activity for a standard of education and it leads to improving quality.

After the NPE 1986, a considerable number of programs were introduced in India for attaining of Universalisation of Elementary Education (UEE). During the 1980s and 1990s the efforts were more intensified by several interventions such as Operation Black Board (OBB), the Shiksha Karmi Project (SKP), the Andhra Pradesh Primary Education Project (APPEP), the Bihar Education Project (BEP), the UP Basic Education Project (UPBEP), Mahila Samakhya (MS), the LokJumbish Project (LJP), and Teacher Education, which put in place a decentralised system of teacher support through DIETs and the DPEP. The latest is the SSA and RMSA are centrally-sponsored scheme implemented in partnership with state governments for the UEE across India. The above topics are discussed in detail in the next chapter.

Through the mechanism of broad discussions the national policies are changed, in which all the states and union territories are involved. Over a period, commissions and committees are formed for examining the various aspects of education time to time by the central/state governments. Moreover, wide ranges of debates take place on several educational issues/problems nationally. The recommendations of various commissions, committees and national wide seminars, and the consensus that emerges during these national debates, form the basis for Indian education policies. The key concern of the GoI after the independence was education as a factor of vibrant development to the country. In this situation, Indian educational reforms and problems were reviewed by several commissions and

committees from time to time. Their suggestions, recommendations and reports have formed the foundation for the "National Curriculum for Elementary and Secondary education a framework (1988)." Perhaps, to improve the quality of education many policies for school curricula development and management practices have been established by the central government. Below Table 3.3 highlights that developments of key guided committees and commotions which are framed by the Indian Government. Let us try to understand the present scenario of secondary school education in India after implementation of these committees and commissions, and polices.

Table 3.3. Key Developmental Programs that Guided to Improve the Quality in Education

S.NO	Year	List of the Committee and Commissions.
1	1948-49	The University Education Commission.
2	1952-53	The Secondary Education Commission.
3	1964-66	Education Commission (Kothari Commission).
4	1968	The National Policy of Education.
5	1986	The National Policy on Education.
6	1987	Centrally assisted programs such as OBB and restructuring of teacher education launched.
7	1988	National literacy Mission.
8	1992	The National Policy of Education revised.
9	1994	DPEP
10	1995	Mid-Day Meal Scheme (MDMS) launched
11	2001	Sarva Shikha Abhiyan (SSA) launched.
12	2003	NPEGELP.
13	2004	Education Cess Introduced.
14	2005	National Curriculum Framework (NCF-2005)
15	2007	Eleventh Five Year Plane (2007-2012) for Improvement of Quality in Education.
16	2010	Right of Children to Free and Compulsory Education Act.
17	2014	National Youth Police adopted.

Source: (Jayapalan 2005), (GoI 2016).

6. The National Curriculum for Elementary and Secondary Education: A Framework (1988)

The National Curriculum for Elementary and Secondary education: A framework (1988) was established with the suggestions of the Ishwar Bhai Patel committee (1977). Moreover, the curriculum framework re-constructed the content and process of education for implementing the National Policy on Education 1986 and to improve the quality of education in all aspects of the education system. It has considered child as the builder of the nation for tomorrow. It is possible through a well-designed educational process through contribute to national building. At the early years of schooling the curriculum designed to basic intellectual, emotional and physical development of the child. It has addressed four issues which give a proper plan for quality education, 1) educational purpose, 2) educational experience, 3) administration of experience, and,4) learners assessment. The key aim of the National Curriculum Framework for Elementary and Secondary Education 1988 was to shape on the positive practices of the previous academic reforms and also it will reflect on the present situations.

The main features of curriculum framework are as follows:

1). Emphasis on the development of the human resources for the realisation of the national goals of development.
2). Broad based education to all the learners at the elementary (Primary and upper primary) secondary stages.
3). A common scheme of study for elementary and secondary stages.
4). The common core components comprising the following
   - The history of India's freedom movement,
   - The constitutional obligations,
   - Content essential to nature national identity,
   - India's common cultural heritage and,
   - Inculcation of the scientific temper are the some main futures of the curriculum framework.

The main emphasis of the curriculum framework was essentially on child-centered approach and development of human resources through achieving the national goals. The curriculum driven through its goals and objectives to overall

development of the child. The NFC-1988 was guided through, the different parameters like, social, cultural, economic, educational, and political.

> "The implementation of the curriculum framework remained uneven among the states and Union Territories. One of the reason for this was the lack of comprehensive plan to link the curriculum and learning, teacher training and examination reform. Another reason was the wide-spread disparities in the physical and human resources necessary for effective transaction of the curriculum in schools. The mismatch between the curricular objectives and the actual transaction of the curriculum in the classroom led to wide-spread disparities in the levels of attainment of pupils and in the standard of education among schools in different parts of the country". (GoI 1988)

Moreover, the implementation of NFC 1988 uneven distribution among the states and Union territories. One of the major cause for this was miss appropriate plan to link the syllabus and learning, training of teachers and examination reforms. Furthermore, the government has taken up the Central Advisory Board of Education Committee on Distance Education (1992) for the in-service teachers and the employees of the other sections for the continuing of education. It has chaired by Prof. G. Ram Reddy. As stated by Jha *et al.* (2008) distance education programs are very useful for in-service teachers to improve their academic abilities.

6.1. Yashpal Committee Report (1993)

According to the Yashpal Committee report learning without Burden (1993) the dropout is due to uncovered syllabus in the average classroom, it means that, reading the prescribed text book clearly with irregular observations are the significant reason for dropout. The committee also spoken about the condition of rural India, there are basic problems such as horribly poor condition of schools, teacher absenteeism could be the main problem of curriculum load. The report revealed that the high rate of dropouts has its origin in the curriculum. It takes away the component of joy and inquiry from school where children are learning which clearly shows the children leave school in the early years, absolutely, under the force of economic and social conditions. The report has suggested to reduce the academic burden on students, there is a need to increase teacher involvement in the textbook content. The content of the language text books should characterise child's life experiences. All the above suggestions are to reduce the burden on students.

6.2 The National Curriculum Framework (NCF) 2000

After Reviewing the NCF 1998, The National Curriculum framework established in 2000 and it argued for the national system of education. NCF 2000 has emphasised on reduction of curriculum load (Yashpal 1993) and improving quality of education to the nation, including the marginalised groups. It supports the three language formula and said it should be implemented. It strongly recommended that the native knowledge and children understanding and measured them as vital components of text books and educational practices. As school time is very important in everybody's life. NCF 2000, also, spoke about the quick improvement in this age, with changes and shifts in children's attitudes, capabilities, and interests that have brought together the content and development of knowledge. Most of the children spent 6–14 years at the school, it's a crucial period for their overall development. Considering the above mentioned point NCF 2000 strongly recommended that the improvement of teacher performance. It should be possible where the school having minimum infrastructure and material facilities and funding, are critical for improving teacher performance.

The secondary education is the stage which large section of the students will go into the world of work. The secondary level science curriculum which is framed by NCERT will develop scientific approach, skills and technical knowledge it would became groundwork for the future progression. Social science education was designed for secondary school students to understand human environment, develops the border perspective, empirical reasoning, and human outlook. The content will draw mainly from history, geography, economics, civics, and includes sociology. From the beginning all the committees and commissions are emphasising the medium of instruction should be in mother tongue.

NCF 2000, spoken also about the quick significance of work experience and art education in the school curriculum. It has emphasised a solid requirement to modify the learning material in terms of the textbooks that focused on the elaboration of concepts, problems and exercises, activities, team work, encouraging thoughtful thinking and workbooks, teachers handbooks etc. The school library, as an academic space for learners and teachers, to develop their knowledge and connect with the extensive world. The NCF 2000, wanted to revise the textbooks from the standpoint of the right-wing. School education system, firmly based on rote-learning, was also

looked at. The major focus of the NCF was to improve the quality of education. Over the continuous discussions the NCERT came up with the new curriculum framework in 2005.

6.3. The National Curriculum Framework (NCF) 2005

Secondary school education is a pillar for higher education. To strengthen the secondary education government has put forward the continuous and comprehensive evaluation system in the school education. The UGC, the Board of Secondary Education and NCERT make substantial efforts to improve curricula at all levels. The NCERT has played a significant role in the development of the syllabus and instruction material for the schools which are run by the central government. But it is in the hands of the state government to accept or modify the material provided by the NCERT. On the other hand, the material provided by the NCERT is accepted by the state government due to the integrity and the participatory approach the NCERT follows. The cultural, economic, social, political and the educational reasons have directed towards the development of the National Curriculum Framework 2005.

It focuses more on creativity and the all-round development of the child rather than filling their brain with lots of information. It discusses on five major issues a) Learning and Knowledge, b) School Stage and Evaluation, c) Curriculum Areas, d) School and Class Room Environment, and e) Logical Reforms on School Education.

6.3.1 Salient features of NCF 2005

The main objective of NFC 2005 is to evaluate and define the minimum levels of learning and the accomplishments of the children at every stage of education. Attaining master level in all competencies. The salient features of NCF 2005 are

> "1. By including psychomotor skills and socio-emotional attributes to widen the scope of learners' assessment. 2. Aiming at qualitative improvement in education through assessment. 3.Using grades instead of marks.4.By including a mechanism of feedback for learners, parents and teachers in providing corrective measures for improving the attainment level of the students.5.Using various techniques, modes and tools of evaluation like paper pencil test, oral testing, interviews, rating scales, observation schedules and group and individual and group evaluation methods at different stages. By maintaining a comprehensive student portfolio based on situational and observational tests. 6. By reducing the extreme importance of paper pencil tests in assessment process.7. By introducing various simple and informal means of testing which reduce the anxiety and fear of exams. 8. Emphasis on child friendly and informal methods of

testing.9.Recording psychomotor skills related to co-scholastic areas like art, physical education and work experience.10.Formulating a profile of each learner's progress and development.11.Each school may plan the detailed scheme of evaluation in the sight if minimum learning outcomes couples with content.12. Assessment of key qualities such as cleanliness, punctuality and regularity, desire to serve, sense of duty, self-control, sense of obligation to environmental protection and democratic attitude.13. Humane and participatory evaluation.14.The difficult areas should be diagnosed and remedial instructions need to be arranged by continuously evaluating the learner.15.Rationalisation of the evaluation process for making it transparent by taking parents and community into assurance.16.Communicating the evaluation outcomes in a positive manner.17.Developing competency for self-evaluation keeping maturity level of children in view".

All the above mentioned and the experiences of the child in terms of knowledge and skills should be examined by the quality dimensions. All these points should take care about child's knowledge and their learning capabilities, assess the evaluation practices, observe curriculum areas, improve school and class room environment, and try to bring the logical reforms on school education. The NFC-2005 has changed traditional Indian teaching-learning process into contemporary system of education.

7. The Prominent Act of Right to Education

The 86th Amendment to Indian Constitution Act, 2002 introduced Article 21-A to provide free and compulsory education for all children with in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which characterises the significant legislation envisaged under Article 21-A. Which means that every child in the country have a right to full time education. It will provide certain essential norms and standards to the entire child to improve the quality in education.

The RTE Act came into effect on April first 2010. The title of the RTE Act includes the words free and compulsory. The meaning of free education that no child, should pay any kind of charges or fee to the school to the public school to complete elementary education. Compulsory education spells that to provide and guarantee admission, attendance and completion of elementary education.

> "The Right of Children to Free and Compulsory Education (RTE) Act (2009), which came into effect on 1 April 2010, enshrines in law for the first time the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the Act the state is liable for all direct and indirect costs of education, including tuition and the provision of uniforms and textbooks, as well as ensuring access to a place at a neighbourhood school, or alternatively free transport to the nearest school. The government is also responsible for students' ongoing

attendance and completion of their studies. Enforcement of the Act is to be monitored by central and state government child protection commissions. However, to encourage parent and broader community participation in school monitoring and decision-making, schools are required to form a School Management Committee (SMC) with at least three quarters parents and at least half women. SMC's are empowered to monitor the performance of schools and the use of government grants, to prepare school development plans and to fulfil other functions prescribed by state governments.

The Act stipulates a number of minimum standards concerning teachers and school infrastructure. All private schools are required to obtain a certificate of recognition from a government authority which requires that all standards notified in the Act be met within three years. Schools failing to do so will be subject to punitive actions. School buildings must be all-weather, have a kitchen for the preparation of midday meals, separate toilets for girls and boys, have access to safe drinking water and a library and playground. The student-teacher ratio is capped at 30 to 1 for grades one to five and 35 to 1 for grades six to eight. In addition, for each school offering upper primary education, at least one specialist teacher in each of the fields of social studies, languages and science and mathematics must be employed. All teachers are required to hold a minimum qualification, determined by state government rules, within a five-year phase-in period and are to be remunerated according to state government specified norms. All teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring. Teachers are also required to hold regular parent-teacher meetings.

To increase choice and to promote inclusive education system and classroom diversity, the Act requires all private schools to allocate at least 25% of places in first grade to government-funded students from officially-defined minority groups and economically disadvantaged backgrounds. Schools will be required to ensure that education is provided freely to those pupils until the completion of grade eight and will be reimbursed directly according to whichever is lower of the cost borne by the private school or the equivalent cost in a public school." (RTE Act 2009).

Furthermore, the Act emphasis to provide free and compulsory education until the student completion of primary education. It is facilitated free transport to the students. Ensure access to neighbourhood schools, sanction free text books and uniforms. It has encouraged parents and community to participate school monitoring and decision makings. The Act should provide infrastructure facilities and sufficient people teacher ratio. Teachers should work minimum 45 hours for a week, 200 days per year it guided to teacher should not engaged with tutorials.

Schools should arrange parent-teacher meeting at least three times in a year and teacher should hold the regular parent-teachers meeting. In a study conducted by Malik (2015) found that after four years of implementation of Act still there are no evenness about the Act in the parents and community. One of the biggest obstacles to implementation of the Act is pupil-teacher ratio i.e still 1:67 and lack of qualified teachers. The Act creates lot of impact on basic infrastructure such as school building, playground, library, kitchen, toilets and inadequate classrooms. It has reduced access

about 72 per cent schools are less than half kilometre far from their residential area. The study has revealed an eyes breaking situation that 83.75 per cent of the students are not allowed to use the toilets and those are locked. Hence, after implementation of RTE Act there was a lot of improvement in the access, increase in infrastructure facilities and reduce the retention. Furthermore, the study is continuing to understand the inclusive education policies for *scheduled caste, scheduled tribes* and backward classes.

8. Inclusive Education Policies for Scheduled Castes, Scheduled Tribes and Backward classes

The following discussion may help to understand the study on inclusive education policies for Scheduled Castes, Scheduled Tribes and Backward classes. There are several polices put forth by the Indian government. After independence, Indian constitution came to existence 26th January 1950, as the mirror of the nation. Some of the Article and provisions are specially made for education such as- Article 28, 29, 30, 45, 46 337, 350A, 350B, 351 etc. Indian constitution lays the basic outline for the directions of the development of the country as an independent nation.

The significant policies formulated by the government of India for the development of school education after independence and the schemes launched and implemented by the state those policies discussed briefly in this section. The below Table 3.4 highlights provisions in constitution for SC, ST, woman and minorities, as well as other education policies which are related to these group.

On 26th January 1950 with 395 article and nine schedules the Constitution of the Republic of India came into force. It is one among the best explained fundamental laws ever implemented. The security and equal right to all the citizens of the nation is pledged by the Preamble in the Constitution. Previously, the Central Government had to collaborate with the states to carry out the responsibility of the state in effective manner in terms of suitable policy outline, successful execution of development programme and effective delivery of technology. The educational development of this era has been drastically improved by implementing the above discussed policies and schemes which are framed by the government.

Table. 3.4. Inclusive Education Policy in India

Date	Action/Provision
1950	Constitutional Provisions • Protection of educational interests of minorities on grounds of religion, race, caste, language (Article 29(2) and for SC, ST, and other weaker sections (Article 46)
1968	NPE • "The policy called for rewarding compulsory education for all children up to the age of 14, as stipulated by the Indian Constitution, and the better training and qualification of teachers. • The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language. • The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six per cent of the national income".
1986	National Policy on Education (NPE) • Education for quality puts special emphasis on removal of disparities and equalizing access to those who have been denied education access (Point 4.1). • Education for women's quality "Education will be used as an agent of basic change in the status of women" (Point 4.2-4.3). • Educations of Scheduled Castes focus on equalizing education development of SC's with non-SC. Also scholarships scheme created for children of scavenging, flaying, and tanning families; careful monitoring of enrollment, retention, and completion rates; recruitment of SC teachers; provision of facilities to promote full participation of SC (Point 4.4-4.5)
1989	Scheduled Castes and Scheduled Tribes Act, 1989 (Prevention of Atrocities Act) • An Act addressed at reduce violence against SC/ST which provides Special Court for trial against such offences.

1990	Constitutional Establishment of National Commission for SC • The NCSC has extensive functions to prevent and protect both the welfare and development of SC. • "Empowers the State to make any special provision for the advancement of any socially and educationally backward classes of citizens or for SCs and STs. This provision was added to the Constitution through the Constitution (First Amendment) Act, 1951, which amended several Articles. In this Article as well as in Article 16(4) the term 'backward classes' is used as a generic term and comprises various categories of backward classes, viz., Scheduled Castes, Scheduled Tribes, Other Backward Classes, De-notified Communities (Vimukta Jatiyan) and Nomadic/Semi nomadic communities (**Article 15(4))".**
1998	National Commission for SCs • "Every state and every local authority within the state to provide adequate facilities for instructions in mother-tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities (Article 350 A)".
Dec 2002	Constitutional Bill (86th Amendment Act) • Free and compulsory schooling is named a fundamental right for all children aged 6-14 without any discrimination based on caste and other identities.
Sep 2003	National Program for Education of Girls at Elementary Level Program • It aimed at "enhancing the provisions of under-privileged/disadvantaged girls at elementary level". Key components include community mobilization, development of model schools, gender sensitization of teachers and curriculum.
Feb 2006	• The Department of Women and Child development was elevated to the status of Ministry at the Union level. They have since published a major report, "A World Fit for Children", which analyzes children's issues at the national and state level.
April 2010	Right of Children to Free and Compulsory Education Act 2009 • "Describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India. (Article 21A)".

Naseema (2002) provides a comprehensive list of Constitutional rights and the type of interventions for facilitating school access and providing quality of school education. Education has been detailed in various policies and program documents over the years. Indian Constitution strongly emphasises on the protection of morality and religion for the child and freedom of thought. The state has the prime responsibility to protect the child rights. Article 14 guarantees various opportunities in social economic and political sphere. The Article 15 has mentioned about the

discrimination against any citizen on the grounds of religion, race, cast and gender. Article 16 ensures equal opportunity in public appointment for all. Another important Article which needs to be discussed in this study is Article 21A. It was amended through the 86th Constitutional amendment Act in 2002 included that free and compulsory education should be provided by the state government to every children within the age group of six to 14 years (MHRD 2002). Article 24 mentions that the employment of any child bellow the age of 14 years is prohibited which includes work in the mines or factories and any employment which involves risk. Article 29 stands for Protection of Minorities interest, It mentions that the admission for any citizen into an educational institution should not be denied based on religion, race, caste, language.

Another important Article relating to education is Article 30. It stands for the rights of minorities to set up and administrate educational institutions. Article 39 stated that the state shall direct its policy towards securing the nation. It also provides that the citizens of India should have the sufficient means of livelihood without the gender disparities. With respect to education, Article 45 of the State Policy directs that the state should abide in the providing free and compulsory education for all the children until they attain fourteen years of age, within a period of ten years from the commencement of this Constitution. Article 46 of the directive principal of the state policy further directs that the state shall protect and promote the interests of the weaker sections in terms of their educational and economic interests, especially of that of the schedule casts and scheduled tribes and also protect them from social injustice and all forms of exploitation. Article 350 of the Constitution requires the state to make sufficient facilities for instruction in the medium of the mother tongue to children belong to minority groups at the primary level of school education. These are some constitutional safeguards with respect to the children for better future.

Expansion and democratisation of the education structure was required, the two main egalitarian goals, 1) Universalisation of education and, 2) upliftment of education of disadvantaged sections. However, the States superior promotional efforts have undoubtedly resulted in educational progress for the SC/ST particularly in sections where policy implementation mutual with the dynamism of reform, and most critically with anti-caste, Dalit, Tribal and religious conversion movements.

Around 16 per cent of the Indian total population belongs to the Scheduled Castes. There are marked state and regional variations in terms of these magnitudes. Punjab has the maximum proportion of 28 per cent Scheduled Castes. Out of the larger states excluding the North Eastern states, where most of the population is tribal, Gujarat has the smallest proportion of Scheduled Caste at 7.41 per cent. As pointed out by Beteille (2002), "it is not that easy to form a single consistent view of the present position of the Scheduled Castes due to the large regional diversity and the balance between continuity and change so uncertain**.** In the past the social condition of the Scheduled Castes was governed strongly by the ritual opposition of purity and pollution, the calculus of democratic politics has become important today. Caste and occupation were closely interlinked in the traditional socio-economic order, and the lowest manual and menial occupations were reserved for the SCs. The link has gradually been broken but not completely", due to emergence of caste free occupations. Arrival of new opportunities in rural employment, petty business and education based occupational and social mobility in rural and urban contexts have drastically changed the linkage between caste and occupation.

Economic exploitation, economic disadvantage and continued concentration in menial occupations continue to sustain and reinforce the degraded social position of the majority of the SCs. Scheduled Castes of rural areas are predominantly landless and impoverished agricultural labour. To overcome these situations education is the key factor, hence the government has put forth the several developmental policies and programs are implemented.

An integral element was recommended in schooling by the Working Group on Development and Welfare of the Scheduled Castes during the eighth five year plan (Chatterjee 2000; Kamat 1985). Most of the studies (GoI 1990; GoI, 1998; Kamat 1985; Velaskar 1986) carried out in the initial decades after independence and in particular, the landmark Report of the Commission of SC/ST of 1986-87 exposed that educational progress till the mid 1980's was slow and uneven.

9. Summing Up

This chapter reviews the development of education policy in India since pre and post-Independent India and discusses the recommendations of various committees. Education policy plays a very crucial role in promoting education.

Education was shifted from state list to concurrent list in 1976 with the aim to bring down the regional disparities across states in the country. Important issues relating to financing of elementary education such as share of education in GDP, allocation under Five Year Plans has been discussed in detail in this chapter.

This chapter also discussed about education system in India from the beginning of Gurukulas, and analyse their pedagogy and curriculum. At the time, the East India Company has took over the Indian Autonomy, and made policies to improve the quality of education starting from Charter Act 1813 to Sargent Report 1944 was discussed. Compared to the quality of education in the Vedic period, the quality has increased rapidly during the British rule. After implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 showed that the number of student enrolment rate rose from 22 lakhs in 1882 to 32 lakhs in 1901. However, the situation in secondary schools this number increased from 42,993 in 1886 to 6, 33,728 in 1901 (Jayapalan 2000). The Hunter commission had made recommendations on the lines of university scope, administration, and examinations (Dutta 2008) to improve the quality in education system.

The study also examined that various developmental policies and programs to combat the changing socio-economic needs of the country and improve the quality of education after independence. At the time of independence, the total number of secondary schools in India was very less, up to 12,500. Slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from very less in three millions in 1948, it was increased 6 million by 1954. The quality improvement interventions took place by the Indian Government, started teacher training institutions in every district headquarters (Ghosh and Ghosh 1997). The chapter discussed all the important policies right from "University Education Commission (1948-49)", "Secondary Education Commission (1952-53"), "National Committee on Women's Education (1958)", "Committee on Emotional Integration (1961)", "Education Commission (1964-66)", "Committee of Members of Parliament on Education (1967"), NPE (1968), "Review Committee on the Curriculum for Ten-Year School (1977)", "Draft National Policy on Education (1979)", "National Curriculum for Primary and Secondary Education: A Framework (1985)", NPE (1986), "National Policy on Education: Program of Action (1986)", "National

Curriculum for Elementary and Secondary Education A Framework (1988)", "Central Advisory Board of Education Committee on Distance Education (1992)", "CABE Committee on Policy (1992)", "NPE 1986: Program of Action 1992", "National Curriculum Framework for School Education (2000)", "National Curriculum Framework (2005)", discussed the "Right of Children to Free and Compulsory Education Act (2009)". Finally the chapter ends with Inclusive Education Policies for Scheduled Caste, Scheduled Tribes and Backward class and draw conclusions. Moreover, the study has concluded that all these educational policies have improved the quality in secondary school education in India.

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Chapter-4

Quality of School Education: Review of Educational Programmes

The current chapter deals with the various steps to ensure the quality of school education so far implemented through different educational programs at macro level. Since independence, India has framed and reviewed the National Policy on education three times. The first National policy on education implemented in 1968. It was formed by a comprehensive evaluation of the prevailing education circumstances and problems. Previous chapter has discussed various educational polices and commissions starting from pre-independent India to post-independent India basing on the recommendations of the Indian education commissions (1964). The NPE 1968, NPE 1986 and revised Policy 1992 by Prof. Ramamurthi have suggested various changes to improve the quality in secondary school education. After implementing the suggestions stated by NPE 1968, NPE 1986 and revised Policy 1992 there has been a drastic change in the quality of Indian education system. Along these policies there are several educational development programs was implemented by the Indian government from past seven decades. The study slightly discussed about five year development plans and how they had focussed on improving the educational plans to improve the quality in education. This chapter gives the overview of changes which have been improved for implementing above policies, committees and commissions.

1. Post-Independent Indian Developments on School Education

This study focuses on the development of school education after independent India. Five year national development plans guided the development of Indian Education system along with other sectors. To understand the present scenario of the secondary school education we must have glance past which caused serious obstacles in the development of secondary school education. There is no much development noted in the period of 1937 to 1947, but number of secondary schools has increased. In a study conducted by Narullah and Naik (1951) found that the focus of the secondary education in British era had many defects. The study has concluded that, it failed to build a national system of education and they over depended on English language and the methods which are adopted were not student friendly.

1.1. Tara Chand Committee

Moreover, the study need to discuss implementation of prominent committees, one among them was Tara Chand Committee which was formulated on 1948. It was the first committee constituted by independent India. The Committee stressed the secondary education, to improve the quality on secondary schools be multilateral (Sharma and Sharma 2000). It has discussed several secondary school problems like access, enrolment, dropout rate among girl child, SC, ST, and rural student, it has suggested strategies to improve the secondary school education to eradicate problems.

The main objective of the study is to study how the policies, commissions and committees are being functioning and the implementation of their recommendations. The study has discussed about merits and demerits of the Tara Chand Committee. It has found obstacles for school education and suggested that secondary school education should be encouraged from multipurpose to uni purpose education system. Its recommendations are implemented at both central and state government. The major contribution of the committee was implementation of the successive five year plans. The following are the major contributions of the committee

1) Suggested to setup the successive five year plans,
2) Increase the number of schools by the Indian government, for 14 to 17 year age group for secondary education,
3) Converted secondary schools into multi-purpose and,
4) Promotion of high schools into higher secondary school,
5) Provided adequate teacher appointments,
6) It has implemented that the in-service teacher education should permit through the agencies for extension-service departments and,
7) Sanctioned school libraries and provided facilities (lab) for science teachers.

These are implemented as directed by the Tara Chand committee.

The Tara Chand committee is the first educational development committee there is no clarity on responsibilities among state and central government. This is the reason why there is no much progress in the implementation of this committee. Further university education commission has framed.

1.2. University Education Commission

At the same time span the University Education Commission was formed in 1948-49 and Dr. S. Radhakrishnan was appointed as the chairperson. The main aim of

the University Education Commission was to explore and make recommendations with regards to university education (*ibid.*). The commission talked about teacher qualification, conditions of facility, and their salaries and encouraged original research in university education. And also, it measured the different phases of secondary school education and gave many significant recommendations to improve the quality and reduce the problems of secondary education.

At the time of independence in 1947 education system met many challenges (Vidhyanathan and Gopinathan 2001). In spite of all those issues, the committee has laid down assured aims for the development of education system in the country keeping in the view of previous traditions, the present circumstances and future goals of the country. The commission primarily focused on university education, then it focused on secondary education. The committee has suggested that there is a need to establish intermediate colleges which no in existence earlier. The committee has remarked that the secondary education in our country remains the weakest link in our education system and suggests that there is an urgent need to reform the secondary school education. The major recommendations of this committee, is about secondary education, it need to be strengthened. It suggested reducing the overcrowded classrooms in universities. The following list of points shows the major contributions of the committee.

1) Strengthened the secondary school education system.
2) Converted secondary schools into higher secondary schools (10+2).
3) Increased ample of schools from state and central level.
4) Improved infrastructure facilities at rural areas.

The university education commission has intended to improve the quality in universities education, but, it has also partly considered the secondary school education.

1.3. The Secondary Education Commission

The Secondary Education Commission established during (1952-53) popularly known as Mudaliar Commission. It is the most significant document in the history of secondary education development in India. It focused to strengthen the weakest link of the secondary education which is identified by the university education committee. The following are the major implications of the secondary education commission.

1) Introduced Tutorial system.
2) Mother tongue as the medium of instruction.
3) Recruited teacher on merit basis.
4) Promoted moral as well as religious education.
5) In-service program for teacher.
6) Improvement of infrastructure facilities, and also.
7) Improvement of facilities for science teachers.

A huge number of research studies have been stating that, the number of secondary schools was increased (Kabir 1995) and there has been a notable growth in secondary education since Independence. Moreover, the enrolment Diagrams rose from three millions in 1948, to 6 million by 1954 (Tilak 2006). The quality improvement interventions initiated by the Indian government, stared teacher training institutions in every district headquarters (Ghosh 2009). According to Havighurst (1978) there was huge number of students who began to attend post-secondary institutions by 1960. The study concluded that approximately there were 8,000 students joined in the secondary and higher education. The commission's main focus was to draw student's attention towards education and inculcate awareness among parents.

The secondary education commission did not speak profoundly about the tutorial system. As per directions of the commission secondary schools were up graded to higher secondary schools, but schools were running with same work force (Venkatanarayana 2009). Upgraded secondary schools into higher secondary schools as directed by the commission, but the schools are running with same workforce (*ibid*.). There was big debate where the secondary education committee is improving the quality on education are not (Naik 1979). The study has mentioned about the progress of secondary education commission as mentioned below.

1. Increased number of secondary schools to improve the quality in school education.
2. Huge development in the growth of secondary education due to increase in the enrolment ratio for a particular year.
3. Serious intervention took place in the improvement of quality in secondary school education because of the establishment of teacher training institution in every district head quarter.

After independence, mainly four significant committees are examined the problems of whole education and especially in secondary education which the study discussed above that the 1) Tara Chand committee (1948), 2) University Education Commission (1948-49), 3) Secondary education commission and 4) The Education commission 1964-1966. The study continuing the discussion about the education commission (1964-66).

1.4. The Education Commission (Kothari Commission) 1964-66

The Education Commission was formed in 1964 under the Chairmanship of Prof. Kothari. It envisaged an education system which is flexible in nature. future secondary school education system. The commission has given a new direction to Indian Education. The commission has suggested and introduced secondary schools education is of two types. One is lower secondary or high school that is for two or three years of general education or one to three years of vocational education and for the secondary i.e for higher secondary education two years of general education and one to three years of vocational education. These changes in secondary level of education have improved the standards. It reflected upon the whole spectrum of education.

The rapid growth in primary education by the time of post independent India caused to the expansion of secondary school education. Due to all these reasons the secondary education represents very weakest link in today's Indian education. Tilak (2006) has criticised our present secondary education system, the study has mentioned that the standards of teaching is very low and the content is not related to life experiences, it is conquered to examination and dominated to urban requirements. It is also criticised rote learning.

The study has identified six major problems faced by the present secondary education. Those are: finance, curriculum, examination, administration and management, need for guidance and, corporate life of pupils. The major reconditions of the education commission are,

1. Introduction of vocational education.
2. Stressed on science education.
3. Minimum scales pay for teachers.
4. Provided free text books until elementary level.
5. Maximum utilisation of school amenities.

6. Establish colleges in proportion to related to number of secondary schools.
7. Adequate number of scholarships.
8. Residential facilities in schools.
9. Learning while earning.
10. Education of the backward classes.
11. Establishment of school complex.
12. Introduced Co-curricular activities and Guidance and counseling programs.
13. Moral and religious education.
14. Evaluation.

All these inputs were taken care by the government since 1966 for providing quality of education to the Nation. After implementation of the suggested policy interventions, we have achieved 21.97 per cent enrolment in school education (GoI 1970). The quality of secondary education system has improved after implementation of Kothari Commission. Educational expenditure at the time of Independence was about 11.6 per cent and was increased by minimum amount of 2.6 per cent (Naik 1979) by 1965 but there was little increase in the enrolment i.e 40 per cent of the children at the age group 14-17 were at secondary schools.

Hence, the Government of India felt the need to reconstruct the education system in a comprehensive way recommended by the Kothari commission. This rebuilding of education was essential for the country's financial and cultural growth and also for national integration. This will involve a renovation of the system to make it more closely related to lives of the people, a continuous attempt to enhance educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, stress on the development of science and technology, and the nurturing of moral and social values in order to produce young men and women of character and ability committed to national service and development. Only then education will be able to play its significant role in promotion of national progress, creation of a sense of common citizenship and culture, and strengthening the national goals of education. The commission suggested a number of agendas and gave practical knowledge to reorganise and overhaul present education system, it powerful weapon of national development as well as national reconstruction. With the strong guidelines and recommendations of the education commission, it laid the foundations

of a National Policy of Education (1968) framed by Indian government with a futuristic vision.

1.5. The National Policy on Education (1968)

The National Policy on Education 1968 is based on the recommendations of the Education Commission of 1964-66. The main objective of the National policy on education issued in 1968, stressed on the eradication of differences or inequalities in the education system and on the improvement in the quality of the secondary school education. The focus was more on retention rather than enrolment. Moreover, the implementation of the National Policy on Education 1968, there has been significant expansion in educational facilities at all levels across the country. Therefore, now more than 90 per cent of the rural population have at least schooling facilities within one kilometre range. The study made by Naik (1970) had found that between 1950 to 1968, there was a significant growth in the number of primary schools, but records show that during 1967-68 the retention rate came down to 35 per cent.

> "The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to life of the people, a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and social values. The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities". (GoI 1968, 38)

The above paragraph discussed the formation of National Policy on Education (1968), the duties which the policy should take care about was explained. The main focus of the policy is to expand educational opportunities and put continuous efforts to enhance the quality of education in all levels of education as well as highlighted the expansion of science and technology, and also forming of ethical and social values. The main emphasis of the policy was to produce young men and women with extreme characteristics and abilities dedicated to national service by which national integration could be strengthened. The following are the salient features of the NPE.

(1) Free and compulsory education,

(2) Improving the quality of teachers, scale of pay and teaching methods,

(3) Development and safeguard of all the Indian languages,
(4) Equal of educational opportunities,
(5) Identification of gifted children,
(6) Science education and research,
(7) Provision of work-experience and National Service Scheme,
(8) Education in agriculture and industries,
(9) Production of books,
(10) Reform in the examination system,
(11) Reforms in secondary education,
(12) Education at the university stage,
(13) Part time education and correspondence curriculum,
(14) Expansion of Literacy and Adult Education,
(15) Sports and games,
(16) Education of minorities, and
(17) Change in the educational structure.

All these developmental programs are implemented by state and central government to provide quality of education to the nation.

Andhra Pradesh government initiated to develop rural areas and established AP residential schools in 1971 to educate the rural students with by the recommendations of NPE 1968. The residential schools operate in the spirit of *Gurukulam*. *Gurukulam* is an age old Indian schooling system where students live with the teachers in a secluded natural campus setting, away from public life. All exercises are carried out with close association of student-teacher relation. The scheme was a more focussed for development of rural areas. Hence, rural residents were made the eligible for the admission process. Therefore residential schools provide quality of education rather than the day schools (Oloo 2003) the greater difficulty faced by non-residential students was that the home environment not favourable for studying. Further other issues including long distances from school, bad companionship at home, lack of good accommodation and nutritious diet. Establishment of residential schools have given very successful enrolment (Prakash 1994) in rural areas. During the first five year plan, government of India attempted to start such schools but could not succeed.

However, there was an increase in pace of opening of Ashram school from third year plan onwards. Ashram schools were established for tribal children

particularly in sparsely populated interior undeveloped areas where no normal schools were available. The NFE scheme was started in 1979 to cater to the learning needs of children who are working and children who are under difficult conditions.

The NFE programme is aimed at the children of 6-14 years who are staying outside the formal education. According to Amit (2007) through the Non-Formal education every individual acquires attitudes, skills, values and knowledge. It will develop the life skills. These are also called community learning canters, no age limit for these schools. It gave way for great improvement in literacy rate at the end of the tenth plan period. Dropout rate in Andhra Pradesh (AP), i.e. boys 12.21 per cent, girls 13.25 per cent, total 12.72 per cent, in 2013-14, there is no gender deference in the dropout rate. After expansion in the number of schools and facilities in schools and the annual dropout rate at secondary level has come down by 17.86 per cent. However, the policy states that the quality of education is subjected to the quality and efficiency of the teacher.

The teacher is the key stone and arch of the national development. Hence, the policy established teacher training institutions in every district headquarters, and took decision for mandatory in-service teacher training for every five years and continuous training for each subject teacher once in a year. These are implemented through the national policy on education (1968). Second educational policy came to existence to improve the quality of education in India after a gap of 20 years. The committee has taken decision to prepare draft for the Policy.

1.6. The National Policy on Education 1986

The Draft for National Policy on Education was begun to be drawn in 1979 properly incorporating the following issues: the policy gave top priority to primary education, second to adult education and third to secondary education. Special focus was drawn for rural development through the medium of instruction to improve the quality of education. Learning should be through day-to-day life experiences. The policy has introduced new pattern of educational structure i.e 8+4+3 in place of already existing structure of 10+2+3. General and vocational education aspects shall be major parts at the secondary school education. Education pattern should be changed according to the present needs of the society. Medium of instruction shall be in mother tongue at secondary school level. The policy has encouraged to teachers to

do focus on research work. Pre-service and in service training should be arranged for teachers.

New policy was developed in 1986 and called for "to equalise educational opportunities and special emphasis on the elimination of inequalities" particularly for women, SC and ST communities. To achieve these, the policy entitled for providing scholarships, recruiting teachers from marginalised groups, adult education, and incentives for deprived families to send their children to school regularly, development of new institutions. The National Policy of 1986 was major breakthrough in the history of Indian education system. It has developed several quality improvement programs throughout the country.

In the beginning of 80's there were 56,323 secondary schools or higher secondary schools and 1, 23, 000 primary and upper primary schools in 1983 and the ratio is 1:2.5, The enrolment at secondary school level was 97, 45,519 and at higher secondary level 51,01,435 in 1983. It was observed that there is no school for 10 to 20 kilometres distance still there are many unserved areas in India where tribal population exists. As these areas are covered by desert or hilly terrain with low density of residency is not conducive to the enrolment of children into schools.

Hence, there was concern to reform led the situation during the seventh five year-plan period (1985-1990) to a numerous strategic improvement in secondary education system and its developments are marked by the implementation of the new national policy on education (1986). During the Eight Fiver Plan (1992-97) period several centrally sponsored schemes were being sustained for SC's, ST's and backward classes. Those are, 1) Post matric scholarships, 2) Pre metric scholarships, 3) sponsored aid to voluntary organisations, 4) Hostels for boys and girls, 5) Book banks, 6) Remedial coaching and allied schemes. All these programs are for giving special attention for weaker sections. Other than the above programs there are several general programs for the educational development like opening of new schools, continuing of NFE centres and continuing adult education centers, schemes of operation blackboard and, implementing reservations in educational institutions. The eighth five year plan has raised the employment levels. At the secondary level the policy laid down that access to education be extended to uncovered areas. During the period 1987-88 the number of secondary and higher secondary schools significantly improved. During 1987-88 to 1990-91 the enrolment Diagrams increased by 16.8 per

cent at secondary schools and 17.6 per cent at higher secondary level. Due to the impact of the policy there was huge increase in secondary and higher secondary schools. The secondary level enrolment was 54,845 in the year 1987-1988 and 59,468 in 1990-91. Higher secondary level was 16,460 and 19,151.

> "As a short term measure the State Governments would be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2.5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitations. As a medium and long term measure a programme of school mapping in each state for locating schools to cover all areas will be taken up. The technique of school mapping will be followed both for planning and implementation for location of secondary schools on the basis of clearly defined norms and standards. Special emphasis will be laid in this study on backward areas, areas predominantly inhabited by SC/ST and schooling facilities for girls. School clusters will be established with secondary school as its lead school and upper primary schools in the catchment area. The ratio of upper primary to primary schools will be attempted to be kept at 1:3 as recommended by the Kothari Commission. This programme would be taken up by NIEPA in cooperation with SCERTs. This exercise can be completed by 1988 and from 1989 onwards it could be implemented. By 2000 the unserved areas will be fully served. The funds required for this purpose which cannot be estimated now will be fully met by the State Governments only." (NPE 1986, 29)

The policy proposed for setting up the Navodaya Vidhyalayas in each district of the country, to provide best possible education to meritorious students from the rural background. Residential schools were constructed for SC, ST, and minority residential schools which were accessible, thereby leading to improvement of enrolment of these backward communities. Operation Black Board was an attempt to ensure that every primary school is provided basic infrastructure. As directed by NPE-1986 central government has established National Program for Education of Girls at Elementary Level (NPEGEL), and Kasturba Gandhi Balika Vidyalayas (KGBV's) exclusive for girls from SC, ST, minority communities. The developmental programs during 80's had impact on implementation of NPE 1968 and NPE 1986. But, it required modifications for further improvement of the policy was further modified in 1992 under the chairmanship of Prof. Ramamurthi.

Revised National Policy on Education elucidated that, the secondary education described about three types of knowledge to the students i.e. science, social sciences and humanities. Secondary school education students could get some understanding about constitutional duties and rights of citizens and also it gave necessary computer skills knowledge for better job opportunities. Furthermore, the secondary education gave proper understanding of work ethos, thoughtful understanding of culture.

Secondary education gives impetus for economic growth and gets valuable manpower for the country. The present study has given detailed explanation about the policy in the third chapter. The discussion is made to continue about the project which are framed by NPE 1986, and revised NPE 1992. The following are the basic educational projects which were suggested by NPE 1986 and revised policy 1986.

2. Best Practices Adopted by States

A couple of best practices have been practiced by states while actualising the Mid- Day Meal Scheme. Health Cards have been issued to all the children in schools of Tamil Nadu and Health day is also observed on every Thursday. Plants such as drum sticks and curry leaves are cultivated in the school premises for vitamin A supplement in children's diet. In the schools of Gujarat, Chhattisgarh and Madhya Pradesh de-worming medicines and micronutrients are provided to all the children. All the schools in Karnataka have shifted to gas based cooking. Along with Mid Day Meal, the Rajiv Gandhi Breakfast Scheme facilitates the children a glass of hot milk and biscuits for breakfast also as evening snacks in Pondicherry. A child cabinet, Bal Sansad is conducted in most of the schools in Bihar in order to supervise the impartial distribution of the mid-day meals. In a small district of Chhattisgarh, Koriya, Mitanni's (meaning, intimate friend) mobilised by State Health Resource Centre, are engaged in the day-to-day monitoring of the programme in school level.

Feedback on the programme indicates positive influence on children's enrolment and attendance. Through combined and sharing of school meals social equity is stimulated. Incidents of struggling to cook the meal by women belonging to marginalised communities have significantly reduced. The nutritional supplements given by the programme to children who are suffering from starvation and malnutrition. With the recognised success of the program additional efforts were taken by the officials to make it more equitable and efficient. The programme also provided great opportunities of employment to women belonging to marginalised sections especially SCs/STs as they were employed as cooks to prepare food. Women self-help groups were also participating in the functioning of the programme.

3. Basic Education Projects in various states

The school education in India has implemented several developmental programs for the past five decades in the post Independent era. As per the directive principles of Indian constitution under Article 45 and it states to provide all children

free and compulsory education until they complete the age of 14 years. The specific basic education projects were started and got implemented at the states and central level by the suggestions of the above policies (NPE 1986 and revised Policy 1986). The state like, Andhra Pradesh (Andhra Pradesh Primary Education Project), Bihar (Bihar Education Project), Rajasthan (Lok Jumbish & Shiksha Karmi), Uttar Pradesh (Uttar Pradesh Basic Shiksha Project), have started different basic educational projects for the development of primary education with deferent aims and goals. The present chapter may provide detailed analysis of the programs. It is fact that, even after 17 years of independence a large number of primary and secondary level children are still out of school (Singh 1969). The participation of girls, SC and ST children remains a challenge. These groups of children comprise a large proportion of the dropouts due to low level of learning achievement in many schools, particularly in rural areas and urban slums is a matter of concern (Jayapalan 2000). Despite improvement in access and enrolment at primary and secondary school level, state and central governments have started several educational developmental programs with collaboration with international agencies. The Table 4.1 presents educational development programs in India.

Starting from NPE 1968, NPE 1986 and PoA 1992 have stressed to improve quality on school education and higher education. Gradually, after implementation of NPE 1986 started several programs viz. Operation Blackboard, Restructuring and reorganisation of teacher education, Shiksha Karmi Project in Rajasthan, Revised non-formal education etc. The table 4.1 presents the various developmental schemes.

Table. 4.1. Educational Development Programmers in India

Year	Programme	Intervention and Coverage
1987	Operation Blackboard	It was introduced to enhance quality providing at least two teacher's for each school and sufficient infrastructure.
1987	Restructuring and reorganising of teacher education.	Through the recommendations of NPE 1968, DIETs were started at every district headquarter to provide in-service training for teachers.
1987	Shiksha Karmi Project	The project was introduced by Rajasthan government and collaborated with central government. The main aim of this program is to address the teacher absenteeism, high dropout rate, in adequate access to school by training locally recruited para-teachers. Focused on remote,

		economically challenged rural areas.
1988	Revised non-formal education	This is one of the best program for children who were unable to attend the formal education. It provide convenient place and time for educational opportunity for them.
1988-89	Mahila Samakhya	Launched in three states namely Uttar Pradesh, Karnataka, and Gujarat. The focus of the project is education and woman empowerment, especially woman from economically, socially and disadvantaged groups in marginalised urban slums.
1991	Bihar Education Project	UINCEF has launched the program in 1991 for 20 district of Bihar to bring qualitative and quantitative development in education. It has covered all major components of Basic education.
1992	Uttar Pradesh Basic Education Project.	World bank started to launch Basic Education Project from Uttar Pradesh initially for 10 districts. The focus of the project is to improve and evaluate the basic educations. Improve school quality and strengthen through community participation, revision of curriculum and text books, early childhood education, improve in-service training, and targeted programs for woman and girls. Improving access to basic education and construction of additional primary and upper primary schools.
1992	Lok Jumbish	Rajasthan state government and Central government have started the programs with collaboration of Swedish international agency. The main aim of the project was to improving and transforming the mainstream education system and decentralised programs.
1993-94	District Primary Education Project	The major focus is to achieve universalisation of elementary education. It provided good quality of education in specific districts. Started with 42 district, seven states it has increased to 272 districts in 18 states to cover more districts.

Source: (GoI 2016)

3.1. Operation Black Board

Operation Black Board (OBB) was launched in 1987 the directions of the National Policy on Education to improve facilities in schools by recruiting more teachers, constructing additional class rooms and providing teaching-learning equipment, specified basic facilities for equipping a primary school. The scheme brought both the quantitative and qualitative improvement in primary education. It had three constituents, firstly to appoint an additional teacher for every single teacher

school, secondly, to build at least two classrooms in each primary school and third is to allocate teaching-learning materials to all primary schools. The scheme was instigated through the state government with 100 per cent support from the central government in the form of the additional teacher's salary and providing teaching learning equipment. The scheme was covered across all primary schools of India.

The scheme was a directed state government that is their responsibility to construct school buildings. In a study conducted by Sarangapani (2010) it was found that, under the scheme approximately 185 thousand classrooms were built, 1.49 thousand new teachers were recruited and 520 thousand schools were given teaching - learning equipment. Mid 90's the Operation Black Board scheme was expanded to upper primary level and third teacher post was sanctioned to primary schools with 100 and above students During the Ninth plan (1997-2002), third teacher was appointed in more than 22 thousand schools and Teaching-learning material was distributed to around 78 thousand upper primary schools (Aggarwal 1998). Drinking water and toilet facilities were established and school buildings were repaired. A growth of 6.2 per cent in primary enrolment has been noticed during1995-98 in phase one districts with average GER at 99.7 per cent. And also in the phase two districts an increase of 2.55 per cent in enrolment has been recorded (Kremer *et.al* 2005)

In spite of all such excellent achievements, many things are still not well in a lot of schools. A majority of primary schools still have single teacher and do not have sufficient infrastructure and other teaching-learning material. In addition, a few schools do not even have own buildings and where there are buildings they needed repairs (Ramachandran *et.al.* 2005). The classrooms are not adequate in most of the primary schools. There is another problem pertaining to the teaching learning materials that is even if the teaching-learning materials are there in the school, teachers may not be having the efficiency to use these aids. The OBB support is one time affair and the material distributed under the scheme may not even be seen in many schools. Teacher plays a key role in the education system, but a majority of states have not filled at least single teacher and managing vacant positions by appointing Para teachers. Rani and Naresh (2008) have revealed that there is not much progress in the GER during the project period.

3.2. Restructuring and Reorganisation of Teacher Education

A teacher is a responsible for moulding the future of the children which inturn is responsible for the development of the nation. The far most essential step was taken for launching new educational system in India during mid 19th century. However, it was recognised by the Wood Dispatch in 1854 that there was a huge deficiency in facilities provided for teachers and desired to note the establishment, as soon as possible. It was observed in Stanley's dispatch of 1859 that the pace of the institution of training schools did not seem to have been carried out in a way that was contemplated by the court of directors.

The problem of training of secondary school teachers came into light after Independence. The University Education Commission 1948-49 suggested that more time shall be allocated for assessing the performance of the students and the course curriculum need to be re-framed, the schools which had sufficient infrastructure only should be used for teaching and learning, the recruitment of the staff if training college should be taken care by the people who have had first-hand experience in teaching, the course curriculum should be flexible and adaptable to the current circumstances, the students should be encouraged to pursue master's degree with a certain years in experience of teaching. The Indian Education Commission of 1964-66, The National Council of Teachers Education (NCTE) and many other commissions and committees have raised the issues of quality of teachers. These recommendations have a far reaching influence on teacher training in India as Kothari Commission (1964-66) the earliest policy formed on education stressed the need for teacher education to be revamped both at the school and university level. The Chattopadhyaya Committee Report (1983-85) echoed the necessity concurrently pursue general and professional education. The National Policy on Education 1986 identified that the improvement in status and professional competence of teachers is the foundation of nation building. The analysis of all these reports shows that the quality of teachers has remained a matter of concern right from the very inception of teachers education program and the current scenario is that already existing shortcomings and lacuna has spiraled and has contributed in the degradation of the teacher education and maintaining professional teaching standards.

The significance of professional development of teachers and educational reconstruction has led to the a decentralisation for professional preparation of teachers and was done by Central Government during the 8th Plan with the establishment of

District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) through the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education (RRTE). Since 1990s, further decentralisation has led to the formation of Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). The Centrally Sponsored Scheme of RRTE was focused at providing academic resource support to elementary and secondary teachers through training, action research and experimentation, and developing institutional infrastructure for pre- and in-service training. However, in spite of such efforts the professional teaching has still not achieved remarkable standards. Hence, the District Institutes of Education and Training centres were set up at district headquarters to improve in-service training for teachers.

3.3. Shiksha Karmi Projects (SKP)

During the period 1981 educational achievement in Rajasthan was very low and enrolment rate in the state was 30.09 per cent. To overcome the situation central government and respective state governments have introduced several measure to improve formal education system and also to enhance access to education. Among these, the Rajasthan government started an innovative educational program called SKP in the year 1987. The program initiated as micro-level initiatives and slowly it has integrated into state-wide policies to cater to the educational requirements of disadvantaged rural communities and socio-economically backward areas and with special focus on girls. The project was collaborated between central government state government and Swedish International Development Agency. Ramachandran and Sethi (2001) have identified practising of purdah and absence of female teachers in schools which are located in rural areas are major obstacles for enrolment of girl child in the state of Rajasthan.

3.4. The major achievements in the Shiksha Karmi Project

The SKP accountable for several noticeable achievements, which are as follows:

1. With the effect of SKP there has been improvement in the girl's enrolment by the year 2000.
2. An outstanding achievement of children enrolment within the age group of 6-14 years in 576 villages was noted.

3. It introduced the concept of par teachers.
4. The project has created a strong bond among the school and the community and about 2,600 Village Education Committee and supported community participation in primary education and encouraged village-level planning, management and supervision in improving effectiveness of school (Ramachandran 1999)
5. The Shiksha Karmi Project has established Prehar Pathshalas (PP). These Pathshalas have facilitated out-of-school children, particularly girls in the rural areas, to avail opportunities for primary education at their local area and with adequate flexibility and about 22,138 girl children were benefited from this facility (Gopalakrishnan and Sharma 1998).
6. The SKP had extended into two PP phases which has 25 learners, to cover over 300 rural villages by 1991 and 2000 very remote villages in 140 blocks by the year 1995. This project, at present covers over 2,715 villages in 146 blocks of 32 districts of Rajasthan and over 6,285 SKs provide the primary education to more than 2.16 lakh children in the day schools. Presently, there are 4,829 PPs and 2,715 day schools.
7. The SKP was very much functional in over 146 out of a total 237 blocks in 32 districts of Rajasthan
8. The retention rates are still quite low, at over 50 per cent between the classes First to Fifth, The improvement was evident by 30 per cent retention in 1989. It was recorded that more than 40 per cent of the children successfully completed class five.
9. A six fold increase has been noticed with regard to the student enrolment ratio within the age group of 6-14 years in Shiksha Karmi Schools and PP.
10. 2,600 VECs had constituted the SKP to promote the engagement of the local community in the primary education and to encourage the village level planning, management and supervision to enable the efficiency of schools.
11. PPs have facilitated the out of school children, especially girls from remote localities to gain opportunities of primary schooling at their own pace and flexibility. Currently, 22,138 girls are being benefited from this facility.
12. For the young children Angan Pathshalas (APs) have been set up, for the welfare of girls who couldn't travel for long distances to attend schools. Presently, 97 AP centre's are in operational with 4,023 children.

13. 14 Mahila Prashikshan kendra's (women training centres) have been set up in interior rural areas to facilitate and increase the enrolment of girls in village where literate women were not available.

On the whole the project has reduced the teacher absenteeism, high dropout rate and improved para-teachers in the project area schools. The discussion is made to continue on Non formal Education.

3.5. Non-Formal Education (NFE)

Moreover, in spite of drastic development in educational system there are large number of out of school children, dropout children and never enrolled once. Still there are many number of children don't have access to schools. Hence, the government has focused to facilitate education to the unserved areas in the name of non-formal education across the country. The NFE facilitates alternative education to children who are unable to attend the regular formal schools. It's aim is to provide an opportunity for education at convenient place and convenient timings for the children. Through the NFE program there has been increase the literacy levels as well as it may help to full fill and improve livelihood skill of individuals, so as to reaches to the expected level of nation development. The NFE was recently re-titled as Education Guarantee Scheme and Alternative and Innovative Education.

The concentration over the NFE was started from the Kothari commission. The commission had stressed more on literacy, correspondence course and continuing education. The NPE 1968 also suggested that adult education programs should have different curriculum, it should be based on requirements of the learners and needs of the local environment. States have conducted different types of non-formal education programs which are 1) literacy program, 2) life skill training,3) night schools for out of school children, 4) income generation training, 5) rural development programs, 6) religious education, and 7) leisure education. Moreover, Indian government has provide vocational training for non-formal education, through several schemes and programs. The Ministry of Human development was executing body for NFE.

Amit (2007) has noted that the importance given to NFE during1990's was not wholehearted and during this period the term 'lifelong learning' arose as a new path for organising societies approach towards education. Implementation of all the above policies i.e. NPE 1968, 1986 and revised policy 1992 have improved the literacy rate in India.

3.6. Bihar Education Project

Bihar is the lowest populated state in India having 38 states. Still to-day the literacy rate in Bihar is very low and 62.82 per cent. The Bihar education project was the first education project in India for achieving universal access, universal participation and universal achievement. The project was launched in 1991with sponsoring aid from UNICEF in about 20 districts of Bihar. The project main focus was about qualitative and quantitative improvement in the elementary education system. The development towards socio-economic condition of the districts indicates being religious gaps. The success of the project has not much progress towards UEE.

3.7. Utter Pradesh Basic Education Project

The Utter Pradesh Basic Education Project was funded by the World Bank in India. It was launched in the year 1993. The main objective of the project was reinforcement of basic education in the selected districts. Universalisation of primary education, access to primary education for every children, up to 14 years, are the main aspects in the project. It has paid an attention to the needs of the girl child and of the weaker section of the society. It started and attempted to operationalise the concepts of school complexes to provide resource support to schools.

3.8. Lok Jumbish

Rajasthan has remained lowest 66.11 per cent educational attainments in India (GoI 2011). Even after several polices implemented by the Indian government the enrolment in the state was 60 per cent in 90's (Govinda and Varghese 1993). In 1992 a joint project by the government of Rajasthan and local NGOs was started as 'people movement' and it was named as a Lok Jumbish. The program was designed to solve the problems of low community attention in education by linking community members to school planning process. Lok Jumbish has identified 4000 villages to establish schools so that the problem to access schools is reduced for the rural children. It undertook various issues like quality of education, relevant curriculum, attitudes of teacher towards student's performance, distance of school from home has been taken care of and improve the access to the rural girl children.

3.8.1. The major achievements of Lok Jumbish Project

The major achievements of Lok Jumbish Project was school mapping approach (finding the location which is useful to future), it had taken care of community participation and decentralisation of education. The project was aimed at

development of its own training modules and about 2,300 teachers have benefited through the scheme. The enrolment rate under the Lok Jumbish villages increased by 24 per cent over the first four years period of the project (1992-1996). According to Ramachandran and Sethi (2001) girls enrolment ratio under the project period has been increased faster than that the boys and it indicates that the gender gap has been narrow down.

3.9. District Primary Education Programme (DPEP)

District Primary Education Programme was launched in 1994. It was assisted by World Bank. The program was started with 42 districts of seven states in India. After implementation it was spread to about 123 districts across nine states. The main aim of DPEP was to achieve the universalisation of primary education. Under this project every district was allotted Rs 40 crores. The budget was allocated for three major components 1) for civil works i.e. 33.3 per cent, 2) school management cost i.e six per cent and, 3) for quality improvement programs i.e, one per cent. The main objectives of DPEP programme are as follows:

> "Emphasizing local area planning with district plans being formulated in their own right instead of being derived from a state plan project document; Infusing greater rigor and professional inputs in planning and appraisal; More focused targeting educationally ward districts and districts where total literacy campaign have been successful; More focused coverage would initially focus on primary stage (Classes IV and its NFE equivalent) with stress on girls and for socially disadvantaged groups; and, Emphasizing capacity building and networking of district, states and national level institutes in the fields of education management and social services to provide the resource support for the programme." (World Bank 1994)

The project was started in more than 1, 60,000 new schools. It created remarkable infrastructure under this project, Government reports are stating that under this project 52758 schools buildings, 58,604 additional class rooms, 16,619 resource centers were constructed 29,307 repair works have been done, 64,592 toilets were constructed, and 24,909 drinking water facilities were provided. Substantial measures were taken to make 'education for all' successful. The centrally sponsored DPEP is the most prominent and noticeable one.

The DPEP programme and recent interventions in it led to improve the quality in Indian education system. The NPE 1986 has spoken about the schemes in an effective manner to improve the quality in India school education system. Some of the major features of DPEP include disaggregate target setting, community mobilisation

through village education committees, decentralised planning in a project mode, autonomy to set targets, participative planning process, priorities and strategies. However, the DPEP programme is only confined to the primary school education, The Government of India is currently planning to expand it up to upper primary level. It was introduced in chosen districts under the Sarva Shiksha Abhiyan, and to cover the whole elementary level several attempts were made. It is indicated that dropout rate was 78.03 per cent in the year 1951 and that was significantly decreased by 17.93 per cent in the year 2014 (GoI 2016). Further, the study was continuing discussion about Andhra Pradesh Primary Education Project.

3.10. Andhra Pradesh Primary Education Project (APPEP)

The Andhra Pradesh Primary Education Project was launched before the Jomtein Conference. The focus of the project was on the quality improvement of primary education in all project districts. The project emphasised the enhancement of the teacher and construction of primary school buildings. This project was brought into effect in Andhra Pradesh since 1983. The main objectives are improving human resource by enhancing the quality of the work of the teachers and supervisors, and improving the quality of primary school classrooms.

The other was to provide infrastructure for primary school to improve the quality and enhance the professional capabilities of teachers and administrators of primary schools through human resource development. Implementation of the project happened in two phases. Phase-I of the project covered 330 schools spread across 11 districts of united Andhra Pradesh and it ended in 1987. Phase II of the project spanned during the period 1989-90 to 1995-97. It covered all the primary schools in Andhra Pradesh. During the period 1987-89 a bridge programme was conducted to consolidate the achievements of phase I so that the inputs could help planning the phase II of the project to cover the whole state. The programs which the NPE 1986 introduced are as OB and DIETs were also focused on improvement of quality. The main functions of the project were Research, Evaluation and Training. Kumar and Sujatha (2010) have stated that students are attracted to attend the school to learn activity based instructions by teacher.

4. Establishment of Navodaya Schools

In accordance with the NPE 1986, which envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out

the best of rural talent was established in 1985. Navodaya schools are co-educational, residential, schools, completely funded by the central government and run by an autonomous organisation called Navodaya Vidyalaya Samiti, under the MHRD (Ministry of Human Resource Development). Admission process of these Vidyalayas includes an entrance examination in 5^{th} class and the selected students are admitted in 6^{th} class. Education is free in the Navodaya schools including accommodation, textbooks, uniforms, and a nominal fee of Rs.200/- per month is collected from children from class 9^{th} to 12^{th} class. However, SC/ST students, girls and students from the below poverty line families are given fee exemption.

5. Kasturba Gandhi Balika Vidyalayas (KGBV)

The government of India has launched a new scheme in 2004 called Kasturba Gandhi Balika Vidyalayas (KGBV) for setting-up to 750 residential schools at upper primary level for girls. KGBV's established for girls belong predominantly to the SC, ST, OBC and minorities in problematic areas. At the beginning the program has ran as a separate scheme and in 2007 it has merged with the SSA program. The main focus of the KGBV's are to facilitate retention of girls, ensure better involvement of girls in education, develop and promote facilities to provide access to girls belonging to disadvantaged groups like SC and ST and to Improve quality of education, stressed upon the significance and quality of girl's education for their empowerment.

6. District Institutes of Education and Training

During the same time period another scheme was launched by the Indian government to support and strengthen the teacher education by establishing quality training institutions, such as, the DIET. It was initiated in the year 1987. All resources sponsored by central government. It provided training, continuous up-gradation of knowledge, competence and developed pedagogical skills of school teachers in the country.

7. National Programme for Nutritional Support (Mid-day Meal)

The National Programme for Nutritional Support to Primary Education was launched in 1995. It is well known as Mid-Day-Meal scheme. The scheme had long history in India. Mid-day-meal program in schools was introduced in 1925 for disadvantaged children in Madras Municipal Corporation. The states like Maharashtra and Orissa started Mid- Day-Meal program since 1990-91 and is being provided to Tribal children. Apart from incentives which was provided by government such as

uniform, scholarships stationery, free textbooks, free transport, and dress grant were given to SC/ST children and girls of deprived groups. The best and significant scheme, implemented in the mid 90's benefitting children of all communities, is the Mid-day Meal Scheme. The principal aim of the scheme was to provide food grains/cooked meals to children in primary classes to avoid hunger and improve the enrolment.

Mid-Day-Meal program has shown positive influence on attendance and enrolment in schools. The scheme provides 100 grams of grains each day for all the students who have at least 80 per cent of attendance of the total school days in a month (MHRD 2006). "It's an incentive scheme for improving attendance and retention. The programme had benefited more than 98 million students spread over 0.69 million schools. In the latest year, about 9.90 million children are covered under the scheme and allocated 2.71 million metric tons of grains. Along with teachers, local community is also given responsibility in the distribution of grains (Ministry of Human Resources Development Annual Report (1999-2000)". According to Srinivasarao (2009) introduction of mid-day meal in schools, availability of drinking water facility, usage of teaching learning material by teachers, and provision of better infrastructure in schools led to improve the enrolment in tribal areas. Large number of evaluation studies conducted in 2005 state that there is huge increase in enrolment particularly of girls, the program also provides involvement of parents to the school governess in to the narrowing of social distance. The policy which has introduced, Mid-Day- Meal program in the school education has achieved high enrolment, access and quality in school education.

8. Sarva Shiksha Abhiyan (SSA)

The scheme Sarva Shiksha Abhiyan was launched in the year 2003 which aimed at Universalising of the primary education in India. The NPE 1986 and POA 1992 also gave top priority for achieving the goals of Universal Elementary Education, due to the above listed several interventions and initiatives taken by Government of India and the respective state Governments. After Independence there has been significant progress in providing access, retention and improving quality in school education (Kumar and Krishna 2010). However, a sufficient requirement has to be done for the special focused groups like SC, ST, and minorities. Primary education plays a vital role in the life of every individual and it is like road map of

their future. As per the Constitution every individual has a right to seek education for their future development. Therefore, Government should provide quality of education to the Nation. But, Quality improvement still remains a major concern, especially for upper primary school education even after 70 years of Independence. Sarva Shiksha Abhiyan is an effort in the direction of filling this vacuum and covers throughout the country unlike/ far from the previous programs on school education. The programme includes new interventions like specific programs for girls, e.g., NPEGEL, Kasturba Gandhi Programme.

The key area of Universalisation of Elementary Education is Universal access, enrolment, retention and quality elementary Education to every child up to 14 years of age. The major goal in SSA is to improve the quality and efficiency of school education, under this scheme all the children were brought to school by 2003 and they would finish primary level by 2007 and elementary education by 2010. Hence, to achieve universal primary education, all the children of the age group of six-11 years have planned to be enrolled by the year 2002-03 and retain till 2007. By the end of the Ninth Five year plan every district of the country should come under the SSA. It is not a new one to improve quality in school Education as many of the states would be planning their interventions and activities for quality improvement like DPE, APPEP, BEP...etc.

8.1. The Major Compounds of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is being implemented to realise the goals of universal access and retention, eradicating gender and social differences in enrolment levels and enhancement of learning levels of all children. The major compounds of SSA that were contributed towards quality improvement school and classrooms such as qualitative improvement of elementary education, provision of teaching learning materials, appointment of new teachers, teacher training, construction of classrooms and school buildings, resource centres for academic support, establishment of education guarantee centres, integrated education of the disabled and distance education. The table 4.2 shows that the variation of dropout rate for the past one decade. After implementation of all the above policies dropout rate decreased year by year. The above table 4.2 shows that ST students drop out rate is very high when compared to the SC students.

Table no. 4.2. Dropout Rate in School Education, India

Sl No	Year	SC Students	ST Students	All Category Students
1	2004-05	73.1	79.0	60.5
2	2005-06	71.3	78.5	61.6
3	2006-07	70.6	78.1	59.9
4	2007-08	69.0	76.9	56.7
5	2008- 09	68.4	76.0	54.2
6	2009-10	59.8	74.9	52.7
7	2010-11	56.1	70.9	49.2
9	2011-12	55.3	65.9	50.3
10	2012-13	52.5	62.7	50.4
11	2013-14	50.1	62.4	47.4

Source: (GoI 2014).

Moreover, the enrolment growth in the secondary school education have improved at a faster pace and increased from 4.3 per cent per in 1990s to 6.27 per cent in the year 2009-10 (Amit 2007). Government of India has giving priority on quality of education thereby raise the budgetary allocations. During the eleventh plan period there was rapid increase of public spending on education (GoI 2008). As per the GDP educational expenditure rose from 3.3 per cent in 2004-05 to over 4 per cent in 2011-12. There has been drastic increase in per capita public expenditure of Rs 888 in 2004-05 to 2, 985. Within the same plan period of majority of public spending on education was increased by the state governments and their spending increased at a vigorous rate of 19.6 per cent per year and 25 per cent by central government (MHRD 2014). It indicates that India has made a significant development in increasing access and narrowing gender and social gaps in elementary education.

Since SSA visualises universalising elementary education, (it becomes imperative that) children who are staying out of the school should be brought back the fold of elementary education. This aspect becomes particularly important, as one of the major purposes of the SSA was to bring all children into school by 2003 either through formal schools or Education Guarantee Centres, Alternate Schools, back to school camps, etc.

Table no. 4.3. Progress over view under SSA

Access to school	99 per cent of the rural people have a primary school within 1 km. 366559 new schools opened till 2010.
Gross Enrolment Ratio	GER increased among 6-14 age groups to 1348 Lakhs in 2010-11 from 1300 in 2013-14 at the primary level and to 619 Lakhs in 2010-11 from 651 Lakhs in 2013-14 at the upper primary level.
Gender Parity Index (GPI)	Improved from 0.01 in 2010-11 to 0.03 in 2013-14 at primary level &from 0.95 to 0.06 at upper primary level.
Dropout Rate	Improved from 27.1 in 2010-11 to 16.6 in 2013-14 at primary level &from 43.4 to 38.8 at upper primary level.
Pupil-Teacher Ratio	In 2008-09 the PTR at the national level was 2099 for primary and 1887 for upper primary level. 11.13 lakh teachers recruited by December, 2010

Source: (GoI 2011)

Besides formal schools, SSA also provided support to out of school children in the form of Education Guarantee Scheme and many other strategies under Alternative and Innovative Education programme. The programs for out of school children under SSA mainly included, setting up formal schools or education guarantee centre in un-served locations, and different models of alternative school. The out of school children were also provided education through bridge courses, remedial courses and back to school camps. The main stress is on mainstreaming of out of school children into regular schools by making them achieve desired educational level with respect to their age. Moreover, to promote and increase girls' enrolment, government has been focus on implementing schemes like National Program for Education of Girls at Elementary level.

9. National Program for Education of Girls at Elementary Level (NPEGEL)

The scheme was launched in 2003 as an integral part but as a separate gender component of the SSA. This program provides additional components for improving the education of under privileged girls at the elementary level through more powerful community mobilisation and development of Model Cluster schools. Gender sensitisation, learning resources, and provisions of need-based incentives like, stationery, work books, aides and uniforms are some of the activities under this program. The major objectives of the scheme was to develop and promote facilities, facilitate retention of girls in schooling system provide access to elementary education

for girls, ensure greater participation of women and girls in education, improve quality of education and stress upon the relevance and quality of girls' education for their empowerment. The table 4.4 presents the major educational milestones since independence.

Table: 4.4. The major educational milestones reached by the Indian government since Independence.

Sl. No.	Year	Breakthrough Polices on Education	Landmarks
1	1948	Tara Chand committee(1948)	Secondary school should be multilateral.
2	1948-49	University education commission (1948-49)	1) Central education, 2) Liberal education, 3) Occupational education.
3	1952	Secondary Education Commission	1) Reorganisation of teaching institutions, 2) The establishment of multi-purpose schools was a key impact of this commission.
4	1964-66	Kothari Commission	1) Introduction of Vocational education. 2) Stressed on science education. 3) Provided free text books for elementary education.
5	1968	National Policy on Education	1) Free and compulsory education, 2) Improvement of quality teachers, 3) Development and safeguard of all the Indian languages, 4) Equality of educational opportunities.
6	1976	42nd Constitutional Amendment	1) Education was transferred into concurrent list, 2) Strengthening the nation-wide and integrative character of education, 3) Maintaining quality and ethics including those of at all level teachers.
7	1986	National Policy on Education 1986	1) Universal access, enrolment and retention of children up to 14 years of age, 2) A substantial improvement in the quality of education to enable all children to achieve, 3) Residential schools, including ashram schools to be established on a large scale, for providing quality of education to rural and SC, ST, back ward students.
8	1995	Mid-day Meal Program	1) The scheme has provided nutritional support to the children, 2) Encouraging poor children towards education, 3) Increase the enrolment and improve the retention in primary.

9	2008	National Scheme for Incentive to Girls for Secondary Education (NSIGSE)	1) To reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools, 2) Giving an amount of rs 3,000 for every eligible girl withdraw the amount at their completion of 18 years along with Higher secondary certificate.
10	2008	Scheme for Construction and Running of Girls' Hostel for students of Secondary and Higher Secondary Schools	1) Established about 3479 girl's hostels, every hostel with 100 seats. 2) The scheme's main focus was to retain the girl children in secondary school. 3) Secondary and senior secondary education accessible to a larger number of girl students.
11	2008	Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence.	1) The scheme's goals to provide quality education to talented rural children to establish 6,000 model schools as standard of excellence at block level. Every block should have at least one school.
12	2008-09	National Means- Cum-Merit Scholarship Scheme (NMMSS)	1) The scheme provide one lakh scholarships of Rs 500 per month, 2) The scheme is to award scholarships to meritorious students of economically weaker sections students to seizure their drop out and encourage them to continue the studies at secondary level.
13	2009	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	1) The scheme targeted to achieve a Gross Enrolment Ratio (GER) of 75 per cent at secondary level within 5 years, universal access by 2017 by the end of 12th Five Year Plan period, 2) Resolve the problem of access. 3) Improve the provision of infrastructure and residential hostels for students and teachers in remote areas. 4) The focus was to perform Ashram school for up gradation, concentration of SC/ST/Minority for opening of schools, Special enrolment initiative for the weaker section, separate toilet blocks for girls, and more female teachers in schools.
14	2008-09	Right to Education Act	1) The Act provides, every child in the age group of 6–14 years has the right to free and compulsory education in a neighbourhood school. 2) It is mandatory that 25 per cent of school places to offer free education to children from weaker sections of society in both government and private

			schools. 3) SSA, in partnership with the states, is sole responsible for implementing the provision of the RTE Act. 4) SSA covers all states and union territories and reaches out to an estimated 192 million children in 1.1 million habitations in the country.
15	2009-10	Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)	The scheme provides assistance for the inclusive education of the disabled children for secondary and higher secondary level.

Source: (GoI 2013)

10. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched on in March 2009 which is centrally sponsored scheme with the objective of "making secondary education to available of good quality easily, accessible and affordable to all young persons in the age group of 14-15 years. The scheme envisages enhancing enrolment in classes 9^{th} -10^{th} by providing a secondary school within a reasonable distance of every occupancy to enable universal access to secondary education by 2017 and universal retention by 2020, improving the quality of education through making all schools conform to prescribed norms, and removing gender, socio-economic and disability barriers". All the policies and programs are stressed more on elementary education RMSA is the first program directly focused on secondary education.

At the time of implementation of RMSA, SSA, had completed first eight year cycle with good resulted to universalisation of elementary education. The RMSA was launched with the aim to emphasise on universalisation of secondary education through strengthening of school facilities, teaching learning material, new recruitment and training for teachers. It was introduced to bring equity in secondary education. The program was to address the issues of low enrolment low changeover among the SC's, ST's and girls. Hence, the RMSA introduced special strategies and intervention for focused group.

The major issues undertaken by the RMSA is low level enrolment at secondary level of low level of learning, higher dropout rate and lower retention accrued in the SC/ ST / OBC, minorities and girls. The reasons for this situation which were identified by the government was lack of school facilities, longer distance of school from habitation, early marriages, sibling care, poor financial condition,

gender and caste discrimination, inability to cope with syllabus, and poor class room performance.

Table. 4.5. Strategies and interventions under RMSA

Issue	Focus group	factors	Specific strategies
Low enrolment ratio at secondary level.	Girls and SC/ST/OBC/Minorities	• Lack of facilities at school • Distance to school less preference for girl's education • Early marriage and Sibling care • Gender and Caste discrimination • Poor economic conditions	• Up gradation of Upper Primary schools to secondary schools in SC/ST/ Minority concentrated areas on priority basis. • Provision of Girl's toilets in secondary schools • Provision of Girls Hostels • Provision of transport facility • Provision of teachers in language subjects
High Dropout/ Low retention at secondary level	SC/ST/OBC/Minority and Girls	• Distance of school from habitation • Inability to cope with syllabus • Poor Performance • Insensitive school	• Facility of Girls Toilet • Girls hostel • Availability of Female teachers in school • Recruitment of tribal language teacher
Low level of Learning	SC/ST/OBC/Minority and Girls	• Poor performance in Science and Mathematics • Poor Classroom transaction • Poor performance in examination	• Revision of Curriculum • Training of teachers • Vocational skills

Source: (MHRD 2014)

Hence, to overcome the above situation government has implemented specific strategies through the RMSA which are access, equity and quality improve secondary schools on priority basis, provided girls toilets in secondary schools, constructed girls hostels for the improvement of girls enrolment, improved transport facilities, facilitated language teachers and appointed lady teachers and developed vocational skills.

In India there are six apex national bodies which serve secondary education to the nation. They are

1. Kendriya Vidyalaya Sangathan (KVS).
2. Navodaya Vidyalaya Samiti (NVS).
3. National Institute of Open Schooling (NIOS).

4. National Council of Educational Research and Training (NCERT),
5. Central Board of Secondary Education (CBSE).
6. Central Tibetan School Administration (CTSA).

The key commitment of the common school system is facilitating good quality education accessible to students in all secondary schools at reasonable fees. Due to better quality of education in Kendriya Vidyalayas the state should invest in the public schools to follow the same standards. The effect of RMSA indicates improvement of GER in secondary level by 78.5 per cent in 2016, average dropout reduced to 17.86 per cent.

11. Scheme of Vocationalisation of Secondary Education

The vocational education scheme was introduced in 1988. The major aims of the scheme were "to provide diversification of educational opportunities in order to increase individual employability, and decrease the mismatch between demand and supply of skilled human resources. Vocational education was launched as a distinct stream with an intention to prepare students for specific occupations relating to several areas of activities. The vocationalisation of education scheme of was reviewed and revised in 2011. The revised scheme attempts to increase access of students to vocational education and employability skills. All those schemes, which are discussed above are implemented effectively by the central and state governments".

The SSA was very effective plan for impacting elementary education, and also the following major central government schemes and programs were also implemented and impacting on Indian school education system: National Programme of Nutritional Support to Primary Education (NP-NSPE, also called the Mid-Day Meal Scheme), Teacher Education Scheme; Mahila Samakhya, Infrastructure Development in Minority Institutions (IDMI) and Schemes for Providing Quality Education in Madrasas (SPQEM) are the best schemes for improving the quantitative and qualitative development of the education system in India.

12. Developmental Plans for Education

After independence, the Indian government has introduced five year plans with a great vision to effect the progress of the country in various fields. However, education plays an important role in the development of any country, hence, these five year plans have given more importance on development of education. Under five year plans government of India has taken a decision for restructuring the educational system

in India. Expansion of various fields of education especially in those of basic and general education, remodelling secondary education and introducing technical and vocational education. Modifying the existing secondary and university education appropriate to the needs of the contemporary society. Increase of educational facilities for women especially in the rural areas, more focus on teacher training institutions particularly women teachers and establishment of vocational schools and also, an attention on pay- scales and service condition of teachers were made.

12.1. The First Five Year Plan (1951-56) Focus on Education

The First Five-Year development plan was one of the most important plan as it had a great part in the launching of Indian development after the Independence. The major focus on this plan was agriculture production and industrialization of the country. The plan was allocated 151.66 crores for development of education, 60 per cent of the children between the age group 6 to 11 years were to be educated and for the secondary education, 15 per cent children between 14 to 17 years to be educated. Adult illiterates were marked 30 per cent who had to be given social education. Curle (1964) has conducted a study on "Education Politics and development" concluded that the First Five Year Plan might not be successful because of insufficient finance and lack of understanding about distribution of funds.

12.2. The Second Five Year Plan (1956-61) Focus on Education

The First Five Year Plan had given a lot of experience to frame the Second Five Year Plan, incomplete programs were to be accomplished along with some new ones. An educational conference was set up in the year 1954, the main focus of the conference was to discuss the various educational programs and schemes of the First Five Year Plan. It also discussed reasons for failure of the First Five Year Plan and the new schemes were framed for the second plan in vision of the needs of the country and the aspirations of the people. Government has spent 307 crores rupees on education. The Second Five Year Plan has focused on secondary and higher education but not primary education.

12.3. The Third Five Year Plan (1966-69) Focus on Education

The Third Five Year Plan focused on primary education and literacy drive was to be particularly encouraged. The central objective of the Third Five Year Plan was to make primary school education compulsory for children between the age group of 6 to 11 years. It also under took some programme for the growth of secondary,

vocational, higher, industrial, science and technical in which many developments were made. The third plan has concentrated to improve the quality on school education, hence, it has suggested that establishment of teacher training institutions. During the third plan period was decided to open more high schools and 4000 secondary schools were to be modified into multi-purpose schools. The plan was expected that there would be increase in the number of children for secondary schools between the age group 14 to 17 years. In the same plan period rupees 500 crores were assigned to education. Apart from secondary and higher education technical education was given preference and 130 crores were allocated for this. Many primary schools were established in rural areas.

12.4. The Fourth Five Year Plan (1969-74) Focus on Education

The Fourth Five Year Plan paid a greater attention to qualitative development on education. The government has sanctioned rupees 1260 crores in the fourth plan period. In this plan the chapter on education titled as 'Education and Manpower'. It has given first priority for girls and backward areas to provide equal opportunities. As recommended by the education commission (1964-66) the Fourth Five Year Plan has implemented new pattern of secondary education to improve the quality of teacher education through in-service education, providing employability for women, and teachers from tribal community. Estimated goals of this plan was to improve technical, vocational, physical, adult education were encouraged. Preparation of better textbooks were the major concern during this plan period.

12.5. The Fifth Five Year Plan (1974-79) Focus on Education

During the fifth five year plan more attention has been given on qualitative development and on affecting a closer co-ordination between the various stages of education. Rs. 1726 crores were allocated in the fifth plan for education. On Secondary Education, it was planned to increase the enrolment in schools. It was estimated that in all about 20 lakh more students would be enrolled in Higher Secondary Schools during this plan period. Accordingly, funds were allocated for Secondary Education. Vocationalisation of Secondary Education has been a special scheme with regard to education during the plan period.

12.6. The Sixth Five Year Plan (1980-85) Focus on Education

The sixth plan period encouraged Compulsory Primary Education for children between the age group of 6 to 14. Pay an attention to qualitative improvement in

school education. Implementing schemes for scheduled castes and scheduled tribes to revise education. The scheme has introduced vocational education in secondary schools education. During the Sixth Five Year plan secondary education has paid greater emphasis on qualitative development and vocationalisation of education. In the plan period new schools were opened in the backward areas for equalising the educational opportunities. It has arranged better training for teaching of mathematics and science to improve quality of teaching. All though in the Sixth Five Year Plan period vocational courses were instituted and also beneficial then other schemes. For the development of secondary education the plan has provided 300 crores of rupees and it has been introduced to local communities to contribute for development of education.

12.7. The Seventh Five Year Plan (1985-90) Focus on Education

The Seventh Five Year Plan put emphasis on the scheme of universalisation of education and has laid down the education policy of 1986. It has focused on education for the backward classes. The scheme was introduced to improve the condition of teachers by raising their pay scales through enlisting the support of both the Central and State Governments. To fulfil the above goals 6382.65 crores of rupees were sanctioned and out of this, for improving general and technical education Rs. 5457.09 crores were allocated from the capital. It has recognised importance of science subjects, for this purpose enhanced libraries and laboratories. The importance of work experience was recognised and it was thought that education should be connected with some kind of production. Vocational courses were also to be added at this stage in secondary education. In service teachers training was also considered necessary for teachers at this plan period.

12.8. The Eighth Five Year Plan (1992-97) Focus on Education

The Seventh Five Year Plan (1985-90) has laid down for the objectives of education but didn't achieve it during the restricted period so the focus of the eight five year plan was mainly on secondary education which would be expanded further. New secondary schools will be for providing education to children from scheduled castes and scheduled tribes. It has directed the job oriented education.

12.9. The Ninth Five Year Plan (1997-2002) Focus on Education

The Ninth Five Year Plan focused majorly on the basic services on education/ Pradhan Mantri Gramodaya Yojana/Pradhan Mantri Gram Sadak Yojana. The plan

comprised on seven programs, which included Universal Primary Education. . The number of secondary schools and higher secondary schools have increased from 0.07 lakh in 1950-51to 0.83 lakh in 1991-92 and 1.10 lakh in 1998-99 representing a 29% of the growth in the period from 1991-92 to 1997-98,Whereas the enrolment ratio of the students was only 2.73 crores. The provisional statistics which are available in Sixth All India Educational Survey indicate that the enrolment of girls in Class IX to X have been increased up to an extent of 51% and 54% increase in classes XI to XII as compared to 20% in the primary and 40% in upper primary stages during the period 1986 to 1993.

12.10. The Tenth Five Year Plan (2002-2007) Focus on Education

The main objective of Tenth Five Year Plan period was to achieve Universalisation of Elementary Education through the Sarva Shiksha Abhiyan (SSA), which is a Peoples Movement for ensuring quality elementary education for all children within the age group 6-14 years. Access to Secondary Education will be prioritised. Quality of education will be improved, educational activities to be diversified and switching over to the higher secondary stage of education system.

After Independence, the Indian government gave priority for providing quality of education. It is observed that, importance has been given to the primary and higher education, very little research has been done in the area of secondary education, most priority has been given to primary education as well as higher education. Secondary Education has not received its due attention. A review of the various requirements regarding education in the Indian constitution would reveal that there is Article 45 of the Constitution concerning primary education, entries 62, 63, 64, 65 and 66 of List I include higher education. It is therefore obvious that the Secondary Education has been rather neglected, and it has remained as the weakest link.

12.11. The Eleventh Five Year Plan (2007-12) Focus on Education

The Eleventh Plan (2007-12) aims at increasing the minimum level of education to class 10^{th}, accordingly universalise access and ensure good quality to secondary education. It is targeted to majorly reduce social, gender, and regional gaps in enrolments, minimise dropouts and enhance school retention. The plan has directed that a secondary school should be within 5 kilometres and a higher secondary school should be within 7-8 kilometres of every habitation. The gross enrolment ratio (GER) in secondary education is planned to increase from 52 per cent in 2004-05 to 75 per

cent by 2011-12 and the collective secondary and senior secondary GER from 40 per cent to 65 per cent in the same period.

Education is the most significant tool for economic, social and political transformation. Highly civilised population, having with relevant knowledge, skills, and attitudes is essential for overall development in the twenty-first century (GoI 2013). Developmental policy objectives have been given a high priority on education in India. The twelfth plan focus will be more on implementing the RTE Act as directed by the constitution and providing quality school education for all children without any discrimination until they complete 14 years of age. Employment and skill development are the main objective of the 12^{th} five year plan hence, the plan has constructed girl's hostels, and introduced Teacher Eligibility Test (TET) to provide good quality of education through learning out comes. The Twelfth Plan has emphasized that improvement of the quality of education is linked with the academic support to the teachers, classroom processes, textual materials physical space, and valuation procedures and community participation. All these areas will continue to receive support during the twelfth plan period.

12.12. The Twelfth Five Year Plan (2012-17) Focus on Education

The twelfth five year plan (2012-17) has raised the focus on improvement of quality in secondary and higher education. The key objective of the 12^{th} plan was to improve secondary education and to increase qualitative and quantitative expansion in education through quality. Ensure quality with relevant skills with basic ability in mathematics, science, language and communication. Common syllabus in all schools national wide standards for science, maths and English. Develop life skills of critical and constrictive thinking. Another important point is that, use of information communication and technology. The plan aims to reduce regional and gender gap and improve the quality in secondary education.

13. Scheme for Universal Access and Quality at the Secondary Stage (SUCCESS)

Indian educationists have been argued about there is a need to ensure universalisation of secondary education and universal access to quality education in the country (Kumar and Sujatha 2010, Sarangapani 2010). Quality education helps students as well as nation as to achieve the aims of education. The above mentioned schemes of Vocational Education (VE), Information and Computer Technology (ICT)

in schools, Integrated Education for Disabled Child (IEDC), girl child incentive, etc. will be considered under a new umbrella CSS named SUCCESS. The main aims of SUCCESS are (i) universalising access by reducing gender and regional gaps in enrolment, and retention and dropout, (ii) focusing on improving quality in Science and Maths. Following are the specific interventions of SUCCESS:

Setting up 6 thousand model schools with high quality at Block level to serve as benchmark for excellence in secondary schooling.

1) Upgrading 15000 existing Primary Schools to Secondary Schools.
2) Strengthening infrastructure in existing schools with 3.43 lakhs additional classrooms and additional 5.14 lakhs teachers.
3) Encouraging establishment of good quality schools in deficient areas in both public and more in Public Privet Partnership mode.
4) Expansion of Kendreya Vidyalayas and Navodaya Vidhyalayas in rural creamy underserved areas.
5) Revamped ICT in secondary and higher secondary schools.

14. Summing up

In this chapter, it is clearly explained that the quality of school education and outcome of various policy issues in pre- Independent India. It has discussed about Tara Chand committee to recent Act universalisation of primary school education. Kothari commission has made a wonderful development of school education, it is also called as Education Commission. The major contributions for quality improvement programs framed by central and state governments have been discussed in this chapter. The chapter clearly mentioned about policy framework, budgetary allocations and hurdles in implementation of schemes. Meanwhile, the study has explained, various basic educational projects designed and implemented by state governments. This section also clearly explained about development of school education under various Five Year Plans.

It has attempted to explain the implementations on National Policy on Education 1968, National Policy on Education 1986, and review committee on 1992 has been discussed and several aspects of quality improvement programs in secondary school education have been mentioned. Finally, the chapter concludes with detailed review about the major policy issues made by the Government of India which deal

with Constitutional provisions for school education and recent trends in the educational progress in rural areas.

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Chapter-5

Quality of Public School Education in Hyderabad

The present chapter deals with the data analysis which was collected through the structured questionnaire from the respondents. The respondents are 360 students and 36 teachers from various schools located in six *Mandals* from Hyderabad. The data collected from the sample respondents on various aspects of the quality of education was analysed systematically using an appropriate statistics. The tables and graphs will give the detailed picture of the study and they also make it easy to understand the analysis. The chapter is divided into three major sections. Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analyses of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools.

Section 1

Demographic profiles of the Respondents

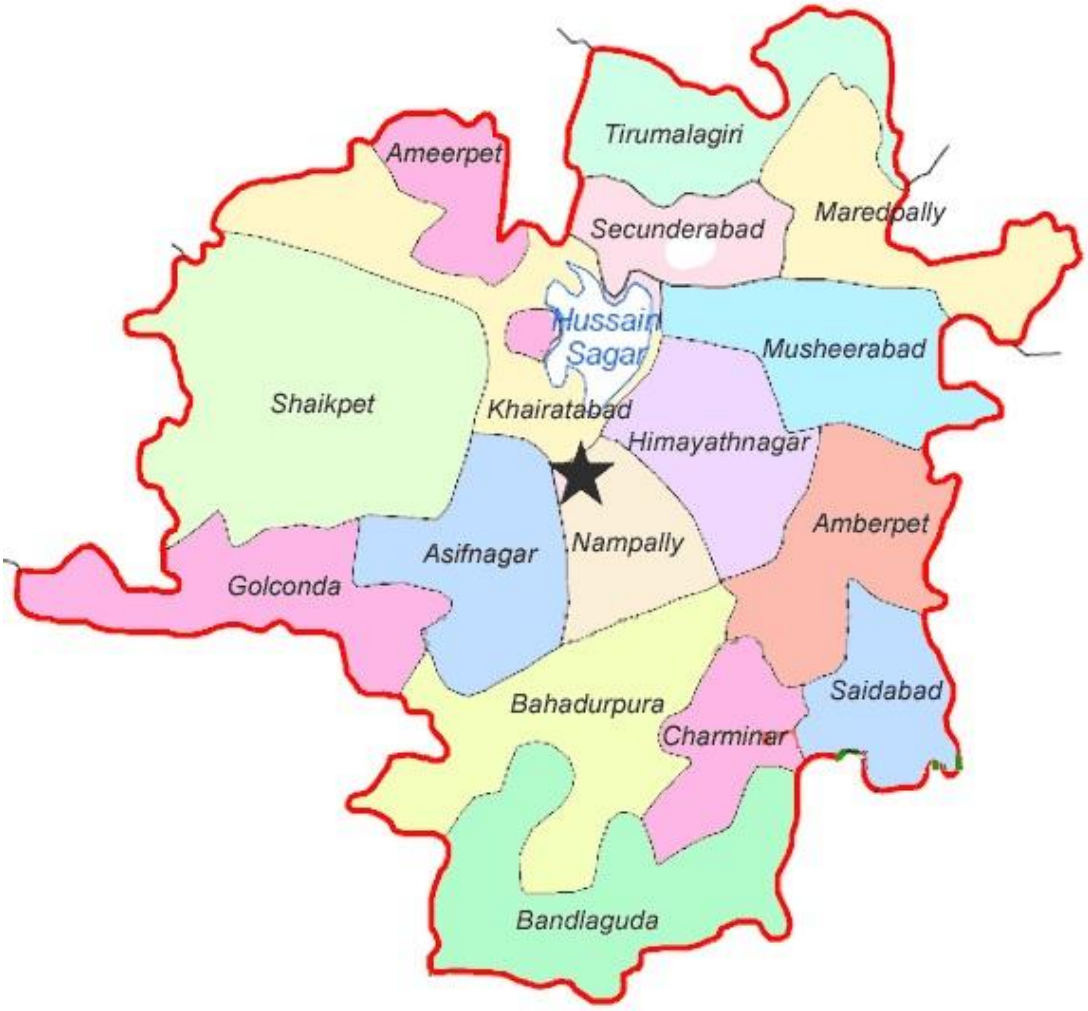
The present section includes the socio-economic background of the students. The data compiled and presented in this section is based on the data collected from the field and this would help to understand the issues related to quality of education in schools. Before going into the detailed analysis of the major objectives of the study, it is worthwhile to understand the demographic profiles of the sample respondents i.e. students and teachers.

1. School Education in Telangana

Telangana state is newly bifurcated from combined Andhra Pradesh. It is a south Indian state and its capital is Hyderabad. The state's official and regional language is Telugu. Telangana education is accessible over a number of schools increase across the state. In order to develop the new state, improve the literacy rate, and enhance the quality of school education the government of Telangana has launched number of schemes and projects. The enrolments of the students during the period of 2015-16 are 61.53 Lakh in Telangana government schools. Out of these, 23,14,787 are enrolled in primary schools, 10,61,902 in upper primary and 22,23,292 were in secondary schools (GoT 2016).

Before going into the details of demographic profiles of the respondents in section-1, we have to understand the structure and status of school education in Telangana and particularly in Hyderabad. Hence, let us understand the education process that is being implemented in the state of Telangana. Hyderabad is the capital city of Telangana state and the area of the Hyderabad is 650 km. sq. and population is 6.81 million according to census report 2011. 6.81 million according to census report 2011.

Map 5.1 Hyderabad Map with *Mandals*



Source: (http://www.indiagrowing.com/Telangana/Hyderabad_District)

Hyderabad is known as education hub, students from the entire country come to city to pursue the best quality of education. The secondary school education system in Telangana state affiliated to the Indian Certificate of Secondary Education (ICSE), or the Central Board of Secondary Education (CBSE), nor the Board of Secondary

Education (BSE) Telangana which is the state board. The BSE designs the syllabus, sanctions grants and approves recognition to the schools. However, the literacy rate of the city is 82.96 per cent, higher than the national average of 74.04 per cent. As it discus about quality of school education in selected six *Mandals* (namely Secunderabad, Saidabad, Golconda, Shaikpet, Tirumalagiri, and Nampalli) of Hyderabad, it has to know about geographical area of the sample *Mandals*.

Hyderabad located in the Hyderabad district consisting 16 *Mandals*, the study has selected six *Mandals* in purposive sampling technique (Secunderabad, Saidabad, Golconda, Shaikpet, Tirumalagiri, and Nampally). Secunderabad is a *Mandal* located in Hyderabad it is also known as twin city of Hyderabad. The radios of this *Mandal* is 37.62 km. sq and population is 204,182 which is heist populated *Mandal* in Hyderabad. The literacy rate of the Secunderabad Mandal is 73 per cent. The Secunderabad *Manda*l has one Zill Parishad high school and nine govt high. Whereas, Saidabad *Mandal* is south zone of the Hyderabad and having population 345,722 and 85 per cent of them are literates. The radios of the *Mandal* is 29.94 km. sq. Four govt high schools are there in this *Mandal* is very less. When it comes to the Golconda *Mandal* is east zone of the Hyderabad and having population 213,359 among this 83 per cent of them are literates. The radios of the *Mandal* is 37.621 km. sq. Four govt high schools are there in this *Mandal* and within four schools one school is about merge in edge sent school.

Then it would like to discuss about Sheikpet *Mandal*, which is west zone of the Hyderabad and having population 250,932 among this 80.45 per cent of them are literates. The radios of the *Mandal* are 40.82 km. sq. having three govt high schools are there in this *Mandal*. All three schools have good number of enrolment. Then it would like to discuss about Tirumalagiri *Mandal*, which is north zone of the Hyderabad and having population 217,910 among this 85.07 per cent of them are literates. The radios of the *Mandal* are 44.92 km. sq. which is highest radios in the sample *Mandals* of Hyderabad having 11 public schools, within 11 schools six are govt high schools and five belongs to Zill Parishad high school. The Nampally *Mandal* is 41.026 km. sq. and population is 189,378 and literacy rate is 84.94 per cent according to census report 2011. Previously, it has 22 govt. high schools due to less enrolment 12 schools are merged in neighbouring schools presently it has come down 10 schools. When compared to the all six *Mandals* Tirumalagiri *Mandal*, Govt. High

School Mud fort is having highest number of enrolment (422 students) whereas Nampalli *Mandal*, Govt. High School, Sultanbazar is having lowest number of enrolment (302 students).

2. Socio Economic Conditions of the Responds

Empirical research conforms theoretically and experimentally that the importance of education is through economic growth of the country (Banerjee 1997, Venkateswarlu 2000, Mythili 2002). Similarly, the ability of countries to develop and improve education system is strongly influenced by demographic and economic circumstances. According to 2011survey (GoI 2011) Indian has reached 243.95 million house households. Out of which 31.0 per cent of rural households depend on agriculture and majority of them i.e 51.14 per cent are manual casual labour. The role of the family is more important through which our social heritage is conveyed. If the family is economically well, parents will encourage their children to get proper education (Chevalier and Lanot 2002). In a research conducted by Kontos (1991) found that secondary education plays a major role to build socio-economic growth of society so that people will take part in democratic institutions. Hence, society will also be aware of the community participation and involve in politics and it helps to reduce criminal activities in the society. Several studies (Venu 2010, Rana, Kumar *et.al* 2003, Mehrotra 2006) have documented that secondary education aims to secure the essential level of professional intelligence and technical knowledge. While addressing the GDP (Gross Domestic Product) of the country, it is necessary to discuss large pool of work force with secondary education.

The present study is carried out in public schools (which are run by government, known as government schools) located in Hyderabad which is the capital city of Telangana state. The target respondents are the students who are perusing 8^{th}, 9^{th} and 10^{th} classes and teachers in various government high schools from six different *Mandals* of Hyderabad.

Among the six *Mandals*, selected the schools based on purposive sampling technique to cover entire Hyderabad. The class wise distribution of target sample respondents in which the students are pursuing their education is shown in the table 5.1. The total number of sample size is 360 students from 8^{th}, 9^{th} and 10^{th} classes, and 36 teachers were selected simple random sampling technique. The total strength of the

selected sample schools is 1685 out of this those are pursuing 8^{th} to 10^{th} class is 1175. Out of the total sample of students, sixty students from each *Mandal* namely; Nampalli, Saidabad, Secunderabad, Golkonda, Thirumalgiri and Shaikpet were selected with an equal representation.

Out of 60 students, 20 are selected based on purposive sampling technique from each class. Thus, the proper care was taken to have sufficient representation from all three classes while selecting the sample. The total strength of the selected sample school teachers were 114, out of the sample school teachers 36 teachers were selected from the above mentioned six *Mandals* (who are available at the time of data collection). This section presents the analysis of data collected through structured questionnaire from along with 360 students, 36 teachers from various schools located in six *Mandals* of Hyderabad. The structured questionnaire consists four sections: Demographics, Quality Indicators of School Education, Quality of School Education and its Indicators and Good Practices in the School, administered among the target student and teacher respondents.

To validate the data collected from the student's respondents, the major demographics covered in the questionnaire are age, gender, educational qualification of the parents, occupation of the parents, economic-status, social background religion, and also distains travel to reach school. Also the teacher's questionnaire includes age, gender, qualification, experience, social background, religion, distance travel to reach school. The study covered total six *Mandals* in Hyderabad. The below table presents the six *Mandal*s and the responses collected from six teachers from each *Mandal*. Sufficient care was taken to collect valid data from the respondents. The collected data was analysed systematically using descriptive statistics, chi-square test, t test and ANOVA. The results were tabulated and presented using graphs and charts.

The Table 5.1 presents the details of selected *Mandals* and respondents (students and teachers) from each *Mandal*, whereas map 5.1 shows the location of selected *Mandals* in Hyderabad. Discussion is made to continue the analyse demographic profiles of the respondents.

Table 5.1 *Mandal* wise Percentage of the Sample Respondents

Sl. No.	Name of the School	Name of the Mandal	Total strength of the school	8^{th}, 9^{th} and 10^{th} strength	Sample						Total	Teachers	Grand total
					8^{th}		9^{th}		10^{th}				
					M	F	M	F	M	F			
1	Gov. High school Sultanbazar	Nampalli	203	117	10	10	10	10	10	10	60	6	66
2	Gov. High school Bagmoosarambag	Saidabad	354	207	10	10	10	10	10	10	60	6	66
3	Gov. High school, Seethaphalmandi	Secundera bad	382	233	10	10	10	10	10	10	60	6	66
4	Gov. High school, Mudfort	Tirumalag iri	329	210	10	10	10	10	10	10	60	6	66
5	Gov. High school, Golconda	Golconda	422	256	10	10	10	10	10	10	60	6	66
6	Gov. High school, Shaikpet	Shaikpet	371	223	10	10	10	10	10	10	60	6	66
Total			1685	1175	60	60	60	60	60	60	360	36	396

Source: Compiled from field data.

M= Male, F= Female

2.1. Age of the Respondents (students)

After implementation of Universalisation of elementary education, dropout rate is decreased. The scheme RMSA was launched in 2009 to enhance access to secondary education and to improve its quality (GoI 2009). The analysis of the study is observed that there is equal distribution of male and female ratio in sample *Mandals* of Hyderabad. The selected sample is equal distribution of the both male and female respondents of the study. Hence, the data reveals that the representation of male and female ratio is almost similar. Out of 360 total students' respondents, 50 per cent respondents are females and 50 per cent are males.

The Table 5.2 presents the age of the respondents. It shows that the average age of the respondents are 14 years. It was observed during the course work that the age of the students falls between 12 years to 18 years. The majority of the respondents are 30 per cent with the age of 14 years followed by 27.5 per cent with the age of 15 years

Table 5.2 Ages of the Student Respondents

Age (in years)	Number of students
12	6
13	47
14	108
15	99
16	79
17	20
18	1
Total	360

Source: Compiled from field data

The rest of the respondents, 21.9 per cent of the respondents with 16 years, 13.1 per cent with 13 years, 5.6 per cent with 17 years, 1.7 per cent with 12 years and 0.3 per cent with 18 years of age at the time of the data collection. While examining the data, 40.55 per cent of the fathers and 58.05 per cent of the mothers are illiterates (refer Diagram 5.1 and Diagram 5.3), so they cannot concentrate on their child's education and also they do not join their children in schools at right age. Most of the parents are migrated to Hyderabad for construction work, because of safety and security of girl child and provision of mid-day meals they have admitted their children in the schools, which clearly shows that they have given importance to meet their ends but not bothered about their children's education. This lines are in line with Chevalier and Lanot (2002) which they conducted a study in UK and found that huge gap between the parental education and children educational choice. This would help to the study to verify the quality of education in Public schools.

2.2. Age of the Respondents (Teachers)

The analysis of the study is observed that out of the total sample 36 teachers are selected from six *Mandals* majority of them are female ie. 24 are female remaining 12 are male. The Table 5.3 shows that, out of 36 teachers' 11 belong to 35 to 40 years, which is highest number, only one teacher belongs to 30-35, she/he is from very recent recruitment. Seven teachers are belongs to 40 to 45 years of age.

Table 5.3 Ages of the Teacher Respondents

S.no	Age (in years)	Number of teacher
1	30-35	1

2	35-40	11
3	40-45	7
4	45-50	9
5	50-55	6
6	55-60	2
Total		36

Source: Compiled from field data

Nine of the respondents belong to the age group of 45 to 50 years. In the rest of the teachers, six are belong to 50 to 55 years and two teachers belong to 55 to 60 years of age those who are closer to retirement. All the 36 teachers, the highest number (12) of them are teaches science subject, Mathematics (6) and Social subjects (6) to the students in their respective schools. When it comes to the languages, six of them teach English, five of them teach Telugu and one teacher is teaches Hindi. At the time of data collection Science teachers are found friendly and enthusiasm to fill the questionnaire in all the schools.

2.3. Qualification of the Teachers

The educational qualification of the teachers presented in the Table 5.4 highest number of the respondents i.e.11of them have done M.Sc, B.Ed, whereas, six of them have B.Sc, B.Ed, five are from having B.A, B.Ed and three of them have done their MA English. One has done M.A Telugu. The data was collected from those who are having free time at the time of data collection interacted with them in all sample schools. Interestingly, male respondents did not spend time to fill the data. They are engaged with other then academic activities.

Table 5.4 Qualification of the Teachers

S.no	Qualification	Number of Teachers
1	B.A, BE.d	5
2	B.Sc., B.Ed.	6
3	M.A (English)	3
4	M.A (Telugu)	1

5	M.A, B.Ed.	3
6	M.A., M.Ed.	2
7	M.A., TPT	2
8	M.A.,HPT	1
9	M.Sc,. B.Ed	11
10	M.Sc, M.Ed.	1
11	M.A. M.Phil	1
Total		36

Source: Compiled from field data

2.4. Work Experience of the Teachers

Experiences of teacher are more important factor to students learning out comes (Rockoff 2004). The study has revealed that experience teacher can maintain the classroom disciple the way of explanation will helps the student better academic achievement. The Table 5.5 presents the work experience of the Teachers. Whereas, in the sample schools, out of 36 sample 10 respondents are having five to 10 years of teaching experience, seven respondents are having 10-15 years of teaching experience and nine respondents are having 15-20 years experience. While collecting the data it has observed that classrooms are quite salient when senior teachers are teaching their pedagogy also deferent from the less experience teachers. The respondents who are having less than fivers are found two. While interact the students, they expressed that, they afraid of senior teachers, the reason they said that "senior teachers are very prompt to take classes, asking questions while teaching, and give punishments frequently. Whereas, junior teachers and Para-teachers were move friendly with the students.

Table 5.5 Work Experience of the Teachers

S.no	Work Experience (in Years)	Number of Teachers
1	0-5	2
2	5-10	10
3	10-15	7

4	15-20	9
5	20-25	8
6	25-30	0
Total		36

Source: Compiled from field data

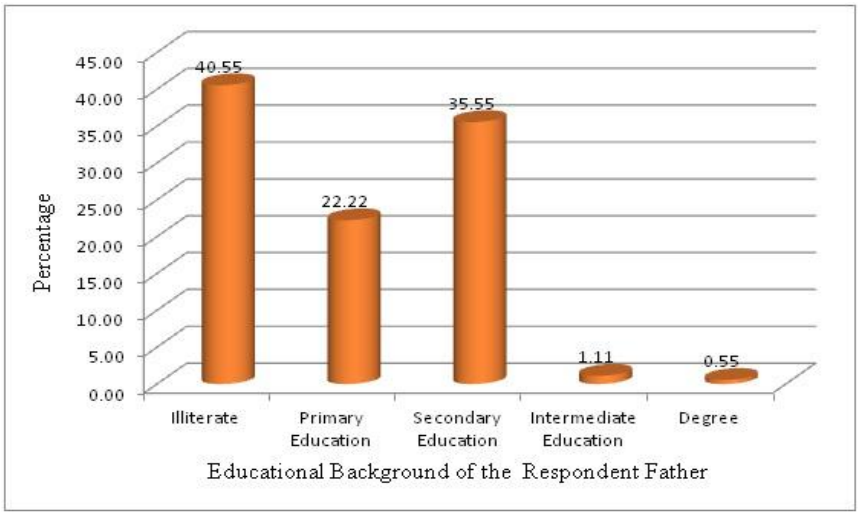
3. Parental Education and Occupation of the Student Respondents

The family system plays a significant role to mould children's attitude and their growth. Parents and family environment influence and motivate the child towards academics (Drissen *et al.* 2005). Several Economists have found that the effect of parental economical background, social class will show impact on their children's education. In addition, these studies have found a strong link between the wages of the father and his children. Moreover, the common phenomenon is that, more educated parents provide an academic environment which improves their children's opportunities in their future.

The educational qualification of the parents of the sample students is quite interesting. The majority i.e. 40.5 per cent of the students' fathers are illiterates. Though, 35.5 per cent of them have completed their secondary education, whereas 1.1 per cent of them have completed their intermediate education. And not even one per cent of the respondents' fathers are Degree holders (0.5%). Even though, 35.5 per cent respondent's fathers were having secondary education their work culture is not much deferens when compared to the illiterate persons and primary education holders. Since they migrated several parts of Telangana and Andhra Pradesh states, they were completely new to the city culture. While interacting one of the student's father (P. Sangaiah father of P. Ashoke studying 9th class in Golconda Govt. high school) said that they came from Nizamabad district Budimi *Mandal* there was no work to do for family endurance (bread and butter) the better lifestyle they relocated to the city. While coming to the city they experienced cultural shock, and then they started working as they already familiar. The Figure 5.1 shows the educational qualification of the respondents' fathers. The main reason for this circumstance (migration) is poverty and illiteracy, lack of land holding, reduction of natural resources and low wages in rural areas. So they migrated to Hyderabad for their livelihood. These lines are in line with White and Robert (1980) stated that causes for migration was poverty

and illiteracy, less land holding, less lively hood opportunities in rural areas and low wages are causes to the migration.

Diagram 5.1: Educational Qualifications of the Respondents' father (in per ent)

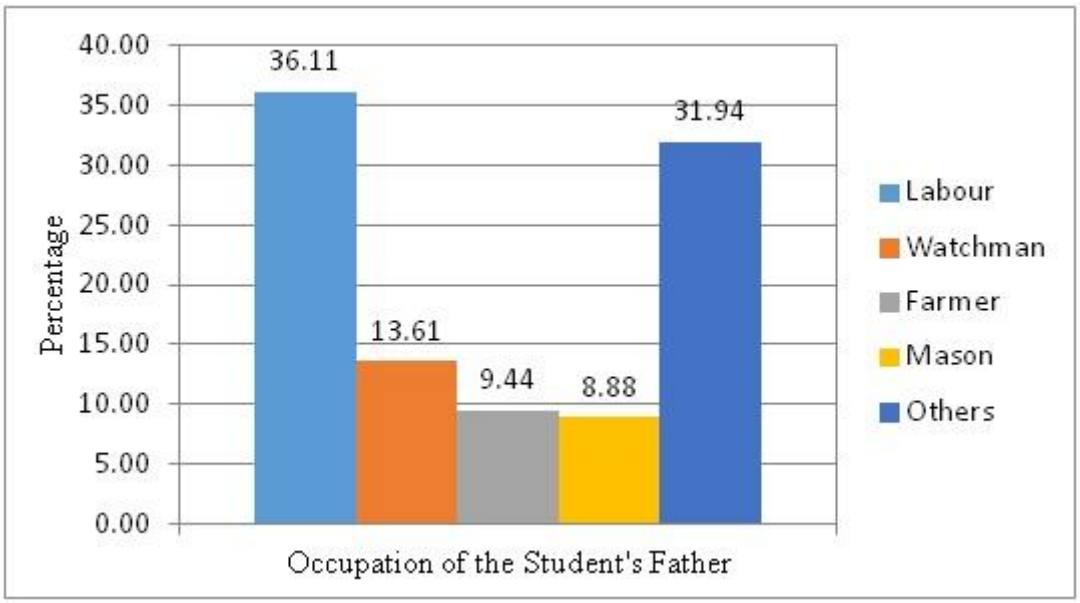


Source: Compiled from field data

Parents' education and their occupation show economic condition of the family, and its influence in the education of their children (Killer 2006). It is tear-jerking to say that most of the students' father i.e. 36.11 per cent is working as the labourers due to their illiteracy they did not get any employment, hence, they working as daily wage labourer. Out of the total students' fathers, 9.44 per cent are farmers and 8.88 per cent are mason. However, 31.94 per cent are belonging to others category in which 6 per cent is auto drivers. One of the most striking points, as presented in the Figure 5.2 is that 5.94 per cent of the students' fathers are no more, due to several accidents are occur in the place of construction. The others occupations of the students' fathers includes, 12 per cent of the respondents were salient about their father's nature of job (the reason was they simply sitting at home and depend on wife's salary) and some are doing business (8 per cent) i.e running a movable tea stalls (seasonal work), housekeeping.

It clearly indicates that the head of the family of the sample students' are much backward in terms of educational qualification. Moreover, all of them are daily wage workers, and they are busy with earning money for their daily survival. No one is from private/Govt. employee due to their less educational qualifications. This indicates public schools are meant for below poverty category sections. The discussion is continuing to know the educational qualification of the mother.

Diagram 5.2: Occupation of Student's Father (in per cent)



Source: Compiled from field data.

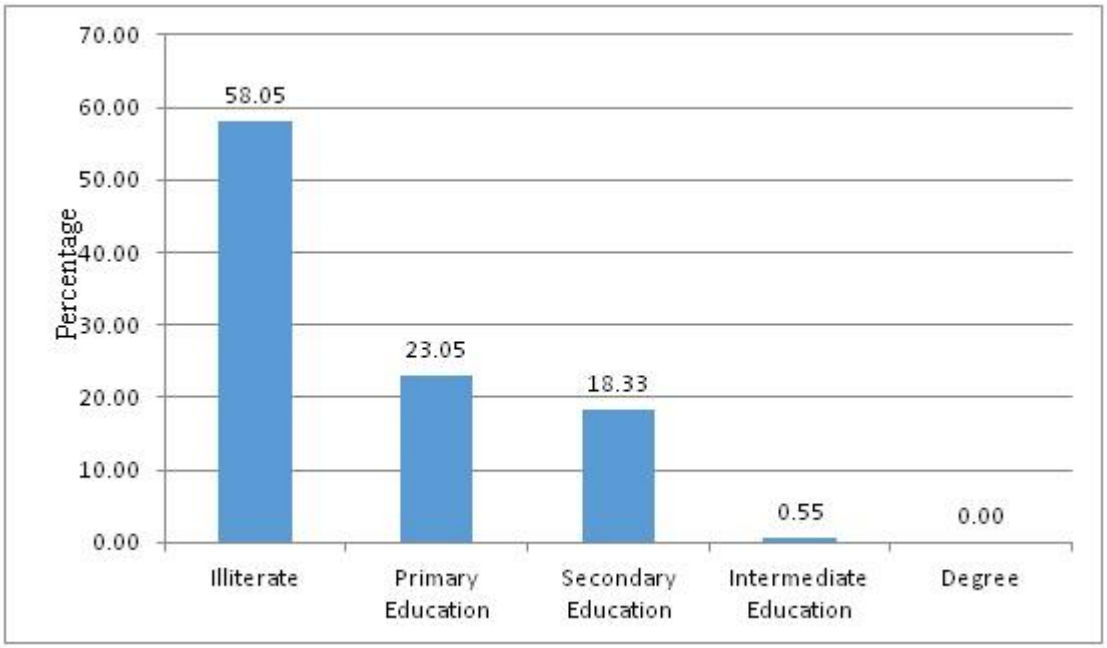
Others: Rickshaw puller, Tea makers, Vendors, Drivers.

If a mother can involve and supervise their children homework's, and take part to communicating with school participation gives more influence to child education. Findings of Ho and Willms (1996) there is a very strong influence of a child's parental education on the child's academic performance. But unfortunately, here the data can be revealed that nearly 59 per cent of the respondents' mothers are illiterates (58.05 per cent), 0.55 per cent of them studied intermediate. One of the most striking points as presented in the Figure 5.3 is that none of the respondents' mothers are qualified for Degree.

However, 18.33 per cent of the respondent's mothers have completed secondary education but they are also daily wage worker. Since they are migrated from deferent places of Telangana and Andhra Pradesh states (people are migrated all over the country, students who are studying in the government/public schools were from both Telangana and Andhra pradesh) from rural area to urban they affected the cultural shock, they did not use their secondary education for the employment and continuing as daily wage basis. Further, when it comes to the occupation of the respondents' mothers, 60 per cent of them are labourers (constriction). Very low

percentage i.e. 1.66 per cent of the respondents mothers are cooks. The others occupations of the students' mothers are as shown in the Figure 5. 4.

Diagram 5.3: Educational Qualifications of the Respondents' Mother

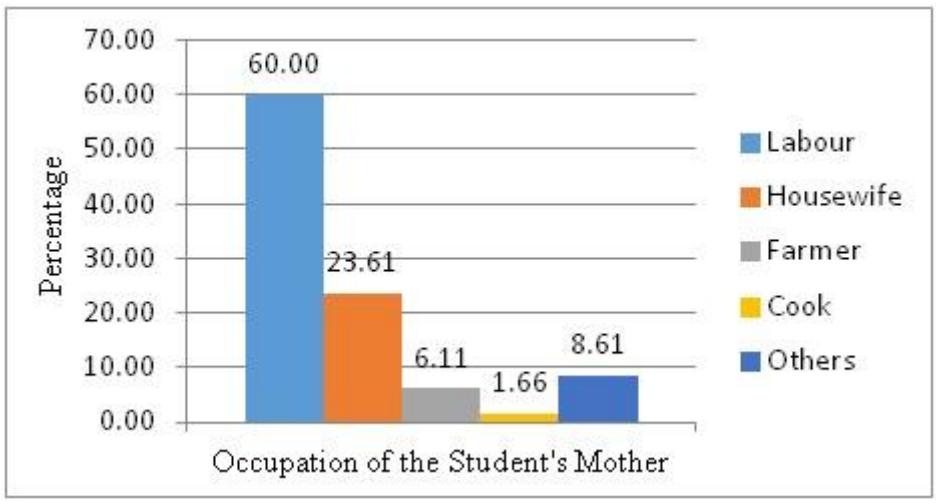


Source: Compiled from field data.

However, 18.33 per cent of the respondent's mothers are having secondary education, but they are also doing daily wage labours or housewives. At the time of data collection one of the student class (B. Anuradha, who is studying 9th class in Nampalli govt. high school) mother B. Laxmi, visited to enquire about her daughter's result. While interacted to her she said that "when I complete secondary education got married and family process started up to 4th my child studied in my village, then we moved to city. Here the work culture is deferent from my village so, I simply sit at home and taking care of my children education. Even though, we produced secondary grade certificate, they take as a housekeeping job.

Most of the respondents parents go to work at 8 AM and they will return home in the evening at 7.00 PM. Respondents are reaching home from school in the evening at 5.00 PM, the gap between parents come to home and children reaching was two hours. These two hours they will not be monitored by any one. They spend their time by watching Television, playing with friends and spending their valuable time in non-academic activities.

Diagram 5.4: Occupation of Student's Mother



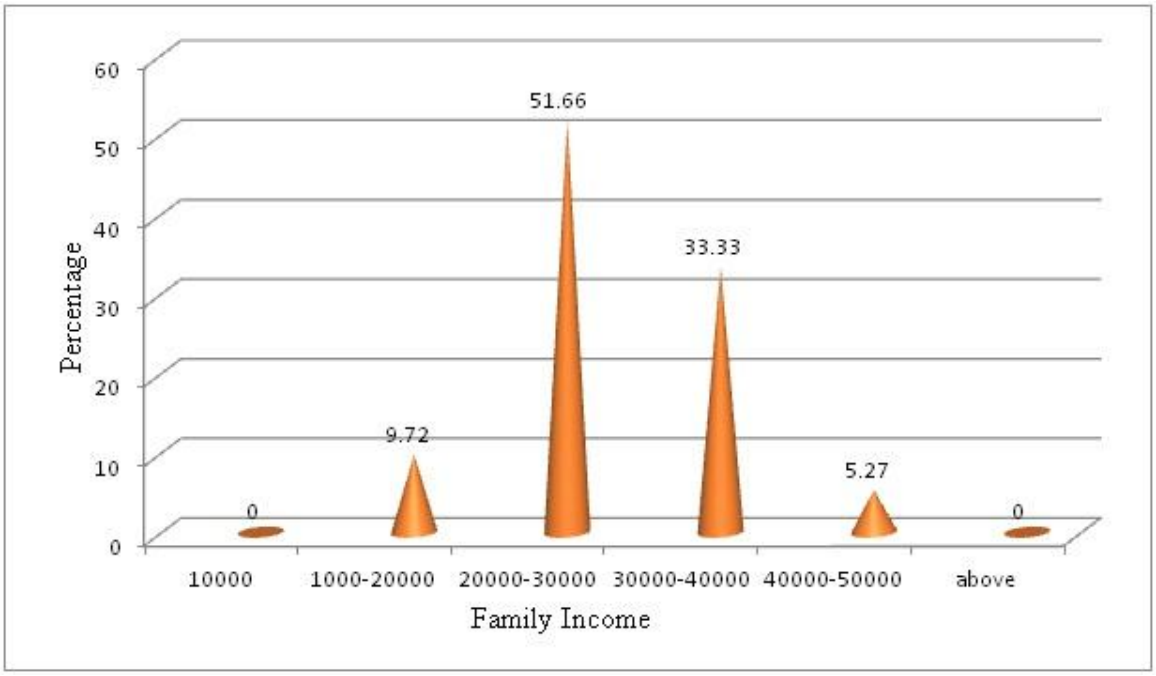
Source: Compiled from field data
Others: Housekeeping, babysitting, tailoring and gardening.

While collecting the data most of the female respondents are expressed that by the time parents reach they have to complete cooking and most of the household work. One of the pathetic situations revealed by D. Padma studying 9th class, Mudfort Govt. high school, if parents came by 7 or 7.30 pm most of the fathers were drunk and fight with mothers, unnecessarily beat children, then there is no interest to study at the time so, did not complete home work every day, even teacher did not ask the status of home work, whomever complete he/she will correct.

It has observed at the time of data collection, 90 per cent of respondents families are migrated from both states of Telangana and Andhra Pradesh. It is found from the data analysis presented in Figure 5.5 that more than fifty per cent of the respondent's families i.e. 51.6 per cent fall under the 20000 to 30000 income category per month, the reason is 36.11 per cent of the respondents fathers and 60 per cent of the mothers were working as labour. Daily income for them is rupees 350, so, per month their salary is rupees 10,500, along with elder son/daughter father and mother their income goes to this category. Next highest income is 33.3 per cent, those are belong to 30000 to 40000 income categories per month, which is under babysitting, auto drivers, rickshaw pullers. The rest of the respondent's families fall in other income categories such as 9.7 per cent families belong to 10000 to 20000, in this category mother are house wife's fathers nature of job for livelihood is moving tea stall and seasonal business. Very lowest 5.2 per cent families belongs to 40000 to

50000 highest income categories who are working like father as mason and mother cooks several places every day were got highest salary.

Diagram 5.5 Income Level of the Respondents' Family



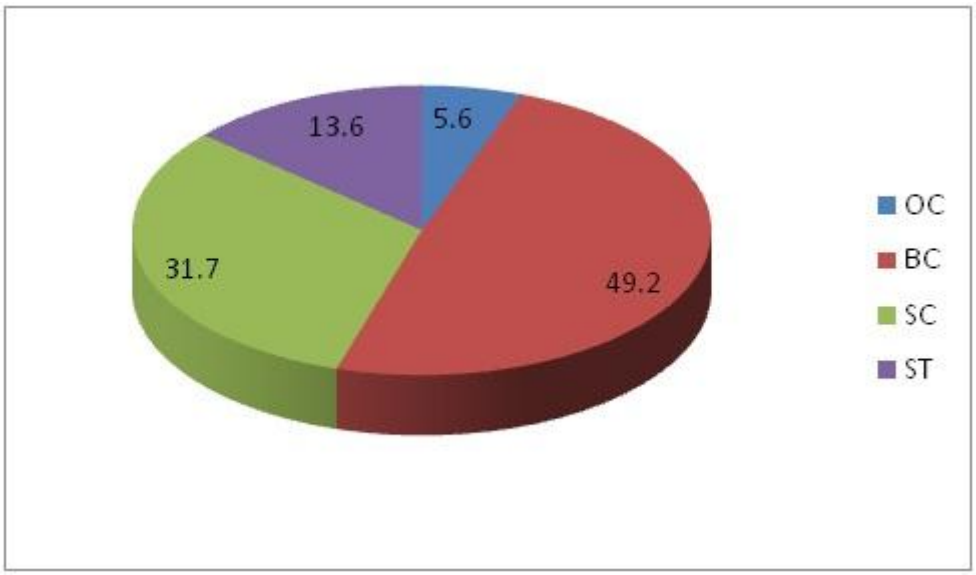
Source: Compiled from field data

It can be found from the Figure 5.5 that not even a single family of the respondents falls under the income group of above 50000. It clearly indicates that most of the respondents are from below poverty line, due to the poverty they migrated for their livelihood from the rural area to urban areas. They need financial support to continue their education. This is one of the major reasons why government has introduced scholarships and reservations to uplift them in their education.

4. Social Background of the Student

As a part, the demographical information, the study also identified the social background of the respondents. Out of the 360 respondents, nearly fifty per cent of the respondents i.e. 49.2 per cent belong to the BC social background. Very lowest i.e. 5.6 per cent are belongs to the OC category. The next follows the SC category with 31.7 per cent; ST Category with 9.7 per cent and the remaining respondents. All four category people were migrated to city due to non-availability of jobs at their native place, drought and poverty. These findings are in line with Gupta (1991). India, caste is the crucial component to determine the social background of the individuals (Prasad 1961).

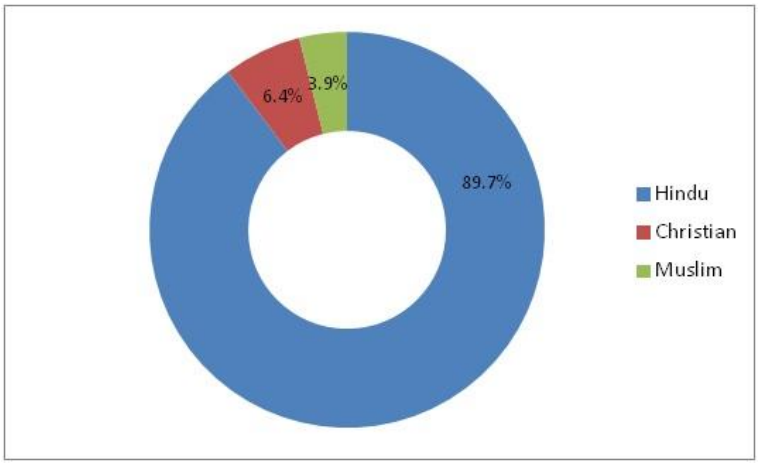
Diagram 5.6: Social Background of the Students



Source: Compiled from field data

The Figure 5.6 presents the social background of the students. During the course of field work and in the data analysis, it was observed that government schools are meant for marginalised people. Present study is confined to Hyderabad where Muslim minority population is more in the city. The Golkonda *Mandal* having more Muslim community where the Urdu medium schools are ran by government. Except Golkonda *Mandal* remaining five *Mandals* namely Nampalli, Saidabad, Secunderabad, Shakpet, and Tirumalagiri are located in the centre of the city.

Diagram 5.7: Religion of the Students

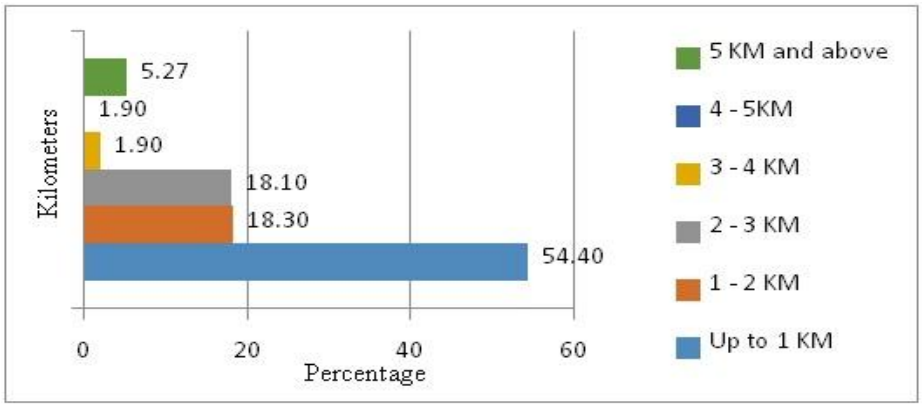


Source: Compiled from field data

As shown in Figure 5.7, out of the total respondents, nearly ninety per cent i.e. 89.7 per cent of the respondents are from Hindu religion, followed by 6.4 per cent from Christians and 3.9 per cent from Muslim religion. Hyderabad has the highest

Muslim population among big cities in India. As announced by Telangana Social Development Report (2017) 17.13 lakh people are living in Hyderabad district. Whereas, the data analysis showing that 3.9 per cent Muslim community is studying in the sampled schools, those are from migrated families. However, most of the Muslim community children were joined in Urdu medium schools. It was observed during the course of field work religion of the respondents more or less are same.

Diagram 5.8: Distance between Students' Residence and School



Source: Compiled from field data

It can be found from the Figure 5.8 that the distance between the students' residency and the school is one kilometre far for majority of the students i.e. 54.4 per cent. It can also be found that 18.3 per cent and 18.1 per cent of the students stay away from 2 km to 3 km respectively from their schools. It is important to notice that the rest of the students have to travel 5 and above kilometres to reach the school. The details of the distance between students' residence and schools are presented in the Figure 5.8. The govt has giving opportunity for school going children, the age group five years to 16 years there is no transport free they can travel in any public transport (Bus) at free of cost. Minimal numbers of respondents (5.27 per cent) are staying far away from the school, the reason they revealed that they relocate their residence due to parents work place.

Table 5.6 Distances between Residence and School

Statistics	Distance Between Residence and School (in KM)
Mean	2.20
Median	1.00

Mode	1
Std. Deviation	2.566

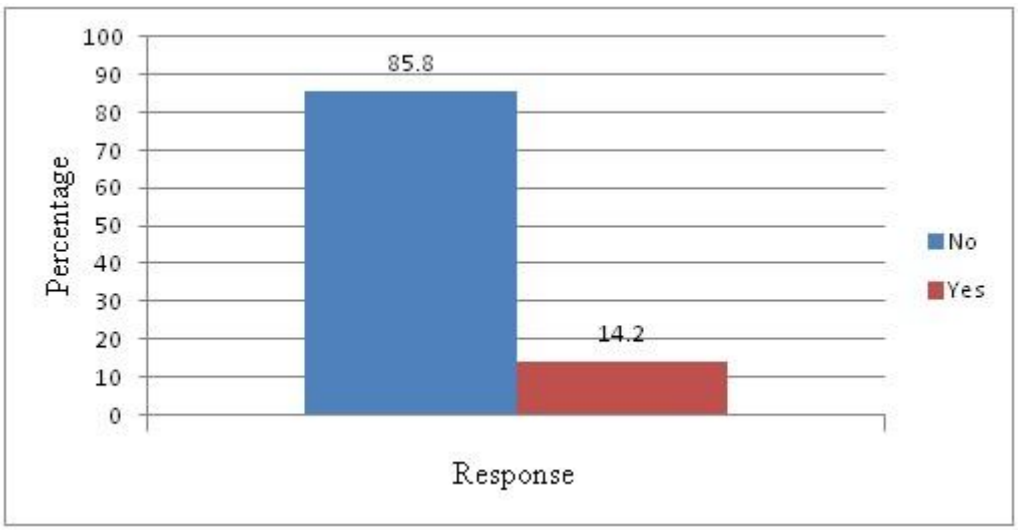
Table 5.3 presents the mean, median, mode and standard deviation (equation 1) of distance between students' residence and their respective schools.

$$\text{Std. Deviation} = \sqrt{\frac{\sum(X-\bar{X})^2}{N}} \quad \ldots\ldots\ldots\ldots\ldots\ldots(1)$$

The Mean distance is 2.20 KM, whereas the Median and mode is 1 KM each and the standard deviation (SD) is 2.566 KM. Most of the students have reach school by walk; students who are having seven to eight KM distance from home to residence are come by RTC bus with free of cost.

It was observed from the Figure 5.9, that out of the total respondents, 14.2 per cent of the students reported that they have the difficulty in reaching the schools. However, majority of the students i.e. 85.8 per cent have reported no such issue.

Diagram 5.9. Difficulty in Reaching School



Source: Compiled from field data

Students who are staying far away from the school they get free bus passes (public transport). Interestingly, those who stated difficulty to reach schools, those students are expecting that government should provide bicycles for them.

5. Social Background of the Teachers Respondents

While knowing the social background of the teachers, it has found that there is equal distribution of OC, BC and SC social background, whereas there are no ST teachers in the selected sample. When it comes to the religion of the respondents 30 are belongs to Hindu religion and six of them are from Christian religion, whereas no Muslim teachers found from the sample.

Table 5.7 Religion of the Teachers

S. no	Social Background	Number of Teachers
1	Hindu	30
2	Christian	6
3	Muslims	0
Total		36

Source: Compiled from field data

5.1. Distance between the Residence of the Teacher and School

If the teacher stays in school surroundings, it may possible to monitor the student's activities at home. Students should maintain the discipline. Teachers probably will reach school on time. Although the result of the study found that 15 teachers are stays within five to 10 KM from school. Very small number of the teachers (3) is stays 25 KM to 30 KM away from the school, due to their child education.

Table 5.8 Distances between the Residence of the Teacher and School

S.No.	Distance (in Km)	Number of Teachers
1	0-5	3
2	5-10	15
3	10-15	11
4	15-20	4
5	20-25	1
6	25 and Above	2
Total		36

Source: Compiled from field data

There are three teachers who stay within five kilometers radius from the school. While interact students of Shekpet government school S. Kaveri (10^{th} class) said that Padma teacher (who taught English subject) is stays very near to my home but, she did not have any interaction with local community. It was observed at the time of data collection, teachers how far stays from school, they will reach school on time and monitoring morning routine at the school at all sample schools. The details of the distance between teacher's residence and school are presented in the below table 5.8. The study focuses on quality of school education with reference to public school children in Hyderabad. The present section discusses about demographic profiles of respondents and also discussed about socio-economic profiles, with reference to public school students and teachers issues related to quality of school education in the selected sample public schools. The analysis is made to continue in section-2 and it deal with quality of education with respect to student's perception.

Section-2

6. Assessing Quality in Selected Public Schools of Hyderabad through Children's Perspective

The Right of children to free and compulsory Education Act, 2009, have taken a wider change in Indian education system. All the developmental schemes and policies have taken place to increase literacy rate but not in terms of quality (Aggarwal 2010). It is clearly indicating in census reports. But the literature is showing there is a huge gap in students test scores. In the last two decades there is a general criticism by the educationalists that India is losing from the quality of education. A number of reports have revealed that there is an urgency to address the quality concerns on a priority basis. The present research is trying to assess the quality of secondary schools of Hyderabad in terms of infrastructure and by testing children's abilities and basic subject knowledge.

Assessing quality is difficult and demands the use of holistic methods. According to Alam and Farid (2011), in light of different parameters of quality in singular objects, quality is defined by the overall evaluation of examination scripts. This view is reflected by Jere and Birdsall (1983) from the quality of schooling perspective. He observed that an individual's overall performance or excellence defines its quality. The uncertainty of quality is demonstrated especially in the

interpretation of facilities because quality is hardly implied from singular transaction. Carron and Chau (1996) observed that the word quality in education is globally consistent, however, parent's satisfaction is dependent on their child achievement in academics and school quality. Thus, the two concepts are interrelated because prolonged satisfaction develops the awareness of overall good quality from the point of student's achievements. The study has concluded that illness and poor health conditions are one of the key factors for absenteeism that affects the quality.

7. The Relationship between Learning Activities and Quality

Teaching-Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic of teacher. One of the best practices of teaching is enlightening students outside the classroom i.e. taking them into laboratories, science exhibitions, museums, etc. The sample students were asked to respond to the quality indicators of the school education in a structured questionnaire. The details of the indicators and the results of the data analysis are presented in Table 5.6. Out of the total student respondents, 44.2 per cent reported that the teachers are not conducting learning activities outside the class. The reason is teachers don't have much time to arrange classes outside the class room, so they rush to complete the syllabus in time. Present curriculum is designed by State Council of Educational Research and Training, it was completely project based education, every lesson ends with related project, so students must do the projects in all the subjects. Researcher poses the question to the question of whether the teachers are explaining the lessons clearly or not, 100 per cent of the students are positively responded because, all the teachers are well qualified, trained and also seniors. Teachers encouraged students to clarify doubts while teaching the lesson.

The effectiveness of the teachers gives raise to creative methods of teaching-learning, the use of teaching aids and new technology can improve the learning abilities rather than the formal teaching. A teacher can use the Teaching Learning Material (TLM) for benefit of the poor (academically) and talented students in the class (Rennie 2014). Hyderabad is the capital of the state, and all the sample schools are well equipped with teaching-learning material. However, teachers are habituated to taking class with the support of TLM. They start lessons with a short summary of the previous lessons. As per the students' perspective, the homework books were corrected on regular basis by the teachers. Researcher has observed that the text book

itself has lot of exercises given in every lesson end, therefore teachers are monitoring and correcting the work books on daily basis. Since the study focuses on school level quality, it was found that many of the students stated that teachers conduct sudden tests. To cross check the findings about sudden tests, they said that they have their own assessment tests and evaluations other than that they do not have time to conduct sudden tests. Hence, the students are confused if those are sudden tests or regular assessments. Hence, there was no sudden tests conduct at the public schools. This is the one of the indicator (sudden tests) to improve the student learning capacity which leads to improve the quality in education.

The relationship between student and teacher has a great significance in academic achievement, during the school years the child can acquire social and emotional competencies (Levin and Lockheed 1993)). According to Dewey (1915) the friendly relationship will improve learning abilities in the class room. The present study made an attempt to analyse the relationship of the teacher towards students. Teachers place a vital role in students overall development (Schommer 1993). They motivate and develop students in all aspects. But unfortunately, 16.7 per cent of the students responded that the teachers are not friendly with them. But during the course of the data collection it was found that teachers are treating all the students' equally as if they are very much concerned about students. Nampalli *Mandal* Sulthan Bazar govt. school social teacher Prameela Kumari has provided stationary items and transport charges to needy students. Whereas, in Shaikpet govt high school mathematics teacher Kamalaker views about students was deferent. While interacting him he said that "every class hardly four/five academically interested students remaining were simple they attend the school.

Another question asked to the students, are teachers finishing the syllabus on time? All the respondents have said that the syllabus was completed on time. It is true, because the sample schools are very near to district educational office and so there will be very frequent monitoring of DEO, MEO so it is mandatory for teachers to finish syllabus on time. During the course of data collection it was also observed that every teacher should come before school prayer starts. After the prayer everybody should go to class rooms as per their scheduled time table. Hence, the classes are commencing regularly on time.

The present study is concerned on issues regarding quality in school education. All individuals may not have same IQ levels, some are having quick grasping power and some are having low level of learning abilities, since pupils have different characteristics on learning. School should provide remedial class for slow learners to improve the quality as per the guidelines of National Policy on Education 1986. The study is trying to know whether the teachers conducting remedial classes for slow learners. It was found from the observations that no sample school has any remedial classes system. But students are responded positively, which is not true. After school 10^{th} class students were having extra classes to the benefit of pass percentage for school. Moreover, the fact is that teachers are paying extra attention to slow learners with in the class timings. Therefore, it leads to improvement in the quality of school education. Even though, the classes commence regularly, teachers do complete syllabus on time, teachers are using TLM, correcting exercise books, they explain the content clearly, giving project works, and accessing online resources 40 per cent of the students were struggling to read their language text book. However, all the above practices are support services to improve quality.

8. Infrastructure Facilities

All sample schools are located in the middle of the city. Except Bagmoosarambag school which is located in Saidabad *Mandal* every school has having sufficient class rooms, staff room, principal's room, libraries, sports room, playground, compound wall, separate toilets for boys and girls, and also separate toilets for male and female teachers.

Present education system gives more importance to online learning. SSA has streamlined its focus on quality by developing infrastructure introducing Information and communication technology (ICT) in primary and secondary school level education. Moreover, government has put forward several measures to improve learning outcomes and improve skills for jobs. The Right of children free and compulsory Education (RTA) Act has been focusing on infrastructure development along with learning activities (GoI 2009). Hence, researcher has raised one of the important points to be noticed regarding the indicators is that, fifty per cent (50.6%) of the students reported that the teachers are not teaching how to access online resources. Every school equipped with laboratories consisting eight to ten computers

with internet connection though, there are many computers with net connection, but students themselves do not use.

9. The Relationship between Learning activities and quality

Teaching-Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic in the teacher's hand (Timperley *et al.* 2007). They mould children, develop warm, supportive relationships, and create enthusiasm about learning. One of the best practices of teaching is enlightening students outside the classroom i.e. taking them to laboratories, science exhibitions, museums field trips, etc., to break the monotonous classroom teaching.

Table 5.9. Quality Indicators of School Education

Quality Indicators	Yes	No
Teachers arrange learning activities outside the class	201	159
Teachers give project works related to lessons	360	0
Teachers explain clearly	360	0
Teachers encourage you to ask doubts while explaining the lesson	360	0
Teachers use teaching learning material	360	0
Short summary of previous lesson at the beginning of lesson	359	1
Teachers correct exercise books regularly	360	0
Teachers conduct sudden tests	360	0
Teachers move friendly with you	300	60
Teachers treat all the students equally	360	0
Teachers complete syllabus on time	360	0
Classes commence regularly	360	0
Teachers conduct remedial classes for dull students	360	0
Teacher teach how to access online resources	178	182
Satisfied with your school meals	38	322
Eat everybody same place	360	0
Get books and uniforms from school	190	170
Find any difficulty in getting government benefits	359	1
Government educational schemes are good	85	275

Give feedback to your teachers	360	0

Source: Compiled from field data

10. Infrastructure Facilities Verses Quality Improvement

All sample schools are located in the middle of the city. During the course of field work and in the observations of the researcher except Bagmoosaram school which is located in Saidabad Mandal every school has sufficient class rooms, staff room, principal room, libraries, sports room, playground, compound wall, toilets separate for boys and girls, and also separate toilets for male and female teachers. Classrooms are fixed with chalk boards, lights and fans. Drinking water is available on each school, where as Saidabad, Secunderabad, Tirumalagiri, Mandal schools are having water purifiers. Every school is having library room, contains 2000 to 3000 books available for use. Unfortunately, Nampalli, Saidabad, Shaikpet *Mandal* schools are having common room for library, sports room, store room and also staff room. Which is the situation happens in the capital city Telangana state. But, the study has contradicting to the Directorate of Economic and Statistical Report (GoI 2016). The report has mentioned that there is lot of development in infrastructure facilities and 72.81 per cent school are having ramp facility for physically challenged people. Whereas, present study found that there is no ramp facility in the sample schools.

Table. 5.10. Infrastructure Faculties in School

S.no	Schools having Facilities	Number of schools (%)
1	Drinking water	97.05
2	Separate Toilets for Boys	94.56
3	Separate Toilets for Girls	95.18
4	Health check availability	70.57
5	Ramp availability	72.81
6	Play ground	74.66
7	Library	82.80
8	Electricity connection	81.50
9	Compounds	53.05
10	Own building	97.38

11	Boundary walls	68.59
12	Separate room for Head Master	68.02

Source: GoT.2016

11. Corporate Social Responsibility of Software Companies

Corporate Social Responsibility is the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large", Lord Holme and Richard Watts. Corporate Social Responsibility is a responsibility of all the corporate to ensure the wellbeing of the society at a large scale. Although, the main objective of any corporate entity is to earn profits, it is their duty to take a step for the welfare of society.

The word Corporate Social Responsibility (CSR) was coined in 1956 it has been re modified on Gazette in 2013. The CSR major concerned about society's values, goals, environmental goals and economical goals. Companies are acceptable to spend on to construct buildings and training to the people to required areas. The expenditure should not be exceeding five per cent of the CSR. Whereas, Medford Govt. School located in Tirumalagiri Mandal, Seethaphalmandi Govt. School from Secunderabad *Mandal*, Golconda Govt. School from Golconda Mandal are has good condition of laboratories established by Infosys (Cyient) company, through their CSR initiative. The basic objective of Infosys is to train the students from below poverty line background, so they started providing laboratories, two teachers for each school, and school bags for every student. As per the school requirement, the company has been providing the facilities. The company has paying those two teachers salary and their work nature is lab instructors, and they take classes assigned by head master.

There are another agency called Red Bus, the objective of the agency is to educate children about cleanliness, food habits and punctuality. Two teachers are assigned by the agency to the chosen schools. The teachers take classes as per the school scheduled and they teach cleanliness by singing songs and playing small skits. They look after the students during the time of school meals. Another interesting point has observed in the part of course work of field work is that, there are mobile laboratories for physics, chemistry, biology, and computers labs are available in the

sample schools. The instructors explain the practical aspects of the syllabus by YouTube lectures, taught them basic computer applications on weekly basis.

Present education system is giving more importance to online learning. SSA has streamlined its focus on quality through developing infrastructure introducing ICT in primary and secondary school level. Moreover, government has put forward several measures to improve learning outcomes and improve skills for jobs. The Right of children free and compulsory Education (RTA) Act focuses on learning. Hence, researcher has raised one of the important points to be noticed regarding the indicators fifty per cent (50.6%) of the students reported that the teachers are not teaching how to access online resources. Every school equipped with laboratories consisting eight to ten computers with internet connection though, there are many computers with net connection, but students themselves do not use. Schools doesn't have instructor, teachers how have basic computer knowledge they teach. While interacting Dr. Srinivasulu, principal of Mudfort govt. school said initially govt. has provided two instructors' through the agency for two years. The agency stop founding the salary to the instructors, there is no maintenance found for the lab, there is no use with lab, so we locked. This is the situation where capital city of Telangana.

12. School Meal

According to Global Hunger Index (2012) India is home to one-fourth of the world's hunger which leads to under nourishment, linked with school dropout. The school meal which is launched in 1995 had a great impact on increasing enrolment (Khera 2006). Especially, children from disadvantaged sections, including girls, marginal communities, and Dalit's saw a great improvement in attendance and retention. Mid-day meal has helped in preventing classroom starvation, and improved the school participation. It has been improving the education, health and nutrition of disadvantaged children. The present study made an attempt to analyse the quality of school education with respect to the school meal program. It can be found from the Table 5.6 that nearly ninety per cent (89.4%) of the students are not satisfied with school meal which is an alarming issue. It is also happen in the Mumbai schools. The Daily mid-day meal monitoring system (2016) has found that about 207 schools have stopped providing mid-day meals in Mumbai. The reason is again the quality. Parents provide home cooked food for their child due to several health reasons. The study also observed that, mid-day meals are one of the great facilities to the public school

children. Every student is consuming school meal from the sample schools. The observations of the field has discovered that, student are not carrying their lunch boxes, that reduces their mothers work and financial support.

One of the eyes blinking situation accrue in the sample school of Saidabad *Mandal*. The school follows the shift system (Morning 7.30 AM to 12.30 PM run by primary school and 12.30 PM to 5.30 PM run by high school). Then the time was 12.30 PM, a student studying in 8^{th} class named G. Ramesh fell down in the Assembly due to giddiness. The teacher who was conducting Morning Prayer (Prasanna Lashimi as a physical teacher) enquired about issue. The reason was, Ramesh came to school by empty stomach, it is happens in every day. Unfortunately, he has a single parent, his mother goes early morning for her work place, and hence Ramesh first meal is the school meal at lunch. Since that day Ramesh has been permitted to have school meal twice a day. This shows teachers are having more concerned towards students. However, mid-day-meals is taking more support to reduce class room hunger.

Whereas, Shaikpet *Mandal* Shaikpet government school respondents are `stated that they are fully satisfied with school meal. The reason they are shared was that, they need not carry their lunch box every day and by the lunch they took hot food weekly twice with egg, every day one variety of pickle. During the course of field work it was observed that the sample schools located in Hyderabad have centralised kitchen, every school receives hot meal by lunch. Teachers and non-teaching staff also taste the meal regularly. Every student from the sample schools, take food with friends as much as they can.

Another alarming issue are that 47.2 per cent of the students reported that they were not getting books and uniforms from school. For which while interviewed Mudfort school social Teacher Mr. Srinivasarao. He said that children are getting benefits from Government according to their financial eligibility. Moreover, 76.4 per cent reported that the government educational schemes are not good. Because they are expecting more and more benefits to the government for example distribution of bicycles, good number of scholarships ect. However, 0.3 per cent of the students expressed that the short summary of previous lesson at the beginning of lesson is not provided by the teachers and 0.3 per cent of the students reported that they were facing difficulty in getting government benefits. During the course of the data

collection it was found that the public school students are not at all found any difficulty to getting the government benefits from school office. Everyone is appreciated government benefits in their words but they were not satisfying with present schemes expecting more.

Government school teachers are more qualified and trained, after training also they have to write Teacher Eligibility Test (TET) and District selection committee (DSC) exams to get the teacher jobs. All the above tests are testing the teaching abilities in the teachers. So, definitely these teachers are good in teaching. Hence, 100 per cent of the respondents are positively responded towards their teachers with respective their teaching abilities and attitude.

13. Good Practices in Government Schools

The study tried to identify the extent to which the schools have been following the good practices. These good practices include: School routine (morning) activities, School Safety/vigilance measures, School Governance and monitoring activities, School Health and Hygiene, Co-curricular activities in the school (CCA), Extra-curricular activities in the school, School Teaching-learning Processes, School Sanitation and gardening activities, Learner's Performance monitoring activities and School Hobby development programs. Earlier literature also debating that location of school and effective school practices are also influence the quality of education (Lokheed and Verspoor 1991, World Bank 1997). If the schools are located in rural areas, no transport facility leads to teacher absenteeism (Ramachandran, 2001). Such a way that school discipline is more important to improve the quality in education.

13.1. School Routine (morning) Activities

Each school have its own discipline, usually every school has start with the morning Assembly. It is a stage to exhibiting the inherent talent of the students. It develops the spirit of team building, leader ship qualities and shapes the value system. And also it is an opportunity for the students to express their sensitivity and social responsibility and social bonding towards the school. The below Table 5.8 provide the responses of the students regarding the School routine (morning) activities. The highest per cent of the students i.e. 53.6 reported that the school routine (morning) activities are very good, whereas 23.6 per cent reported as good and 6.1 per cent reported neither good nor bad. However, it is important to be note that 16.7 per cent

of the students reported that the school routine (morning) activities are very poor. During the course of data collection it was observed that every sample school has its own disciple to conduct Assembly. Teachers and students should attend the assembly on time, if any student got late to attend the assembly; he/she would be punished by the physical education teacher.

Table 5.11. School Routine (morning) activities

School routine activities	Frequency	Percentage (%)
Very Good	193	53.6
Good	85	23.6
Neither Good nor poor	22	6.1
Poor	0	0
Very Poor	60	16.7
Total	360	100.0

Source: Compiled from field data

Interestingly, a sample school in Saidabad *Mandal*, (Government high school, Bag Musarambag) had no sufficient space for conducting Assembly, no sufficient class rooms, and insufficient infrastructure, run with 14 teachers about 354student strength. However, the school represents the toper of the *Mandal*. Moreover, it indicates that quality needs several factors not just infrastructure.

13.2. School Safety/Vigilance Measures

The sample schools are from Hyderabad, and it has found in the course of data collection that the schools were paying a lot of attention to the safety and vigilance. All the sample school are having compound walls with gate, Gates were closed by the Assembly time. There is no interaction with outside public. Opinions of the respondents were taken on the school Safety/vigilance measures. The majority of the students i.e. 72.5 per cent reported that the school Safety/vigilance measures are good whereas 26.9 per cent of the students reported neither good nor poor. Table 5.8 presents the details of the school Safety/vigilance measures.

Table 5.12 School Safety/vigilance measures

Safety/vigilance measures	Frequency	Percentage (%)
Very Good	2	0.6
Good	261	72.5
Neither Good nor poor	97	26.9
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.3. School Governance and Monitoring Activities

All the sample schools had a code of conduct for students and teachers. The Display board were filled with day-to-day information. The schools were maintained daily records for the school maintenance. Uniforms were mandatory for all public schools in Hyderabad. The Table 5.9 provides the responses of the students on the school governance and monitoring activities. It is found that majority of the students i.e. 56.7 per cent reported that the school governance and monitoring activities are neither good nor poor. 26.4 per cent of the students reported that the school governance and monitoring activities are good, whereas 16.7 per cent reported poor. But the observed fact is that each class is monitor by the class teacher.

Table 5.13 School Governance and monitoring activities

Governance and monitoring activities	Frequency	Percentage (%)
Very Good	1	0.3
Good	95	26.4
Neither Good nor poor	204	56.7
Poor	60	16.7
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.4. School Health and Hygiene

Heath is more important to acquiring knowledge if the student is healthy then she/he actively participate in learning. During the course work it was observed that

every school had having dustbins in every classroom, teachers are regularly monitoring cleanliness and minimum required first-aid kits were available in all sample school of Hyderabad. In Table 5.10, it can be found that the majority of the students i.e. 74.2 per cent reported that the school health and hygiene was neither good nor poor, whereas 25 per cent of them reported school health and hygiene was good. Only 0.8 per cent of the students reported that school health and hygiene was very good.

Table 5.14 School Health and Hygiene

School Health and Hygiene	Frequency	Percentage (%)
Very Good	3	0.8
Good	90	25.0
Neither Good nor poor	267	74.2
Poo5	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.5. Co-Curricular Activities in the School

Co-curricular activities lead to overall development of each and every student. It is schools responsibility to provide such kind of education. It develops on both the academic and as well as co-curricular activities. During the course work of data collection it was observed that all the sample schools were encourage student's participation in co-curricular activities. Regarding the Co-curricular activities in the school, most of the students i.e. 73.1 per cent reported as good, whereas 17.5 per cent reported as very good. 8.3 per cent of the student reported that the co-curricular activities in the school are neither good nor poor and 1.1 per cent reported them as poor. Table 5.11 shows the results of Co-curricular activities in the school.

The study has revealed that except the Golgonda government school, all the five *Mandals* sample schools students participated in science the exhibitions, and participated games, and also won the medals. The students from Shakpet School said that, they win medals in their respective games. The medals were displayed in the office room.

Table 5.15. Co-Curricular Activities in the School

Co-curricular activities	Frequency	Percentage (%)
Very Good	63	17.5
Good	263	73.1
Neither Good nor poor	30	8.3
Poor	4	1.1
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.6. Extra-Curricular Activities in the School

Extra-curricular activities like debate, math lab, language lab, dance, music, and drama are improves the mental health of the students. It strengthens the mind. When it comes to the Extra-curricular activities in the school, 41.7 per cent of the students reported them as neither good nor poor, whereas 39.2 per cent of the students reported as good and 17.2 per cent reported as very good. Only 1.9 per cent of the students reported the Extra-curricular activities in the school are poor as shown in the Table 5. 12. At the time of data collection, it was revealed that some interested students are participated in debate and essay writing competitions district level. The majority of the sample schools were silent (they did not have much interest to participate in co-curricular activities). It was observed that at the time of data collection there are two schools namely Sheik pet govt school and Mudfort govt schools were displayed students owned mementoes at the office room display board. It was observed that all the sample *Mandal* teachers were hurry to complete their syllabus, they did not pay much attention to encourage students towards co-curricular and extra-curricular activities.

Table 5.16. Extra-Curricular Activities in the School

Extra - curricular activities	Frequency	Percentage (%)
Very Good	62	17.2
Good	141	39.2
Neither Good nor poor	150	41.7
Poor	7	1.9

Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.7. School Teaching-Learning Processes pp

Effective teaching brings intended learning out comes. Among other activities Teaching-learning process is a very essential part of in the educational institutions. During the course of field work, the study has observed that all the sample school teachers were providing better knowledge while importing quality education. The Table 5.13 provides the responses of the students on School Teaching-Learning Processes. It was found that 61.4 per cent of the students reported that the School Teaching-Learning Processes was very good, whereas 38.1 per cent reported neither good nor poor. Overall, only 0.6 per cent of the student reported that the School Teaching-Learning Processes was very good. However, all the sample schools were in a rush to complete their given syllabus on time. In the part of teaching learning process these schools have conducting parent-teacher meetings once in three months. But, parents were not willing to attend the parent-teacher meeting due to several reasons. One among them was that they had to take leave for their work, therefore no salary paid for that day. Interestingly, all sample schools teaching aids, globe, chart, maps, basic required instruments were available.

Table 5.17. School Teaching-Learning Processes

School Teaching-Learning Processes	Frequency	Percentage (%)
Very Good	2	.6
Good	221	61.4
Neither Good nor poor	137	38.1
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.8. Sanitation and Gardening Activities

The school is a place to learn all the abilities at a time even issues like health, sanitation, and school environment (Hujala e*t al.* 2012). The minimum facilities as

well as the school backgrounds play a very vital role in any school activities. Regarding the Sanitation and gardening activities, it was found that 77.5 per cent of the students reported that the sanitation and gardening activities were neither good nor poor, whereas 22.2 per cent reported them as good. Only 0.3 per cent of the student reported that the sanitation and gardening activities were very good in schools. Schools like Madfort, government school in Tirumalagiri *Mandal*, and Bag Mosarambag government school in Saidabad *Mandal* have water purifiers, whereas, remaining four *Mandals* students got water from home to school. Poor facility of drinking water, poor hygiene and lack of sanitation facilities courses to various communicable diseases. However, it is the schools responsibility to take care of every student health and hygiene. During the course work of field it was observed that the surrounding of all the sample schools was maintained very poor in three *Mandals* namely Seethaphalmandi govt. high school, Mudfort govt. high school and Golconda govt. high school.

Table 5.18. Sanitation and gardening activities

Sanitation and gardening activities	Frequency	Percentage (%)
Very Good	1	0.3
Good	80	22.2
Neither Good nor poor	279	77.5
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.9. Learners' Performance Monitoring Activities

Effective teaching-learning implies to monitoring and assessing every student on day today basis, it is the schools responsibility. From the Table 5.15 it can be found that that 77.2 per cent of the students reported that the Learners' performance monitoring activities were good in schools, whereas 21.9 per cent of the respondents reported as neither good nor poor and only 0.8 per cent reported Learners' performance monitoring activities were very good. It was observed at the time of data collection teacher are paying more attention to the tenth class students rather than

other students. All the sample school teachers were correcting their work books, also additional care was provided to the slow learners in class itself.

Table 5.19. Learners' Performance Monitoring Activities

Learners' performance monitoring activities	Frequency	Percentage (%)
Very Good	3	0.8
Good	278	77.2
Neither Good nor poor	79	21.9
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.10. School hobby development programs

The children in the age group (6-16) are having deferent abilities and talents were shaped in the school environment. Interestingly results are found regarding the School hobby development programs as shown in the Table 5.16 is almost hundred per cent i.e. 99.7 per cent of the students reported that the School hobby development programs were very poor in the schools. Only 0.3 per cent students reported the School hobby development programs as very good.

Table 5.20. School Hobby Development Programs

Hobby development programs	Frequency	Percentage (%)
Very Good	1	0.3
Good	0	0
Neither Good nor poor	0	0
Poor	0	0
Very Poor	359	99.7
Total	360	100.0

Source: Compiled from field data

The reason which the study has found at the time of data collection students were showing enthusiasm to participate in the programs like sports club, literary club, nature club, wildlife club and also theatre and movie club but there was no facility to

run these kind of activities in selected public schools of Hyderabad. School focuses mostly on completion of syllabus and conducting assessments.

However, above discussed ten dimensions are lead to improvement in the school quality, and it influences quality of education in public schools. The present study focuses on to find out indicators which are effecting in improving the quality of education. It has measuring the quality through infrastructure facilities, and student academic achievement levels. All the sample schools are located in Hyderabad and it is capital of Telangana state. Hence Infrastructure facilities and good practices in schools are better than the other districts in Telangana state. The study further examines on student reading, writing skills and also simple arithmetic abilities through the test. The questions which were given for the test basic introduction lesson from their prescribed text books. Each subject carries five marks.

14. Student's Test Score

However, conducting examinations is the one of best practices of measuring the quality of the students. To measure the quality of education in selected schools of Hyderabad, the test conducted to the sample school students of 8^{th} to $10^{th.}$ The above mentioned indicators show that the quality in public schools is good. But, the test scores reveal that 50.4 per cent of the sample students did not qualify the basic test conducted by the researcher. It clearly indicates that providing infrastructure, sufficient qualified teachers, and physical facilities are not enough to measure the quality in public schools, there many other reasons to improve the quality in school education.

14.1. Student's Secured Total Marks in Test (30 Marks)

The total marks secured by the students in all subjects are shown in the following Table 5.17. Out of the total students, majority of the students i.e. 38 students were secured 21 marks, whereas 31students have secured 20 marks and 27 student's total marks are 19. However, 6 students have got heist marks i.e 28 in which four students are from 10^{th} class, two students belongs to 8^{th} class and none of the 9^{th} class students have got 28 mark. Five is the lowest mark scored by five students. The details of the students' total marks can be seen in the below table (Table 5.17). Interestingly, 189 students have got first class marks (students how are gained 18marks out 30 marks were into first class). It is very biggest number. Whereas, who

have secured second and third class is very lowest both the numbers were very nearby (second-54 students, third-55). Moreover, students how have got less than 10 marks been under failed category the study has found that 62 students were failed in the test.

Table 5.21. Student's Total Marks (Max. Marks 30)

Students Secured Total Marks	Number of students
5	5
6	4
7	4
8	11
9	14
10	17
11	16
12	12
13	16
14	18
15	15
16	15
17	24
18	21
19	27
20	31
21	38
22	23
23	15
24	6
25	5
26	6
27	11
28	6
Total	360

Source: Compiled from field data

14.2. Marks Procured in Languages by the Sample Students (Marks 5 in Each Subject)

At the time of reading test the marks secured by the students in Telugu subject 159 students secured 5 out of 5 marks in the test, whereas 99 students have secured 4 marks and one student secured 1 mark in the test. Except, Golconda Govt high school remaining five *Mandals* local language is Telugu. Hence, all the respondents' mother tongue is Telugu, so they have gained good marks in Telugu. Muslim population is

very less (3.9 per cent) in the sample schools. Urdu medium schools are run for the Muslims, these 3.9 per cent respondents migrated from deferent parts of both Telangana and Andhra Pradesh. Even though, 2 students have got failed in the test, they not pronounce spelling properly. The reason which was observed at the time of data collection, those how have failed were irregular. While interacting them, there is one student D. Lashimi how is studying 10th class in Golconda Govt School said that her mother is having severe health problem she need to accompany with her. So she should not concentrate on studies whereas, in the English subject 52 students secured five out of five, followed by 130 students secured four marks and 9 students were failed in English. Respondents who are studying 10th class have good reading and writing skills only 9 students have secured 1 mark in the basic reading test. The students who are scored highest marks were from 10th Class.

Table 5.22. Students Marks in Languages (Marks 30)

S. No	Secured Marks	Telugu	Hindi	English
1	1	1	35	9
2	2	13	77	74
3	3	88	112	95
4	4	99	95	130
5	5	159	41	52
Total		360	360	360

Source: Compiled from field data

All the public schools concentrate on the 10th class students to improve the pass percentage of their schools. But in the Hindi students scores were very low, 95 students have secured 4 marks and 41 students have got five out of five marks. Moreover, 35students have got failed in Hindi 50 per cent of them could not even recognise the words. There four at the language point of view there is a little improvement when compare to the Pratham report (2014).

14.3. Marks Procured in Mathematics, Science and Social Subjects by the Sample Students

The students were tested by the basic knowledge in Maths, Science and Social subjects and the test scores are as following in the table no 5.23. The marks secured by the students in the Mathematical test out of the total students a 123 student's are secured 3 marks in the test, whereas, 76 students are secured 2 marks, 40 students are secured only 1 mark. It is notable to find that 62 students have got 0 marks in the mathematics test. Out of 120 samples of 10^{th} class (in all *Mandals*) only two are failed. Whereas, from 9^{th} class 28 students got failed and horribly in the 8^{th} class 72 students were failed. It indicates schools did not castrate on 8^{th} and 9^{th} class students education, they only focus on 10^{th} class students to improve the pass percentage respected *Mandals*.

It can be found that, 147 students were failed in science test. Out of the total sample 360, there are 123 students have secured three marks in which 101 students are from 10^{th} class it indicates in all the subjects class 10^{th} students are performing well. Only two students have got five out of five marks. While interacting Y. Dhanalakhimi who teach science subject for class 8^{th} students in Sulthan Bazar govt school in Nampalli *Mandal*, she said that the major mistake has done by the government was the removal of 7^{th} class public examination system, So students and parents are not worried about their education up to 8^{th} class. We (teachers) are trying to motivate the parents but they don't pay attention on their children education. We almost beg the parents to send their children regularly and pay attention at least half an hour per day. Moreover, we are trying to provide the quality of education to the students. At the time of data collection it was observed that there was no free time to the teachers, everybody busy with their classes' especially female teachers. This is also indicates they (teachers) are putting efforts to improve the quality in education.

Whereas, the marks secured by the students in social test. It can be found that out of total 360 students 17 students have got five out of five marks in social subject, whereas, 19 students have got zero marks. Highest, number of student's have secured are secured 2 marks. While interacting students of Golconda govt. school said that, we do not have regular classes, hardly per day three or four classes.

Table 5.23. Students Marks in Maths, Science and Social (Marks 30)

Marks	Maths	Science	Social
0	62	50	19
1	40	97	81
2	76	101	92
3	123	70	89
4	50	40	62
5	9	2	17
Total	360	360	360

Source: Compiled from field data

Even at the time of data collection it was observed that children are roaming in the school corridors in school time. Out of the total *Mandals* Golconda govt. school is not proper condition.

Section- 3

15. Quality of School Education Teachers Perspective

The present section is made to analyse of the quality of education with respect to the teacher's perspective. A teacher plays a major role to develop in all levels of growth in students. In order to teach, they can teach life lesson and inspires the children various situations. At the time of data collection, while interacting the teachers out of 36 teachers all of them have said passionately they have joined in teaching profession. So they have to love to teach the children. While asking about learning levels of students, 25 teachers have said that they do not pay interest on studies they simply come and go. In each class hardly five or six students pay interest on studies, they attend classes regular and complete homework's performing well in studies. Teachers have not much time to spend more time on slow learns, while teaching they explain clearly two three times to cope up slow learners. But 15 teachers are said that they have spent extra time for slow learners. All the sample schools are sufficient teaching- learning material. To enquire about usage of teaching-learning material (TLM) to the teachers, 100 per cent of them were responded positively. It was observed that at the time of data collection 100 per cent of sample

schools are using TLM in the public schools it is mandatory to teach classes with the support of the TLM.

Teachers were asked about are your students were disciplined? 100 per cent of teachers have said that they are more indiscipline and also they said that we put our maximum efforts to keeping them to calm and create concentration on lessons. However, 22 teachers have said that students were listening quietly the lessons.

Table 5.24. Quality Indicators of School Education: Teachers Perspective

Sl. No	Quality Indicators of school education	Opinion	Number of teachers	Percentage
1.	Do you love your job?	Yes	36	100.0
		No	0	0
2.	Are you enjoying your job?	Yes	36	100.0
		No	0	0
3.	Do students pay interest to learning?	Yes	11	30.6
		No	25	69.4
4.	Do you spend more time to explain for slow learners?	Yes	15	41.7
		No	21	58.3
5.	Do you use teaching- learning material?	Yes	36	100.0
		No	0	0
6.	Does the school have sufficient teaching- learning material?	Yes	36	100.0
		No	0	0
7.	Are students disciplined?	Yes	0	0
		No	36	100.0
8.	Do your students listen quietly while you are teaching lesson?	Yes	14	38.9
		No	22	61.1
9.	Do you prepare models to create interest in the lesson?	Yes	36	100.0
		No	0	0
10	Do you use audio-visual aids while teaching	Yes	36	100.0
		No	0	0
11.	Do you give punishments to the students?	Yes	0	0
		No	36	100.0
12.	Do you conduct sudden tests after completion of the lesson?	Yes	11	30.6
		No	12	33.3
		Sometimes	13	36.1
13.	To promote competitive spirit among the students, do you give rewards to the Topper of the class?	Yes	36	100.0
		No	0	0
14.	Do you promote co - curricular activities?	Yes	36	100.0
		No	0	0
15	Do you prepare lesson plan?	Yes	36	100.0
		No	0	0
16	How often do DEO visit the school?	Once in a year	6	16.7
		Twice in a year	6	16.7
		> 6 times in a year	6	16.7
		Convenience	12	33.3
		No time bound	6	16.7

17	How often do MEO visit the school?	2-3 times in a month	6	16.7
		Based on need	12	33.3
		No time limit	6	16.7
		Convenience	12	33.3
18.	Do you find any discriminative practices among the children?	Yes	0	0
		No	36	100.0
19.	How often does the school conduct parent – teacher meeting?	2	6	16.7
		3	30	83.3
20.	Do parents feel free to discuss about their child's academic performance with teachers?	Yes	6	16.7
		No	6	16.7
		Warden will take care	18	50.0
		Not attending	6	16.7
21.	Do community people involve in the school activities?	Yes	18	50.0
		No	18	50.0

Source: Compiled from field data

Teachers were asked about preparation of models to create interest in the lessons 100 per cent teachers have said 'yes'. It was observed at the time of data collection, teachers were prepare models in mathematics and sciences , whenever, students were straggle to understand the concepts.

> "While interact J. Srinivas how teaching is physical science in Nampalli *Mandal* Govt. School Sultanbazar is said that, my 25 year experience with students it is tuff to streamline the situation in public schools as well as improve the quality. We are straggling to teach them how importance of education, even we call the parents on phone explain them their child academic performance and attitudinal issues. Even we found donors to supply the note book minimum require academic things within one month they are empty hands. Recently, school got an opportunity to train the student from 8^{th} to 10^{th} through the police department, these trained students should get an opportunity to join directly as a police constable. There are several schemes to uplift the marginalised community. But the students and their parents were unable to understand the importance of education, due to illiteracy and poverty".

It can be noted that out 36 teachers 36 have said that they have use audio-visual aids at the time of teaching which is not true at the time of data collection it was observed that the equipment was not in working condition. The discussion was continuing to know whether, the students get punished by the teachers due to academic and disciplinary reasons 100 per cent of the teachers said that no, because there is a GO if an student has punished by teacher /parent, he has a right to lodge a complaint against to them. So, there are no punishments in the public schools.

It can be found that there is no sudden tests conduct in the sample schools. The reason they said that we were interested to conduct sudden tests, we have to rush to complete the syllabus in time. There was no time to conduct extra test rather than their regular SA1, SA2, FA1and FA2. While interact Ch. Kamala teacher has been working

as social teacher, had 22 years of experience said that sometimes any new concepts students may feel tuff to understand then, so, they conduct test for them which is rarely happen. Moreover, 11 teachers have said that they have conducted sudden tests.

It can be noted that no single sample schools have a culture to give rewards to the topper of the class to promote competitive sprite on them. However, out of total 36 sample 100 per cent teachers have said yes. All the sample schools have prepared lesson plane which is mandatory to write in every public schools. To enquire about how often DEO visits schools in a month or year. Teachers have responded that 12 of them are said the DEO has come to school with his convenience time. Whereas six teachers have responded that there was no time bound some time he/she may visits once in a year. It can be found that MEO visits to school are very frequently happen. Whenever he has to share the information he/she comes to school.

The major component which was posed to the teachers is that did you find any discriminatory practices among the schoolchildren, 100 per cent of the teachers have said that there was no such kind of practices among the school children, Even though, most of the sample school children are below poverty line and their socio-economic levels are almost similar, so there was no discrimination practices at school level.

It can be found that depending upon the schools they will conducted parent teacher meeting. However, 90 percent of the teachers have said that meeting should be conduct two times per year. Interestingly, there were hardly attended 10 parents to know about their children performance. While asking about involvement of community people in school activities 50 percent of the respondent has responded positively. Remaining has said that there are no community involvements in schools. Above mentioned all the indicators have discussed about the improvement of quality in school education. The study has concluded that there is minimal improvement in the school education interims of infrastructure and students performance in the test sources'.

Table 5.21 shows the analysis of percentage and frequency for every item of the Indicators of quality of school education. Total 11 indicators that measure the quality of school education used to collect teachers opinion. Hear they mentioned that 18 teachers are neutral about basic Infrastructure has a significant effect on quality of

school education where as 15 teachers are agree with there is a significant effect on quality of education with respect infrastructure.

Table. 5.25. Frequency and Percentage for Indicators of Quality of School Education

Sl. No.	Quality Indicator	1	2	3	4	5	Total
1.	Basic Infrastructure has a significant effect on Quality of School Education	0	3	18	15	0	36
2.	Physical Environment has a significant effect on Quality of School Education	0	11	20	5	0	36
3.	Teaching-aids has a significant effect on Quality of School Education	0	0	18	18	0	36
4.	Classroom Dynamics has a significant effect on Quality of School Education	0	3	21	12	0	36
5.	Quality Parameters have a significant effect on Quality of School Education	0	5	15	12	4	36
6.	Work Culture has a significant effect on Quality of School Education	0	8	20	8	0	36
7.	Monitoring and Supervision has a significant effect on Quality of School Education	0	0	19	17	0	36
8.	Curriculum has a significant effect on Quality of School Education	0	0	19	17	0	36
9.	Syllabus has a significant effect on Quality of School Education	0	0	20	16	0	36
10.	Pedagogy has a significant effect on Quality of School Education	0	8	17	11	0	36
11.	Examination has a significant effect on Quality of School Education	0	0	22	14	0	36

Note: 1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree;

Source: Compiled from field data

Moreover, not only the infrastructure is to improve the quality there are another several factors are influence to improve the quality in education. While asking about is physical environment has a significant effect on quality of school

education out of 36 teachers only five teachers are agree with physical environment has significant effect on to improve quality on school education. Whereas, 20 teachers have neutral about only physical environment can improve the quality in education. This is true that it is not possible to improve quality through only the physical environment.

The another important aspect about where teaching-aids has a significant effect on quality of school education, out of total sample 50 per cent of the teachers have agree with teaching aid has plays a major role on to improve quality on education, whereas, 50 per cent of the sample respondents were neutral about this statement. While asking about class room dynamics, 12 respondents are agree with the classroom dynamics has a significant effect on quality of school education, whereas 21 respondents are neutral about this statement. There four, this is true that class room dynamics also one of the major factor to improve the quality in school education. Whereas, schools have only quality parameters there is no way to improve quality in education. This is possible with infrastructure facilities, TLM, sufficient number of teaching staff. However, 12 respondents are agree with quality parameters can improve the quality and 15 respondents are neutral about these parameters can only improve the quality in school education. While asking about work culture, monitoring and supervision, curriculum syllabus and pedagogy have significant effect on improve the quality in school education. Work culture places a major role to improve the quality in school education. Out of 36 respondents total respondents 8 respondents are agree with work culture is improve the quality in education. Another important factor that monitoring and supervision is also can help the quality improvement in school education where as it is not possible to improve quality through monitoring and supervision only. There are several another factors are to improve quality on education. Hence, 19 respondents have neutral about this statement. However, curriculum, syllabus and pedagogy have significant improvement to improve the quality, whereas, 17, 16 and 11 respondents have agree with syllabus, pedagogy and curricula to improve the quality in education. While asking the respondents, whether the examination has a significant effect on quality of school education 22 of the respondents have said that they were not excepting this statement there are several (teaching staff, TLM, physical infrastructure etc) factors influencing to improve the quality.

16. Summing Up

The present chapter Quality of public schools in Hyderabad is an attempt to understand the socio-economic background of the sample school students, infrastructure facilities in schools and test results of the students as discussed in the study. The chapter is divided into three major sections. Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analyses of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools. The data compiled and presented in this section is based on the data collected from the field and this would help to understand the issues related to quality of education in schools. It has been found that 50 per cent of the parents are illiterates and their occupations are 36.11 per cent fathers and 60 per cent of the mothers are daily wage labours. As per the data concerned out of 360 students nearly 50 per cent i.e. 49.2 per cent are from BC community and almost 90 per cent i.e. 89.7 per cent are from Hindus by religion. The study has revealed that majority of the students residency was within five kilometer radius. It has beenfound that majority of the respondents are from below poverty line due to the poverty they migrated to city for their lively hood. Present public school conditions are very well with respect to the physical infrastructure. The study has proved no significant relation between physical infrastructure physical infrastructure and children test scores. It has concluded that parental socio economic condition has reflected their child's academic performance.

The second section deals with quality of school education with respect to students perspective. The study has revealed that socio-economic background of the respondent is not an impact on quality improvement in school education. The study has drawn the conclusion from the data.

The third section deals with quality of school education with respect to teacher's perspective. The study has revealed that socio-economic background of the respondent is not an impact on quality improvement in school education. The study draw the conclusion from the data, the teacher and their teaching abilities and experience of the teacher is the major reasons for the improvement of the quality in school education. The major finding of the study is that academic and economical background of the parents is more influence to the child performance and

simultaneously, teacher and their teaching abilities and experience are major factors to improve the quality in school education.

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Chapter-6

Conclusion

The present study is proposed to examine the quality of public (government founded) school education in Hyderabad. The study also made an effort to understand the socio-economic background of the respondents, issues which are related to the school quality, infrastructure facilities at school level, and teacher's opinion among the public school students. Certain quality indicators have studied in selected schools and it also tries to analyse the quality in public schools. Education plays an important role in overall development of an individual and it is a key tool for social transformation and source of individual and community emancipation. The state and central governments have aimed to provide good quality education to the nation with minimum expenditure.

The study has tried to bring about four specific objectives. Firstly, to review the existing literature on the status of the secondary school education in India, especially the public schools of Hyderabad and discussed about methodological aspects. Second, to study the conceptual understanding of quality, with reference to various national and international educationalists perspective of quality in education. Third, is to review the various educational polices in India pre and post-Independence and also have discussed about inclusive policies to address the quality of school education in India. Fourth is to discuss about the various steps to ensure the quality of school education so far implemented through different educational programs at macro level and how those schemes were secured by implementation fifth is to understand the socio-economic background of the respondents in the study area and to evaluate the quality of public school education in Hyderabad.

The study was conducted in Hyderabad with a sample of 360 students and 36 teachers. The sample 360 students those who are from 8^{th} to 10^{th} classes were selected for the study from six *mandals* namely, Golconda, Maredpalli, Nampalli, Saidabad, Secunderabad and Shaikpet *Mandals*, of Hyderabad. Both purposive and simple random techniques were used to draw the sample of the study.

The major objective of the study is to understand the quality of education with reference to public schools of Hyderabad. The purpose of the study is to analyse how

the public schools are running to improve the quality. Keeping this as one of the main focus areas of the study, the following objectives have been framed

- To understand and define the concept of quality in school education,
- To review the school education policy in India.,
- To examine various steps to ensure the quality of school education so far implemented through different educational programs at macro level,
- To study the socio-economic profile of the respondents and to analyse and interpret the quality of school education in Hyderabad at micro level.

The study is organized into six chapters. The first chapter is an introduction to the whole research in general and review of related literature with reference to the quality issues in public schools in India. It deals with importance of education and defining the concept of quality in general perception and relating it to school education. On the whole, chapter tries to introduce the long history of school education and its background. The discussion is made to understand the present situation of secondary school education and the importance of quality of education is also discussed in this chapter. Improvement of enrolment in present days, dropout rates, development of girl child education, for improvement of quality of education, various measures taken by the government and so on. On the whole chapter tries to introduce the larger theme of the study. The problem definition, challenges in school education, significance, and focus of the study, have been mentioned. Including related review of literature. The literature reviews show the concepts of quality in secondary school education, with reference to school accessibility, dropouts, teacher absenteeism, lack of infrastructure, household works, parental background, teacher motivation levels about student learning, and children attitude towards learning. This chapter also covers the Research Objectives and Methodology which make an attempt on literature review and also cover statement of the problem, research gap and the need for the study.

The literature is presented thematically with 1) socio-economic conditions, 2) parental involvement at home and school, 3) infrastructure facilities at school, 4) teacher absenteeism, 5) attitude of the teacher among government school students, 6) influence of para-teacher scheme, 7) curriculum development, 8) mid-day meal and quality improvement. The main essence of the review of the literature is lack of

parental awareness among their child education is one of the major indicator influence the quality in school education. Socio-economic conditions of the family are also one of the obstacles to provide quality of education to their children. Since from 60's literature is showing that influence of infrastructure facilities at school level improves the quality in education either primary or secondary school education.

Several research studies conducted particularly in 2013 to 2015 have revealed that influence of mid-day meal scheme is enhancing quality in education through increasing enrolment and decreasing dropout rate. Mainly the scheme reduces the hidden hunger so that the children could concentrate on their studies, these situation leads to enhance the quality in education.

Another important factor identified in the review of literature is in-service training and teacher attitude among the government school students. Several studies pertaining to teacher-student relationship is showing greater impact on improving the quality in education. Training of a teacher is also an important factor to improve the quality in education. Furthermore, the major research studies emphasis on teacher absenteeism being one of the key factors to influence the quality in education. The studies also mentioned that the present curriculum needs to be more child-centric education. All these indicators are found from the literature.

It is observed from the previous literature that, several academicians and research studies have realized that defining quality in education is not a simple thing. It is linked with so many indicators which the study discusses in review of the literature. The present study is trying to examine the quality in secondary school education and it defines the quality of education with respect to infrastructure, Infrastructure facilities at school level, teacher's attitude towards students' learning, opportunity time (teaching learning time), parents and community involvements at school, and also safety measure in school. For which researcher have developed a questionnaire and collected the data from the selected sample schools. And also conducted a test for the students who are pursuing 8^{th}, 9^{th} and 10^{th} standards in government schools of Hyderabad for understanding their reading, writing and simple arithmetic skills from their text books only.

The chapter introduction is made an attempt to understand the importance of quality of education in grass root level. Since the study focuses on quality of

secondary school education, it is necessary to know and discuss that growth of public schools and people teacher ratio in past two decades. It is found from the school education reports, very little improvement in increase of schools in the year 2005 to 2009. From 2009 to 2013 huge number of schools was established. Whereas, 2013 to 2014 the number of schools was downfall, suddenly 854 schools were merged to nearest schools. The pupil teacher ratio set by the NCERT is 1:27; by 2014-2015 the ratio is successfully reached. It also discussed about total allocation for education in different five year plans, but there is not much improvement in allocation of budget in different years as shown in the table 1.3. The introduction chapter tries to analyse education committees and commissions established in post independent India for quality improvement. It gives clarity for statement of the problem, significance of the study. The Introduction chapter includes Research methodology, limitations of the study, and finally ends with the Chaptarisetion. The overall discussion of the introduction concludes that student socio-economic background and parental educational background influence their academic achievement.

The second chapter deal with the Quality of Education through theoretical background. It provides definitions of quality from various educationalists to understand the quality of education. It discussed about aims of quality of education, objectives of educational quality, indicators of educational quality improvement, an analysis of different approaches in quality of education from world wise, a slit discussion on how the millennium development goals shall take part to improve the quality of education, and also provides an outlook of why educationalist and police makers focuses on quality of school education have been provide. It also discussed about quality constraints in education i.e. which kind of barriers influencing the quality in education. From the above literature there are several constraints influencing the quality in education. The major constraints are, Infrastructure facilities: it includes school building, separate toilets for boys and girls, drinking water facilities, sufficient lighting to class rooms, electricity services, computer lab facilities, library services, school boundary walls and playground, etc.

Another important obstacle is teacher and teaching-learning material. The NCERT guidelines suggest that teacher student ratio should be 27:1, but a majority of schools in rural areas are run by a single teacher in India. Even after implementation of DPEP and SSA in Indian school education system, still the country is struggling to

provide the infrastructure facilities. Improper access and infrastructure lead to increased dropout in rural India (lack of sufficient teachers, school is far away from living area, unfriendly environment at school, non-availability of lady teachers and separate toilets etc.). Since the families of public school students are economically poor (Bhadra and Ranjith 1989), they are usually habituated to find alternative source of work (work for wage and salary for helping the household activities). They are also expected to look after younger siblings and help the family economically and in house hold chores. One of the biggest constraints children in rural tribal areas facing is language barrier. Unfamiliar instructional material is another reason for children's lack of interest to attend the school, and subsequently they become unable to cope with and fail.

The second chapter also discussed various dimensions to improve quality in education from national and international perspective. Furthermore, the study has used UNICEF (2000) framework for analysing quality in school education. As per the UNICEF's interpretation of quality of education, the study also discussed five dimensions which are; quality learners, quality environment, quality content, quality process and quality outcomes with respect to the Indian contest. The UNICEF report has concluded that if we provide the above mentioned five dimensions it should be possible to improve the quality in education. It presented a data on education index from 1980-2013 and it provided the data of expected years of schooling male and female ratio. It also touched briefly upon issues of high rates of repetition and dropout in developing countries and further extended to discuss readiness for school by children and parents to improve the quality in education. The readiness for school is one of the major practices in developed countries. It provides maturity levels to the individual that would allow to do focus work. Hence, the school readiness should improve learning capabilities. It also discussed the establishment of DIET's for improvement of quality teaching and implementations and improvement of quality education under SSA and RMSA. Overall, these studies highlight the present scenario of school education and need to improve the quality of education. Improving the quality of education certain indicators (teacher, infrastructure, syllabus, teachings aids) and mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the Government to implement several polices which improve the enrolment in

school education. These studies have identified several factors influencing the deterioration of quality in public schools.

The third chapter comprises a discussion on reviews of various inclusive policies to address quality of school education in India. It deals with defining and reviewing the school education policy in Indian context. The major policies which are effectively implemented to improve the quality in education were discussed. This chapter provides post Indian education system, an overview of educational policy in India, history of Indian education, education committees and commissions in post–Independent India, policy perspectives in pre-independent India and Inclusive education policies for scheduled caste, scheduled tribes and backward classes. The key focus of this chapter is to provide analysis of National Policy on Education 1968, NPE, 1986 and revised policy 1992.

This chapter also dealt with the education system in India from the beginning of Gurukulas, and analyse their pedagogy and curriculum. During that time, the East India Company had taken over the Indian Autonomy, and made policies to improve the quality of education, the acts and reports starting from Charter Act 1813 to Sargent Report 1944 was discussed. From the beginning these reports have focused on the quality of education. Compared to the quality of education in the Vedic period, the quality has increased rapidly during the British rule. After implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 showed that the number of student enrolment rate rose from 22 lakhs in 1882 to 32 lakhs in 1901. Whereas in secondary schools this number increased from 42,993 in 1886 to 6, 33,728 in 1901 (Jayapalan 2000). The Hunter commission had made recommendations on the lines of university scope, administration, and examinations (Dutta 2008) to improve the quality in education system.

The study also examined various developmental policies and programs to combat the changing socio-economic needs of the country and improve the quality of education after independence. At the time of independence, the total number of secondary schools in India was very less, up to 12,500. Slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from very less in three millions in 1948, it was increased 6 million by 1954. The quality improvement interventions took place by the Indian Government, started teacher

training institutions in every district headquarters (Ghosh and Ghosh 1997). The chapter discussed all the important policies right from University Education Commission (1948-49), Secondary Education Commission (1952-53), National Committee on Women's Education (1958), Committee on Emotional Integration (1961),Education Commission (1964-66), Committee of Members of Parliament on Education (1967), National Policy on Education (1968), Review Committee on the Curriculum for Ten-Year School (1977), Draft National Policy on Education (1979), National Curriculum for Primary and Secondary Education: A Framework (1985), National Policy on Education (1986), National Policy on Education: Programme of Action (1986), National Curriculum for Elementary and Secondary Education A Framework (1988), Central Advisory Board of Education Committee on Distance Education (1992), CABE Committee on Policy, (1992), National Policy on Education 1986: Programme of Action (1992), National Curriculum Framework for School Education (2000), National Curriculum Framework (2005), discussed the Right of Children to Free and Compulsory Education Act (2009). Finally the chapter ends with Inclusive Education Policies for Scheduled Caste, Scheduled Tribes and Backward class and draw conclusions. Moreover, the study has concluded that all these educational policies have improved the quality in secondary school education in India.

The fourth chapter "Quality of School Education: Review of Educational Programs" discusses about the various steps to ensure the quality of school education so far implemented through different educational programs at macro level. The chapter provides starting from the Tara Chand committee to through Kothari commission and the major policies NPE 1968, NPE 1986 and revised policy 1992 which are implemented by the Indian government and how these programs have effected in the development of quality of secondary education. The chapter leads to discuss about improvement of secondary education through the development of five year plans. And also discuss on the best practices adopted by different states to provide good quality of education to the nation. The major contributions for quality improvement programs framed by central and state governments have been discussed in this chapter. The chapter clearly mentioned about policy framework, budgetary allocations and hurdles in implementation of schemes. Meanwhile, the study has explained, various basic educational projects designed and implemented by state

governments. Overall the chapter talked about understanding of outcomes of the policy implementations.

The fifth chapter deals with Socio-Economic Profile of the Respondents and Sample Schools in Hyderabad. This chapter is mainly divided into three sections. . Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analysis of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools. This is important in terms of understanding various indicators that causes the present situation of the public school education. It focuses on Quality of School Education in Hyderabad. This chapter gives an understanding of quality of school education.

Even after several developmental plans implemented by the Indian government to eradicate illiteracy and poverty still India is victim to such issues. The impact of the decentralisation of education can be better appreciated against the backdrop of its distinct socio-economic context. But present public school participation is not satisfactory in condition. The low level of learning in the public school children is due to lack of infrastructure facilities in schools, lack of parental awareness among the children education due to poverty and illiteracy and lack of motivation among education to the public school children. Further, it has continuing the discussion about inputs of the data; here it is discussed about Socio-economic background of the respondents.

1. Findings from the Data

However, the demographic factors of the public school children are also dealt in the study because they provide the valuable information on social-economic condition of the respondents.

- The study found that out of the 360 students, nearly fifty per cent of the respondents i.e. 49.2 per cent belong to the backward category (BC) social background. The next follows the SC category with 31.7 per cent; ST category with 9.7 per cent and the remaining respondents 5.6 per cent are belongs to the OC category.
- The study included the students whose age was between 14 and 17 years, as they studying eighth to tenth class. Out of which 89.7 per cent of the

respondents are from Hindu religion, followed by 6.4 per cent from Christians and 3.9 per cent from Muslim religion

- It is found that 76 per cent of the respondents are from migrated from several parts of the Telangana state. Out of the six selected *Mandals*, except Golkonda and Shaikpet *Mandals*, rest of four *Mandals* i.e. Nampalli, Saidabad, Secunderabad and Musheerabad, are located in center part of the Hyderabad. Therefore, most of the students were from sub urban area and only few students belong to slam areas.
- The study found that 18.3 per cent of the students stay away from 2 to 3 kilometers respectively from their schools. The study found that 43 per cent of the respondents' family size is five.
- It is also found that 58.05 per cent of the respondents mothers and are 40.5 per cent respondent fathers are illiterates respectively. Interestingly 18.33 per cent of the respondents mothers and 35.5 per cent of the respondent fathers are completed their secondary education. Whereas less than one per cent i.e. 0.55 per cent studied intermediate. One of the most striking point is that none of the respondents' mothers is a graduate.
- The study observed that most of the students fathers i.e. 36.11 per cent are working as the laborers followed by 13.61 per cent of the student's fathers are working as the watchmen. Whereas, 60 per cent of the student's mothers are labourers, 23.6 per cent are house wife and 6.11 per cent are 6 farmers.
- It is an observed fact that due to their illiteracy, poverty and lack of educational awareness among the parents, they could not concentrate much on their children's education.
- The changes in economy have made it physically possible for them to look out for other sources of employment, and many of them have been doing precisely that. Dalit girl students' fathers are daily wagers where as mothers are household workers, and they are struggling hard to survive in the society. However, it is not an easily available option to all.
- Majority of the respondents (68.3%) family annual income is between ₹ 50,000 to ₹1,00,000
- The study has revealed that, more than 50 per cent of the respondent's families i.e. 51.6 per cent fall under the 20000 to 30000 income category, followed by

33.3 per cent of them belong to 30000 to 40000 income category. The rest of the respondent's families fall in other income categories such as 9.7 per cent families belong to 10000 to 20000 and 5.2 per cent families belongs to 40000 to 50000 income categories. It is also revealed that not even a single family of the respondents falls under the income group of above 50000. It clearly indicates that most of the respondents are from below poverty line, due to the poverty they migrated for their livelihood.

- Another important point the study has identified is that, these respondents need financial support to continue their education. This is one of the major reasons why government has introduced scholarships and reservations to uplift them in their education.

The major thrust of the study is to analyse the issues and to evaluate the good practices which have been implemented in public schools to improve the quality in education. The present scenario quality of education has become a major area of concern especially in secondary education. Mere quantitative development is not the objective but the attainment of learning skills of similar standards is the main focus of educational system of any nation. The Right of children to free and compulsory Act, 2009, has taken a wider change in Indian education system. All the developmental schemes and policies have taken place to increase literacy rate but not in terms of quality. In last two decades there is a general criticism by the educationalists that India is losing focus on quality of education. A number of reports have revealed that there is an urgency to address the quality concerns on a priority basis. The present research is focuses to assess the quality of secondary schools of Hyderabad in terms of learning activities, infrastructure and by testing their abilities and basic subject knowledge.

2. Learning Activities in the Public Schools

Teaching- Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic of teacher. The present study focused to know the learning situations in the classroom.

- The study found that out of the total respondents 44.2 per cent reported that the teachers are not arranging learning activities outside the class. The reason is teachers doesn't have that much time to arrange classes outside the class

room, they rush to complete the syllabus on time. Present curriculum is designed by State Council of Educational Research and Training (SCERT), it was completely project based education, every lesson ends with related project, so students must do the projects in all the subjects.

- The study reveals that out of the total 100 per cent of the students are positively responded, because, all the teachers are well qualified trained and also senior teachers. Teachers are encouraged to clarify their doubts while teaching the lesson.
- The study found that 41.5 per cent of the teacher respondent were having Post graduation with B.Ed, followed by 30.6 per cent of the respondents are under graduation with B.Ed, whereas 11.1per cent of the respondents are having PG with TPT.
- The study found that 41.7 per cent of the teacher respondents had 10-20 years of work experience, followed by 38.9 per cent of the respondents are had less than 10 years of experience and around 20 per cent of the despondence had 20 years' experience. The findings indicate that Hyderabad public schools are equipped with sufficient teachers.

The findings of the study have proven that the relationship between students and teachers has a great significance in academic achievement, as during the school years the child can acquire social and emotional competencies. It will lead to improve learning abilities in class room.

- The study reveals that 16.7 per cent of the students responded that the teachers are not moving friendly with them. During the field work it was observed that most of the teachers are not maintaining friendly relationship with students.
- The study has observed that almost every sample school were having para-teachers. Interestingly, under corporate social responsibility, the private agencies associated to place two teachers in each sample schools.

3. Infrastructure Facilities in the Sample Schools

All the sample schools are located in the middle of the city. Except Bagmoosaram school which is located in Saidabad *Mandal* every school is having sufficient class rooms, staff room, principal room, libraries, sports room, playground,

compound wall, toilets separate for boys and girls, and also separate toilets for male and female teachers.

- The study found that fifty per cent (50.6 per cent) of the students reported that the teachers are not teaching how to access online resources. Every school is equipped with laboratories consisting eight to ten computers with internet connection. Although, there are many computers with net connection, but students themselves are not using.
- The study reveals that nearly ninety per cent (89.4%) of the students are not satisfied with meals provided in the schools which is an alarming issue.
- It is also found that 47.2 per cent of the students reported that they are not getting books and school uniforms from.
- The study revealed that 76.4 per cent of the respondents have reported that the government educational schemes are not reaching them.

Teacher effectiveness gives result of creative methods of teaching- learning, the use of teaching aids and new technology can improve the learning abilities rather than the formal teaching. A teacher can use the TLM to benefit of the poor and talent students equal in the class. Hyderabad is the capital of the state, and all the sample schools are well equipped with teaching-learning material.

- The study observed that 92.8 per cent of the sample school teachers are using the TLM.
- It is also found that 50.6 per cent of the teachers are clarifying the student's doubts while teaching the lessons. This is an observed fact that teachers are rushing to complete the syllabus on time. So, the teachers are not spending much time to arrange classes outside.

4. Good Practices in Public Schools to Improve the Quality

The study tried to identify the extent to which the schools have been observing the good practices. These good practices include: School routine (morning) activities, School Safety/vigilance measures, School Governance and monitoring activities, School Health and Hygiene, Co-curricular activities in the school (CCA), Extra-curricular activities in the school, School Teaching-learning Processes, School

Sanitation and gardening activities, Learner's Performance monitoring activities and School Hobby development programs.

CCA lead to overall development of each and every student. It is schools responsibility to provide such kind of education. It develops both the academic and as well as co-curricular activities. During the course work of data collection it was observed that all the sample schools encouraged student's participation in co-curricular activities. Regarding the Co-curricular activities in the school, most of the students i.e. 73.1 per cent reported as good, whereas 17.5 per cent reported as very good. 8.3 per cent of the student reported that the co-curricular activities in the school are neither good nor poor and 1.1 per cent reported them as poor. The results of co-curricular activities in the school. The study has revealed that except the Golkonda government school, all the five *Mandals* sample schools students participated in science exhibitions, and participated in games, and also won the medals. The students from Shaikpet School said that, they win medal in their respective games. The medals are displayed in the office room.

The study has identified overall activities which are practiced by the public schools are satisfied. The sample schools are very near to district educational office and there are very frequently monitored by DEO, MEO. Hence, it is mandatory for teachers to finish syllabus on time. During the course of data collection it was also observed that every teacher should come before school prayer starts. After the prayer everybody should go to class rooms as given by the time table. Hence, the classes are commencing regularly on time.

Government school teachers are more qualified and trained, after training also they have to write TET and DSC exams to get the teacher jobs. All the above tests are to test the teaching abilities in the teachers. So, definitely these teachers are good in teaching. Hence, 100 per cent of the respondents positively responded towards their teachers with respective to their teaching abilities and attitude. All the above situations discussed about are indicating that there is quality in schools. The researcher has conducted a test in the same sample students.

5. Student's Test to Measure the Quality

As a part of the study, the researcher has conducted the test for the students studying 8^{th}, 9^{th} and 10^{th} Classes. The subject wise test was conducted for 5 marks in

each subject such as Telugu, English, Hindi, Mathematics, Science and Social. The total marks for the test is 30 (5*6 Subjects = 30). The results of the test are as follows.

- The study was observed that 74.3 per cent of the respondents are not reading properly in languages (Telugu, English and Hindi). Whereas, 44.2 per cent of the sample students are having good reading capacity in Telugu, these sample students are Telugu speakers. But in English there is very low reading capability i.e. 14.4 per cent, followed by Hindi is very low i.e. 11.4 per cent has scored highest marks.

- The study reveals that out of the total students, 34.2 per cent of the student's secured 3 marks in the test, whereas 21.1 per cent secured 2 marks, 13.9 per cent secured 4 marks and 11.1 per cent secured only 1 mark. It is notable to find that 17.2 per cent of the students got 0 marks in the mathematics test and 2.5 per cent secured 5 out of 5 marks.

- The study found that, 28.1 per cent of the students' secured 2 marks in the science test, whereas 26.9 per cent secured just 1 mark, 19.4 per cent secured 3 marks and 11.1 per cent secured 4 marks. It is interesting to observe that 13.9 per cent of the students got 0 marks and only 0.6 per cent secured 5 out of 5 marks in the science test.

- The study found that 25.6 per cent of the students secured 2 marks in the social test, whereas 24.7 per cent of the students secured 3 marks, 22.5 per cent secured only 1 mark and 17.2 per cent secured 4 marks. It can also found that 5.3 per cent of the students got 0 marks in the social test and 4.7 per cent of the students secured 5 out of 5 marks in the test.

- The study reveals that out of the total sample students, 52.5 per cent of the students' secured first division in the test, followed by 17.2 per cent with third and 15 per cent secured second division. Although more than fifty per cent of the students secured first division, 15.3 per cent of the students are failed in the test, which is a concern issue to be focused.

- The study found that there is no gender deference for scoring the marks in all *mandals*. There is a significantly different at the 5 per cent level of significance. Professional.

6. Limitations of the Study

The study requires a plenty of time to be spent in the field of research with school going children to study their socio-economic background, learning conditions and to collect their opinion towards quality of education. The researcher has to observe the infrastructure facilities at school and interact with teachers to collect their opinion towards quality of school education. Time constraint is also one of the major limitations for this study. Besides, socio-economic status and city culture status of sample students of selected schools may be different from rural to urban and one state to another state. The difference may rise due to socio-economic and cultural, infrastructure facilities which they provided, Teaching-learning facilities, physical facilities, polices of the state and central governments and so on. Therefore, the findings of the study may not useful to the other areas.

Finally, there might be reliability and validity issues with the information obtained from the questionnaires used in this study because they were self – reported by the respondents. In part, because the data shared common method variance and thus errors in measurement are correlated with each other.

However, the finding of the study suggests that 50 per cent of quality exists in the selected schools of Hyderabad. But one cannot generalise these findings to entire district and state due to small sample size. Since the findings of the study reveals 50 per cent positive results, there is a need to look at the problems like infrastructure facilities in the school, recruitment of teachers, and sufficient budget allocation to the school development programs.

7. Suggestions for Further Research

During the course of exploration on the present study, the researcher has realized the importance of other areas not covered by the study and it may be filled in by further studies. It may be identified and suggested as follows:

- The secondary school education towards job-oriented curriculum.
- To study the curriculum development and the quality of secondary education.
- The attitudes of the teachers towards quality of teaching at the secondary level.
- To study the effectiveness of Mid-day meal program.

- To study the parental attitude towards their children education.
- To study the policy Intervention in secondary school education.

8. Summing up

The nature of the study hails from the broader frameworks of education and social exclusion and inclusive policy studies that come under the category of interdisciplinary research. Therefore, the present study could make an entry into different disciplines such as sociology, history, educational studies and human rights and so on. The broad nature of the study and the limited time compels for further clarification of some parts of the study. The study tried to consolidate the discussions both from the literature and field work. The study helps to understand the quality in school education with reference to selected schools in Hyderabad and contributes to the body of knowledge in social exclusion and inclusive policy.

It has been observed that, the quality of education being imparted in the government schools. The number of teachers employed is lesser than required. It is also observed that, even those employed teachers did not take their work very seriously. The major impact of the deterioration of the quality in public school is over work load of teachers. There should be minimum two upper division clerical posts and two lower divisions clerical posts are required. They should be taken care of nonteaching affairs i.e. enter into the children marks in the progress sheets etc. Proper plan and policy should be made by the government and the public to improve school infrastructure. All the sample schools are located in Hyderabad and it is capital of Telangana state. Hence infrastructure facilities and good practices in schools are better than the other districts in Telangana state. The findings of this study suggest to the planners, policy makers and educationist to aware and sincerely pursue the quality of education in rural and urban schools and other educational institutions.

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భారతదేశంలో పాఠశాల విద్యా నాణ్యత:

హైదరాబాద్ నగరంలోని ప్రభుత్వ పాఠశాలల పరిశోధన

ప్రశాంతి. కె

పి.హెచ్.డి పరిశోధక విద్యార్థిని

డా|| వి. శ్రీనివాసరావు

పరిశోధనా మార్గదర్శి

సెంటర్ ఫర్ స్టడీ ఆఫ్ సోషల్ ఎక్స్క్లూషన్ అండ్ ఇంక్లూసివ్ పాలసీ

ఈ పరిశోధన యొక్క ముఖ్య ఉద్దేశ్యం, భారతదేశంలో పాఠశాల విద్యా నాణ్యతను హైదరాబాద్ నగరంలోని ప్రభుత్వ పాఠశాలల ద్వారా పరిశీలించడం. ఈ ప్రశ్నావళి సమాచార సేకరణ కొరకు మాత్రమే తయారుచేయబడింది. మీరు ఇచ్చిన సమాచారం ప్రత్యేకంగా పరిశోధన కొరకు మాత్రమే ఉపయోగించబడుతుంది. పాఠశాల విద్యా నాణ్యతను పెంపొందించడానికి మీ అభిప్రాయాలు ఎంతో దోహదం చేస్తాయి. మీ స్పందనలను గణాంకాల సగటుగా మాత్రమే చెప్పబడతాయి. ఈ సర్వే పూర్తిగా గోప్యంగా మరియు మీ వ్యక్తిగత వివరాలు తెలియనట్లుగానే చేయబడుతుంది. ఈ సర్వే ముఖ్య ఉద్దేశం మీ యొక్క అనుభవాలు తెలుసుకోవడం మాత్రమే.

ఈ క్రింది ప్రశ్నలు మీ పాఠశాలలో కొన్ని విషయాల గురించి, సదుపాయాల గురించి, వసతుల గురించి సంబంధించినవి. ప్రతి ప్రశ్నకు మీ అభిప్రాయానికి బాగా దగ్గరగా వున్న సమాధానాన్ని తెలియజేయండి.

<u>విద్యార్థి ప్రశ్నావళి - 8వ తరగతి (విభాగము – ఎ)</u>

వ్యక్తిగత సమాచారము

సూచన: వ్యక్తిగత సమాచారము **100**% గోప్యముగా ఉంచబడుతుంది.

పాఠశాల పేరు:: .....

చిరునామా:: .....

స్పందించే వ్యక్తి పేరు (ఐచ్ఛికం): ……..……..

తరగతి:……

1.వయస్సు: ……..….సంవత్సరాలు

2. లింగం: పురుషుడు ☐ స్త్రీ ☐

3. తండ్రి యొక్క వృత్తి : .....

4. తల్లి యొక్క వృత్తి : .....

5. తండ్రి విద్యార్హతలు : .....

6. తల్లి విద్యార్హతలు : .....

7. కుటుంబ వార్షికాదాయం (దాదాపు) : **.....**

8. సామాజిక హోదా: ST ☐ SC ☐ BC ☐ OC ☐

9. మతము: హిందూ ☐ ముస్లిం ☐ క్రైస్తవులు ☐ ఇతరులు ☐

10. మీ నివాసానికి మరియు పాఠశాలకు మధ్య దూరం ..... కి.మీ.

11. మీరు పాఠశాలను చేరుకోవడంలో ఏమయినా ఇబ్బందులు ఉన్నాయా? అవును/ కాదు

12. మీ సమాధానం "అవును" అయితే తెలియజేయండి ……

విభాగం - బి

పాఠశాల విద్యా నాణ్యతా సూచికలు

సూచన: క్రింద ఇచ్చిన పాఠశాల విద్యానాణ్యతా సూచికలకు దయచేసి మీ స్పందన తెలియజేయండి.

1	ఉపాధ్యాయులు తరగతి బయట అధ్యయన కార్యకలాపాలు ఏర్పాటు చేస్తారా?	అవును	కాదు
	మీ సమాధానం అవును / కాదు అయితే, మీరు గమనించిన కారణాలను వివరించండి ……. …….		
2	ఉపాధ్యాయులు మీ పాఠాలకు సంబంధించిన ప్రాజెక్టు పనులు ఇస్తారా?	అవును	కాదు
	మీ సమాధానం అవును అయితే, ఏమేమి ప్రాజెక్టులు చేశారో వివరించండి ……. …….		
3	మీ ఉపాధ్యాయులు స్పష్టంగా వివరిస్తారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, మీరు ఎలా భావిస్తారు? దానికి కారణం ఏమని ఆలోచిస్తారు? వివరించండి ……. …… …….		
4	ఉపాధ్యాయుడు పాఠం వివరిస్తున్నప్పుడు, సందేహాలు అడగడానికి మిమ్మల్ని ప్రోత్సహిస్తున్నారా?	అవును	కాదు
	మీ సమాధానం అవును అయితే, ఏరకమైన ప్రశ్నలు అడుగుతారు? ……. …….		
5	మీ ఉపాధ్యాయులు బోధనాభ్యసన సామాగ్రి ఉపయోగిస్తున్నారా?	అవును	కాదు
	మీ సమాధానం అవును అయితే, ఏ విధమైన బోధనాభ్యసన సామాగ్రి ఉపయోగించారు? వివరించండి …….		
6	ఉపాధ్యాయులు పాఠం ప్రారంభంలో మునుపటి పాఠం యొక్క చిన్న సంగ్రహంతో మొదలుపెడతారు?	అవును	కాదు

	మీ సమాధానం అవును అయితే, దానికి కారణాలు ఏమిటి? వివరించండి …….....……		
7	ఉపాధ్యాయులు మీ అభ్యాస / సాధన పుస్తకాలను క్రమం తప్పకుండా సరిదిద్దుతారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణం వివరించండి …… …….....……		
8	మీ ఉపాధ్యాయులు ఆకస్మిక పరీక్షలు నిర్వహిస్తున్నారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణం వివరించండి ……		
9	మీ ఉపాధ్యాయులు మీతో స్నేహపూర్వకంగా వుంటారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి? …….....……		
10	మీ ఉపాధ్యాయులు అందరు విద్యార్థులను సమానంగా భావిస్తారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి?		
11	ఉపాధ్యాయులు పాఠ్యాంశాలను సమయానికి పూర్తిచేస్తారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి? .....……		
12	తరగతులు క్రమం తప్పకుండా ప్రారంభం అవుతాయా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి? …….....……		
13	ఉపాధ్యాయులు మందబుద్ధి గల విద్యార్థులకు నివారణా తరగతులు నిర్వహిస్తారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి? …….....……		
14	ఉపాధ్యాయులు ఆన్ లైన్ వనరులను ఎలా పొందడమో బోధించారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి?		

	.....		
15	మీరు మీ పాఠశాల భోజనాలతో సంతృప్తి చెందారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి?		
16	అందరూ ఒకే ప్రదేశంలో భోజనం చేస్తారా? మీరు కూర్చునే స్థానాలలో ఏదైనా వర్గీకరణ వుండడాన్ని కనుగొన్నారా?	అవును	కాదు
	మీ సమాధానం అవును అయితే, కారణాలు ఏమిటి?		
17	మీ పాఠశాల నుండి పుస్తకాలు, యూనిఫారాలు పొందుతారా?	అవును	కాదు
	మీ సమాధానం కాదు అయితే, కారణాలు ఏమిటి?		
18	మీరు ప్రభుత్వ ప్రయోజనాలు (ఉచిత పాఠ్యపుస్తకాలు, యూనిఫాంలు, ఉపకార వేతనాలు) పొందడానికి బోధన / బోధనేతర సిబ్బంది నుండి ఏదైనా ఇబ్బంది / సమస్య పడుతున్నారా?	అవును	కాదు
	మీ సమాధానం అవును అయితే, ఆ ఇబ్బందిని వివరించండి		
19	ప్రభుత్వ పథకాలు (ఉచిత పాఠ్యపుస్తకాలు, యూనిఫాంలు, ఉపకార వేతనాలు) గురించి మీ అభిప్రాయం ఏమిటి? వివరించండి		
20	ఉపాధ్యాయులపై మీ అభిప్రాయాన్ని ఎంత కాలానికి చెప్తారు? 1) మూడు నెలలకు ఒకసారి 2) ఆరు నెలలకు ఒకసారి 3) సంవత్సరానికి ఒకసారి		

విభాగం – సి

పాఠశాలలో మంచి విధానాలు

సూచన: క్రింద ఇచ్చిన పాఠశాలలో మంచి పద్ధతులపై మీ అభిప్రాయాన్ని 1 నుండి 5 లతో గుర్తించండి *(అతి ఎక్కువ 5 – అతి తక్కువ 1)*

ప్రభుత్వ పాఠశాలల్లో మంచి విధానాలు

S. No	Category	Value
1	పాఠశాలల్లో సాధారణంగా జరిగే ఉదయకాలపు కార్యక్రమాలు	
2	పాఠశాలల్లో రక్షణ / జాగరూకత ప్రమాణాలు	
3	పాఠశాలల్లో పాలనా మరియు నియంత్రణా కార్యక్రమాలు	
4	పాఠశాలల్లో ఆరోగ్యం మరియు పారిశుధ్యం	
5	పాఠశాలల్లో కోకరిక్యులర్ విధానాలు	
6	ఎక్స్ ట్రా కరిక్యులర్ విధానాలు	
7	పాఠశాల బోధన-అధ్యయన పద్ధతులు	
8	పాఠశాలల్లో ఆరోగ్యరక్షణ / పారిశుధ్యం మరియు తోట పనులు	
9	విద్యార్థిని, విద్యార్థుల ప్రగతి పర్యవేక్షించడం	
10	పాఠశాలల్లో వ్యాసంగం / ఆత్మసంతోషంతో చేసి పనిని అభివృద్ధి చేయడం	

ప్రభుత్వ పాఠశాల విద్యానాణ్యతను పెంపొందించడం కొరకు మీ విలువైన సూచనలను / సలహాలను తెలియజేయండి.

……

మీ సహాయ సహకారాలకు, ప్రయత్నాలకు మరియు విలువయిన సమయానికి ధన్యవాదాలు

మీరేమైనా సూచనలు / సలహాలు ఇవ్వదల్చుకొంటే, ఈ క్రింది వారిని సంప్రదించండి

ప్రశాంతి. కె

పరిశోధక విద్యార్థిని

సెంటర్ ఫర్ సోషల్ ఎక్స్క్లూజన్ మరియు ఇంక్లూజన్ పాలసీ

సాంఘిక శాస్త్ర విభాగం, హైదరాబాద్ విశ్వవిద్యాలయము,

ఫోన్ నెం. :+919949114351, ఈ-మెయిల్: prasanthi.brs@gmail.com

విభాగం – డి

విద్యార్థి ప్రశ్నావళి-8

ఈ క్రింది ప్రశ్నలకు సమాధానం రాయండి. 15x1=15

1). సంవత్సర కాలంలో సూర్యునిచుట్టూ భూమి _____ సార్లు తిరుగుతుంది.

2). ధ్రువ ప్రాంతంలో ఉన్న ఖండాల ఉత్తర భాగాలను _____ ప్రాంతం అంటారు.

3). మొదటి ప్రపంచ యుద్ధం ఎప్పుడు జరిగింది _____

4). శాశ్వత శిస్తు ఒప్పందం _____ సంవత్సరంలో ప్రవేశపెట్టారు ?

5). వాతావరణంలో బొగ్గుపులుసు వాయువు పెరగడం వల్ల _____ వేడెక్కుతుంది?

6). ధ్వని _____, _____ మరియు _____ పదార్థాలగుండా ప్రవహిస్తుంది. కానీ _____ గుండా ప్రవహించదు.

7). సరళరేఖా మార్గంలో చలించే వస్తువు వడి కాలంతోపాటు మారుతూ వుంటే ఆ వస్తువు _____ ని పొందుతుంది.

8). లోహ ఆక్సైడ్ లు సాధారణంగా _____ స్వభావాన్ని కలిగివుంటాయి.

9). శిలాజ ఇంధనాలు అనగా _____, _____ మరియు _____.

10). స్వేదన జలం తనగుండా _____ ను ప్రవహించనీయదు.

11). '1' అకరణీయ సంఖ్యల _____ తత్సమాంశం.

12). కాంతివేగం _____ మీ/సె.

13). 4.6×10^4 ని సాధారణరూపంలో వ్యక్తపరచండి.

14). ఏకపదిని మరొక ఏకపదితో గుణించగా లబ్దం _____ వచ్చును.

15). 720 ని ఏ కనిష్ట సంఖ్యచే గుణించిన పరిపూర్ణ వర్గము అగును.

16). తెలుగు రీడింగ్. 5x1=5

17). ఇంగ్లీష్ రీడింగ్. 5x1=5

18). హింది రీడింగ్ 5x1=5

విద్యార్థి ప్రశ్నావళి-9

ఈ క్రింది ప్రశ్నలకు సమాధానం రాయండి. 15x1=15

1). భూభాగంలో _____ వంతు ఎడారులతో నిండి వుంటుంది.

2). ఉత్తరగోళంలో 50^0 నుండి 70^0 అక్షాంశాల మధ్య అద్భుతమైన _____ అడవులు కనిపిస్తాయి.

3). పాశ్చాత్య దేశాలు చైనా నుంచి దిగుమతి చేసుకున్న వస్తువులు _____, _____.

4). భారత ప్రామాణిక రేఖాంశానికి, గ్రీనిచ్ రేఖాంశానికి _____ వ్యత్యాసం వుంటుంది.

5). ఫ్రెంచ్ విప్లవం ఎప్పుడు జరిగింది _____.

6). ఘనపదార్థం ద్రవస్థితిలోకి మారకుండా నేరుగా వాయు స్థితిలోకి మారడాన్ని ఏమంటారు?

7). 1 న్యూటన్ (N) = _____

8). స్వేచ్ఛాస్థితిలో వున్న వస్తువు _____ స్థితిలో వుంటుంది.

9). రక్తంలో ప్లాస్మా, ఎర్ర రక్తకణాలు మరియు తెల్ల రక్తకణాలను _____ అంటారు.

10). చెవిలోని మూడు ముఖ్య భాగాలను వ్రాయండి.

11). (4, -8) బిందువు యొక్క *x*- నిరూపకం మరియు *y*- నిరూపకం వ్రాయండి _____

12). అంకగణిత మధ్యమము _____

13). $(x+y)(x-y)$ = _____

14). వృత్త వైశాల్యమునకు సూత్రము _____

15). a ఒక అకరణీయ సంఖ్య, b ఒక కరణీయ సంఖ్య అయితే $a+b$, $a-b$, ab మరియు a/b లను ఏమంటారు.

16). తెలుగు రీడింగ్. 5x1=5

17). ఇంగ్లీష్ రీడింగ్. 5x1=5

18). హిందీ రీడింగ్ 5x1=5

విద్యార్థి ప్రశ్నావళి-10

ఈ క్రింది ప్రశ్నలకు సమాధానం రాయండి. 15x1=15

1). కొంకిణీ తీరప్రాంతం _____ రాష్ట్రంలో విస్తరించింది.

2). ఉష్ణ ప్రాంతాల్లో సుమారుగా _____ ఉ|| _____ ద|| అక్షాంశాలు మధ్య ఋతుపవనాలు ఏర్పడతాయి.

3). 2011 జనాభా గణన ప్రకారం భారతదేశపు అక్షరాస్యత _____

4). _____ తేదీన భారత రాజ్యాంగం అమల్లోకి వచ్చింది.

5). భోపాల్ గ్యాస్ దుర్ఘటన _____ సం||లో జరిగింది.

6). ఆవర్తనం m = _____

7). ఒక ద్రావణం ఎర్ర లిట్మస్ ను నీలిరంగులోకి మార్చింది దాని pH విలువ _____

8). స్థిర ఉష్ణోగ్రత ఉన్న లోహాలకు _____ నియమం పాటించబడుతుంది.

9). కిరణజన్య సంయోగక్రియలో _____, _____ మరియు _____ అంత్య పదార్థాలుగా ఏర్పడతాయి.

10). మధుమేహానికి సంబంధించిన గ్రంధి _____

11). ఒక సమితిలో మూలకాలు లేకుండా వుంటే ఆ సమితిని _____ అంటారు.

12). a, x లు ధనపూర్ణ సంఖ్యలు $a \neq 1$ అయివుండి $a^n=x$ అయిన మనం $log_a\ x$= _____ అని నిర్వచిస్తాము.

13). $Sin^2A + Cos^2A$ = _____

14). $Tan\ 60^0$ = _____

15). $3x^2-2x+⅓=0$ యొక్క విచక్షిణిని కనుగొనుము, తద్వారా మూలాల స్వభావం వాస్తవ సంఖ్య అయితే వానిని కనుగొనుము.

16). తెలుగు రీడింగ్. 5x1=5

17). ఇంగ్లీష్ రీడింగ్. 5x1=5

18). హింది రీడింగ్ 5x1=5

Questionnaire for teachers

Quality of School Education in India:

A Study of Public Schools in Hyderabad City

Prasanthi K

Ph.D. Research Scholar

Dr. V. Srinivasa Rao

Research Supervisor

Associate Professor

Centre for Study of Social Exclusion and Inclusive Policy

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YOUR COOPERATION IS VERY MUCH APPRECIATED

Centre for Study of Social Exclusion and Inclusive Policy

School of Social Sciences, University of Hyderabad

Prof C. R. Rao Road Gachibowli, Hyderabad,

Telangana, India – 500046

Quality of School Education in India:

A Study of Public Schools in Hyderabad City

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Associate Professor
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The purpose of this survey is to study the quality of school education in India with a special focus in public school around Hyderabad city. The questionnaire is designed to collect data which will be used purely for the academic (Doctoral Research) purpose. Your views are important in enhancing the quality of education of the school. The responses will be aggregated and reported as a summary statistics only. This survey is anonymous and strictly confidential. The only purpose is to know your experiences.

The questions below are related to certain aspects of the facilities that you experience in your school. For each of the following questions, please answer which best reflects your opinion of such facility.

SECTION – A

Demographic Details

Note: All demographical information will be kept 100% confidential)

Name of the School:: .....

Address:: …….....

Name of the Respondent (Optional):: …….....

1.**Age:**……..….Years

2. **Gender** Male ☐ Female ☐

3. **Educational qualification.....**

4. **How long are you in teaching profession?**

5. **Annual Income** (Approximately): Rs.....

6. **Social Background:** ST ☐ SC ☐ BC ☐ OC ☐

7. **Religion:** Hindu ☐ Muslim ☐ Christian ☐ Other

8. **Do you stay near school premises?** Yes / No

9. **If no what are the reasons? Explain**

……

……

10. **Do you find any difficulty to reach School on time?** Yes / No

11. **If yes, please specify .....**

……

……..

……...

SECTION – B

Quality Indicators of School Education

Instructions: Please provide your responses about the following quality indicators of school education.

1	Do you love your job?	Yes	No
	If yes/no. what are the reasons ……...		
2	Are you enjoying your job?	Yes	No
	If yes/no. What are the reasons, explain ……...		
3	Do students pay interest to learning?	Yes	No
	If yes/no. explain the reasons what you observe …….....		
4	Do you spend more time to explain for slow learners?	Yes	No
	If yes/no. Explain the reason ……..…		

5	Do you use teaching- learning material?	Yes	No
	If yes/no. What are the reasons?		
6	Does the school have sufficient teaching- learning material?	Yes	No
	If yes/no. What are the reasons?		
7	Are students disciplined?	Yes	No
	If yes/no. Explain the reasons ……...		
8	Do your students listen quietly while you are teaching lesson?	Yes	No
	If no. Explain the reasons …….. How will you react to the situation? Explain……		
9	Do you prepare models to create interest in the lesson?	Yes	No
	If no. Explain the reason …… If yes. Do you find any difference in student's understanding levels? Explain ……...		
10	What type of teaching - learning material do you use? …….		
11	Do you use audio-visual aids while teaching	Yes	No
	If yes/no. What are the reasons? Explain …….....		
12	Do you give punishments to the students?	Yes	No
	If yes. What are the reasons for punishment? Whether it is because of the student's under performance or disciplinary action? …..…….		
13	Do you conduct sudden tests after completion of the lesson?	Yes	No
	If no. Explain the reason …….……..…… . If yes. How is the students' performance? ……		
14	To promote competitive spirit among the students, do you give rewards to the Topper of the class?	Yes	No
	If no. What are the reasons?		

	If yes. Do you find any improvement in the class performance? ……		
15	Do you promote co - curricular activities?	Yes	No
	If yes, What are the reasons …… If no, What is your opinion …….....		
16	Do you prepare lesson plan?	Yes	No
	If yes/no. What is the reason? Explain ……		
17	How often do DEO/MEO visit the school? ……		
18	Do you find any discriminative practices among the children?	Yes	No
	If yes. Do you give any counselling sessions for those students? Explain …….		
19	How often does the school conduct parent – teacher meeting? …….		
20	Do parents feel free to discuss about their child's academic performance with teachers?	Yes	No
	If yes/no. Explain the reasons. ……		
21	Do community people involve in the school activities?	Yes	No
	If yes. Do you observe whether the quality of education is improving in the community participation? Explain ……		

SECTION – C

Quality of School Education and its Indicators

Note: Please provide your responses about the relationship between Quality of School Education and its Indicators using the following scale.

Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1	2	3	4	5

S. No	Indicators of Quality of School Education					
1	Basic Infrastructure has a significant effect on Quality of School Education	1	2	3	4	5
2	Physical Environment has a significant effect on Quality of School Education	1	2	3	4	5
3	Teaching-aids has a significant effect on Quality of School Education	1	2	3	4	5
4	Classroom Dynamics has a significant effect on Quality of School Education	1	2	3	4	5
5	Quality Parameters have a significant effect on Quality of School Education	1	2	3	4	5
6	Work Culture has a significant effect on Quality of School Education	1	2	3	4	5
7	Monitoring and Supervision has a significant effect on Quality of School Education	1	2	3	4	5
8	Curriculum has a significant effect on Quality of School Education	1	2	3	4	5
9	Syllabus has a significant effect on Quality of School Education	1	2	3	4	5
10	Pedagogy has a significant effect on Quality of School Education	1	2	3	4	5
11	Examination has a significant effect on Quality of School Education	1	2	3	4	5
12	Affiliation and accreditation has a significant effect on Quality of School Education	1	2	3	4	5

If your answer is i.e Strongly Disagree or Disagree for any of the above statements, please give the reasons:**.....**

SECTION – D

Good Practices in the School

Note: Please give the appropriate points to the following Good Practices in the School out of total 5 points. *(Highest 5 – Lowest 1)*

Good Practices in Government Schools

S. No	Category	Value
1	School routine (morning) activities	
2	School Safety/vigilance measures	
3	School Governance and monitoring activities	
4	School Health and Hygiene	
5	Co-curricular activities in the school (CCA)	
6	Extra-curricular activities in the school	
7	School Teaching-learning Processes	
8	School Sanitation and gardening activities	
9	Learner's Performance monitoring activities	
10	School Hobby development programmes	

Please give your suggestions in order to improve the quality of school education in government schools:

.....

THANK YOU FOR YOUR COOPERATION, TIME AND EFFORT

If you have any suggestions please contact:

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Quality of school education in India:A study of Public Schools in Hyderabad

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Chapter-1

Introduction

The present study is intended to study the quality of education in the public schools in Hyderabad. The research is made in a few sample schools located in different *Mandals* covering the entire of Hyderabad in the state of Telangana. According to census data 2011 the literates in India were 74.04 per cent whereas in Hyderabad their numbers was much higher than the country's population i.e. 81 per cent. The present literature shows that there is less quality in the public schools. This is due to several reasons such as socio-economic condition at the family and the school level, lack of parental awareness on their children's education. Among many such reasons infrastructure facilities at school and teacher responsibility are also the main factors for deterioration of quality in public schools of India.

Tilak (2002) stated that education plays a vital role in the development of individual and better human resources. It is the only weapon to eradicate the illiteracy and poverty. The two indicators which are illiteracy and poverty are the main obstacles for the growth of any country. However, the success of any nation depends upon structured developmental programs which are framed and implemented by the government. Becker (1970) specified that growth of human resources is a critical component in economic development of any country. The "United Nations Educational Scientific and Cultural Organisation" (UNESCO 2005) has also supported that the development of any country is dependent on the rate of education in the country. The majority of poor and developing countries have a low level of educational awareness and high child labour participation (Rahul 1999, Taku and Ahmed 2013). The present study has focused on the main drawback (low level of educational awareness) of such situation is poor (socio-economic background) family conditions. A country like India has been the victim of lack of parental awareness about education (Kontos 1991; Ho and Willms 1996) it leads to increase in dropout rate and high rate of out of school children. The "Public Report on Basic Education" (PROBE 1999) also reveals that a majority of parents do not value the education of their children in India. Even if they are interested in their children's education there is a strong gender bias prevailing. The report emphasises that highly motivated and interested parents wanted to join their children where the quality education is offered.

On the other hand, still there is a gender bias among boys and girls, females are not getting basic education opportunity (Kingdon 2002).

1. Background of the Study

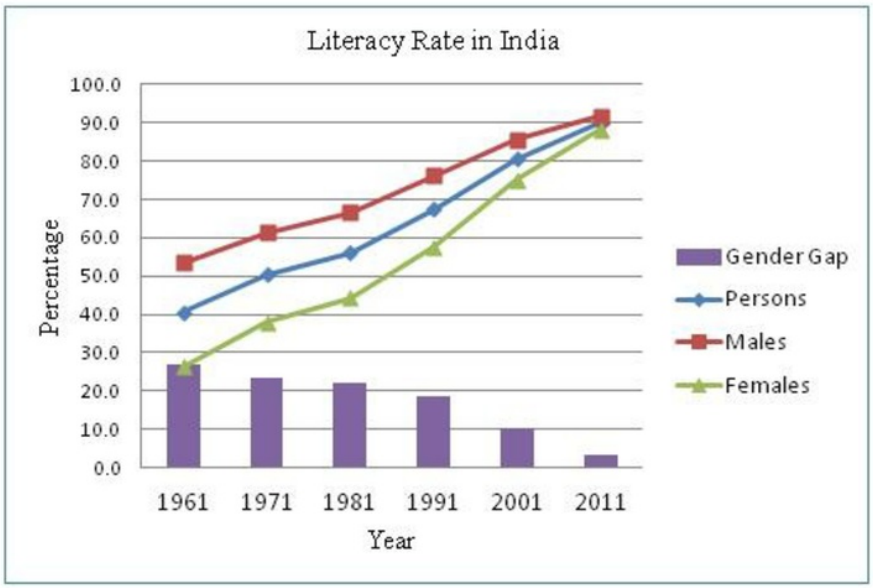
As we know, India has strong educational history since ancient period. Education in India is classified into two periods that is before and after independence. Before independence the education system was very traditional run by the Gurukulas. Gradually, public anxiety grew towards education of their children. But present needs and changes in society resulted in tremendous developments in the education system. However, parents desire and demand secondary education to increase their economic status (Collins 1971, Boudon 1974). At early stage of independence, India was victim to low level of literacy rate (Rahul 1999). Indian government has shown considerable commitments to implementation of educational policies, during the last 69 years, a notable progress has been achieved in the department of school education. To improve the quality in primary education government has started schemes like Universalisation of Elementary Education (UEE), The District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), Mid-Day-Meal program, Strengthening of Teacher Training Institutes, Schemes for Infrastructure Development, Mahila Samakhya, and Strengthening Quality Education in Madrasas, for secondary education "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA), "Inclusive Education for Disabled at Secondary Stage" (IEDSS), "National Merit Cum Means Scholarship", "Financial Assistance for Appointment of Language Teachers", Incentives for Girls, "Adolescence Education Programme", Girls Hostels, Model Schools, Information and Communication Technologies (ICT) at schools, "Vocationalisation of secondary education", and Model schools under public private partnership, have taken care of increasing the enrolment rate and decreasing the dropout rate. Tilak (2002) has identified that India's Gross Domestic Product (GDP) spent on education and it has increased from the mere 0.67 per cent in 1951 to 3.54 per cent in 2011. In 2014, Indian government has increased the amount to 8 per cent on primary education. At the same time, the country has witnessed drastic growth in the literacy rate from the insufficient 18.33 per cent in 1951 to 74.04 per cent in 2011 (GoI 2011). Though, the rate of education is increased but quality is questionable? Recent, studies have revealed that lack of reading and arithmetic among the public school children.

However, even after nearly seven decades of independence India has been struggling to achieve the desired quality in education. That shows, India failed to provide quality education to its citizens (Singh and Malik 2001). Several factors have been recognised to be responsible for deterioration of quality of education in India (Muralidharan and Sundararaman 2010, Ahmed 2013). The factors include the lack of motivation in the teachers, insufficient textual materials, poor infrastructural facilities, attitude of students towards learning, inadequate teaching skills and teacher competency, and lack of parental awareness towards education. Tilak (2002) has pointed out that one of the key reasons for the non-enrolment is due to children's lack of interest in studies, which indirectly points towards the quality of education. Present study is intended to measure the quality of secondary school education related to infrastructure, socio-economic conditions of the child, parent's involvement in their children's education, instructional materials, teaching and non-teaching staff, school and classroom dynamics, teacher performance and attitude of the teacher towards students learning skills and also community participation.

1.1 Importance of Education

Education is a very important tool, which provides mental, ideological, physical and moral training to people. It is an instrument for the overall development of a child. According to education commission (1964-1966) the objective of education is social, cultural and economic transformation of child. The commission has described education as understanding of the nation's *ambitions* including changes in the interests, learning, abilities, knowledge, values and skills of the students as a whole. The Constitution of India underlines education as one of the fundamental rights of every citizen and also constitutional commitment of the government agrees to offer access to education. The developed countries have been giving highest priority to education, and spent more on it. From past few years the developing countries too have been focusing on the quality (Mehrotra 2006). Furthermore, Education for All Global Monitoring report (2015) has indicated that India has reached highest enrolment in primary education due to "Right to Education Act" (2009), and there is a huge improvement in all aspects of school facilities and infrastructure. Bashir and Sujitha (1992) has conducted a base line survey in Uttar Pradesh (UP) and revealed that the non-academic situations like hygiene, good attitude and behaviours, all-round development etc., also improve through education.

Chart 1.1 Literacy Rate in India, 1961 to 2011



Source: (GoI. 2014)

The Chart 1.1 indicates that enrolment rate is very high when compared to past two decades and minimised male female ratio. However, during 1990 to 2000 there was a huge gap in male female literacy rate. Caldwell *et al.* (1985) have found in their study that education was a means for enlightenment of an individual rather than for employment. The study has also concluded that parents are expecting overall development of their children possible through the education. However, the linkage among education and political participation is an important element that means greater political participation can increase demand for education. The above literature shows that the education is more important in the life of every individual.

1.2. Importance of Secondary Education

Secondary school education plays a significant role in an individual's development. The curriculum of secondary education is designed with knowledge of present requirements of the society, life skills and adjustment skills. It is a link between elementary education and higher education. At this stage a student enters into adolescence, which is the most crucial phase of life. Perceptions and modes of conduct start taking shape and trouble of adjustment with the new roles in life assume serious impact. Many professional courses like Engineering, Medical, and Law etc.

offer the students to have better career choice. The curriculum at the secondary level is designed to address these needs.

After Independence, the GoI has made a huge investment in the expansion of school education. The 12th five year plan has targeted to generate technical man power, knowledge, skills, and sustain competitiveness at international level among the secondary school children. The main objectives are achieving zero dropout rates, universal enrolment in the secondary school level by 2020 and universal performance with successful completion by all who are enrolled in the secondary education. The NPE 1968 stated that the secondary education needs to incorporate amenities for technical and vocational education at this phase. The commission also stated that the provisions of facilities for secondary and vocational education should match largely to needs of the developing economy and genuine employment prospects.

It is noticed that to improve the quality of school education, the NPE (1968) has recommended the National Curriculum Framework to evaluate national system of evaluation. The National Curriculum Framework has started in 1975 and it has modified secondary education curriculum to fulfil the present needs. It is noticed that one can lead successful life which includes economic sufficiency, universal goals, and to achieve political and economic functioning of the society.

Table 1.1 Growth of Public Schools and Student Teacher Ratio in India

Sl.No.	Years	Number of Schools	Student Teacher ratio
1	2005-06	1060	32
2	2006-07	1060	31
3	2007-08	1122	33
4	2008-09	1138	32
5	2009-10	1222	30
6	2010-11	1312	30
7	2011-12	1383	32
8	2012-13	2189	30
9	2013-14	1335	26
10	2014-15	1353	27

Source: (GoI 2016)

Therefore, it develops individual's efficiency as measured through the education attainment/achievement and personal incomes (Collins 1971). Development of Indian economy is subjected to the creation, acquisition, use and circulation of knowledge and this needs an educated and skilled population. This is to mention that

everyone should have to complete secondary school education for the development of individual and as well as country's development.

To reach the above goals the Government of India has made an effort to develop and increase the number of public schools in India in this decade and focused on increasing the student teacher ratio discussed in the Table 1.1. The number of schools was highest in the year 2012-13, but gradually it was decreased due to influence of private schools. According to the above table, student teacher ratio is 1:27 in the year 2014-15 which is relatively good in number wise.

Since education is the most essential for social, economic and political transformation, well-educated people, with the relevant knowledge, skills and attitudes is necessary in present situation. For the development of policy objectives, education has been assigned key role. In the last one and half decade government has spent larger share on education. Table 1.2 shows that the overall budgetary spending on education by both the Central and State Governments for the two sub-sectors of education i.e. elementary and secondary education. In accordance with these changes, the budgetary allocation and expenditure by the central government has amplified meaningfully between the years 2007–08 and 2011–12. Budgetary allocation has increased two times for elementary education, and has enhanced by more than three times in the case of secondary education and higher education (Table 1.2). The resources available for elementary education in India are supported by the revenue generated because of the education cess. The education cess used to be two per cent of all taxes collected by the central government, recently it was raised to three per cent and such increased one per cent is being allocated for secondary and higher education.

Table1.2 Government Spending on Education (in Rs. Crores)

Year	2007-08			2008-09			2009-10			2010-11		
Sector	State	Central	Total	State	Central	Total	State	Central	Total	State	Central	Total
Elementary Education	1.03	0.36	1.39	1.07	0.35	1.43	1.22	0.33	1.55	1.13	0.33	1.46
Secondary Education	0.67	0.05	0.72	0.75	0.07	0.81	0.88	0.09	0.97	0.83	0.09	0.92

Source: (GoI 2014)

India has launched several developmental programs after Independence; five year developmental plans are one of those. From the very first five year plan (1951–1956) per cent was dedicated to technical education where as secondary education was given five per cent and primary level education was given utmost priority. The second five year developmental plan (1956 to 1961) set out 18 per cent to technical education and the following third five year plan (1961 to 1966) 21 per cent. As it can be observed from first to third five year plans, funds allocated to technical and higher education had been increased (Tilak 2002). In another study, Narula (2006) has stated that the present secondary educational structure was distracting quality output. But surprisingly, today India is the house to manpower that is trained as well as skilled technologically and scientifically and also the biggest number of out-of-school children. Accordingly target growth rate in the 11th plan is nine per cent but achieved growth rate is 7.9 per cent. The present 12th five year plan aims at universalisation of secondary education by 2017 and improve access to education and increase secondary school enrolment not only quantitatively but also qualitatively. Major focus was on quality of education and as a step in that direction, government has invested on faculty development and teacher training. Table 1.3 Shows allocation of budget for education in different five year plans.

Table 1.3. Total Allocation for Education in Different Five Year Plans (in Rs. Crores)

No of Plan	Elementary	Secondary
First plan	57.6	5.5
Second plan	34.8	18.7
Third plan	34.1	17.5
Fourth plan	50.1	0.0
Fifth plan	51.7	0.0
Sixth plan	32.1	20.4
Seventh plan	37.3	24.0
Eighth plan	47.7	24.0
Ninth plan	57.1	21.3
Tenth plan	65.6	9.9
Eleventh plan	46.5	19.8

Source: (GoI 2002), (GoI 2008)

However, secondary education is aimed at preparing young and enthusiastic people both for the professional world and higher academics. After independence the number of secondary and senior secondary schools increased from 0.07 lakh (in 1950–51) to 0.83 lakh (in 1991–92) and 1.10 lakh (in 1998–99) which indicates 29 per cent growth from 1991–92 to 1997–98 (GoI 2012). Though the number of schools has increased, student enrolment was just 2.72 crores. The 12th V-year plan is concentrated on improving the secondary education as well as emphasises on the following areas,

1) "Revision of curriculum
2) Vocationalisation of secondary education
3) Starting distance education through open schools
4) Focus on teaching of mathematics and computer education
5) Hostel facilities especially for girls
6) Improved education facilities for minorities
7) Integrated education for differently abled children."

NCERT has initiated the process of improvising curricula and modernisation of text books to cater to the current needs of the country. It has strengthened the Kendriya Vidyalaya Sangathan. In the beginning there were only 20 Kendriya Vidyalayas, now the number has increased to 871. The national open schools have also been increased in order to enhance the access to both secondary and higher secondary education. The principal objective of the plan is to reduce the dropout rate 25 per cent by 2017.

1.3. Education Committees and Commissions in Post-Independent India for Quality Improvement

When India got independence (1947), the first attempt in the education field was to form the "*University Education Commission"* in 1948. The purpose of the commission was to analyse the functioning of university education and suggest reforms in collegiate education. In the same year 1948 "*the Committee on Financing Educational Developmen"* was also constituted to make recommendations on financing education. In 1951, another committee was formed by the government to revisit the administrative affairs of elementary education. In the year 1952, the "The *Secondary Education Commission (SEC)*" was selected on the only purpose of

reporting the present position of secondary education. *The Sanskrit Commission* and *the Rural Education Committee* were appointed in 1957. In the same year 1957 Indian government has appointed *The National Committee on Women's Education* to increase the women enrolment. Furthermore, the government has constituted a *Panel on Higher Secondary School Buildings* and committees on *the Religious and Moral Education*, *Student Discipline*. In 1961, government appointed *the Committee on Emotional Integration*, *Committee on Child Care in 1959,* in the same year *Committee on Co-ordinations of Physical Education*. In 1961 *Indian Parliamentary and Scientific Committee* was formed to look into the science education and related problems in schools. In the same year *Committee on Differentiation of Curricula* was appointed to remedy the problems of curricula for girls in education. Similarly, *Committee on Girls Education and Public Cooperation 1963,* and *Panel of Science Education in Secondary School 1964* were formed as part of government's efforts. One of the most remarkable commission in the history of Indian education came in 1964 famously known as *Kothari Commission* also called as *The Education Commission.* The National Policy on Education of 1968 and 1986 are implemented, the main focus of NPE (1986) is to enhance the quality in school education and it has suggested the following measures.

1) Schools should be available within oneKMradius and construction of school buildings to provide basic infrastructure,
2) For SC, ST, Backward students established residential and ashram schools for providing quality in school education,
3) Establishment of girl's hostels,
4) Educational facilities for physically and mentally challenged people,
5) Under the operational blackboard construction of school buildings, minimum two large class rooms, appoint minimum two teachers and one among them should be female,
6) Construct separate toilets for girls and boys
7) For improving employment opportunities technical and vocational education was increased in secondary school level.

All of the above schemes are focused to improve the quality in education system. But still India is struggling to provide quality school education to the nation.

The present study is trying to examine the status of quality in school education. For this purpose the researcher tries to define quality and how it is linked with education.

2. Defining Quality

Quality is a vibrant idea. Several educationalists and researchers defined quality of education in their own perspectives. Stephen (2003) has defined the concept of quality as being more or less related to defining motherhood. According to the Educational Dictionary, "the quality of education is the evaluation of educational level and effect." The word "quality" comes from the word "quails" (Latin) meaning 'what kind of'. Because of number of interpretations and different references, in many fields it also has been called slippery concept in many fields (Pfeffer and Coote, 1991). The definition of the term quality changes from domain to domain; the following sections attempt to elucidate quality in education. The scientific approach of quality is measuring outcomes by the experts (*ibid.*). The word quality is widely using in all areas including in research and education. The present study is trying to measure the quality in public schools of Hyderabad.

2.1. Defining Quality in Education

As discussed above there is a small effort to interlink quality and education. Though the concept related to quality has been there for over a thousand years, it has newly found its way into education. Naik (1997) in his study on equality, quality and quantity in Indian education says that a definition for quality of education which can be acceptable universally is difficult to find. Adams (1993) points out that the words like equality, effectiveness, efficiency; equity and quality are often used interchangeably. Mukhopadhyay (2001) feels that quality in education refers to student's performance. That means final output or achievement of student's is measured by its quality in education. The United Nations Development Program (UNDP 2009) also defined the word quality in education, which is the foundation for improvement of people's life and sustainable development of the nation. It says that quality of education gives development in individual's life as well as nation's. The study discusses quality in further chapters.

When the discussion comes to education, the basic understanding about quality of education purely depends upon students, teachers, and the school. In a study conducted by Feigenbaum (1951) in his book 'Total quality control' has revealed that

"the performance of the students in examinations, learning achievements, ability to apply learned knowledge in practical life" can be equated to the quality of education. Adams (1993) defines the quality in educational perspective as it has been popular for resources and other inputs. The definition conveys that, providing infrastructure, teacher and teaching material improves quality. After seven years UNESCO (2000) talked about the quality of education and said that it needs to be improved to achieve relevance and equity. In general situation, for the parents and students, quality education means increasing the standards of education, it means raising the levels of academic performance. Improvement of academic performance depends on various issues like quality of teachers, infrastructure, and learning environment around the students at school as well as at home. The delivery of quality education is possible only through quality teachers, and every school should have basic amenities such as good buildings with library, laboratories, safe drinking water facilities, clean toilets, playground, etc. The absence of infrastructure facilities in schools, non-availability of quality teachers and several things pose severe problems for providing quality of education in the country.

UNICEF (2000) has identified five dimension of quality i.e. learners, environment, content, processes and outcomes. Researchers assess the quality of education, by the pupils' performance in labour market such as extra earnings or employment of the educated workers. Quality of education relies on various factors and one of the main parameters of the quality education is learning achievement of the student.

3. Review of Literature

Literature indicates that the literacy rate of the state and the country is improving, dropout rate is decreasing, Mid-Day Meal program and SSA, RMSA, are progressive but still school education has been struggling to get quality education. The reasons for this are related to access to education, infrastructure, school quality and learning experiences. Making efforts to improve access and the quality of learning will lead to realising education for all. However, educational achievement cannot be measured only by providing infrastructure, midday meals, etc. So, there may be other hindering factors influencing deterioration in the quality of education (Mukhopadhayay and Kumar 2001). In this context, the present study explores the

factors affecting the quality of education and it will provide a framework to measure the quality.

3.1. Studies Related to Parental Socio-Economic Background and Child Academic Achievement

Several studies and research surveys have been carried out by various academic institutes which describe the status of low income groups in India. These research studies are done at macro level. The studies which are mentioned below focus on parental socio-economic background's influence on children's education i.e. Cattell (1942), Cantril (1943), Warner *et.al.* (1960), Pareekh (1981), Harris (1995), Ho and Willms (1996), Mau, (1997), Maughan *et.al.* (1998), Nechyba *et.al.* (1999), Power and Clark (2000) Melhuish *et al.* (2001), Tilak (2001), Chevalier and Lanot, (2002), Mishra (2005), Drissen *et al.* (2005) Srinivasarao (2009) all these studies have focused on socio-economic status of the parents and it influence on their children education.

Cattell (1942) has found in his study that the concept of the social status includes educational and economic situations of individuals. Based on the economic status, Cantril (1943) has classified the American people into four classes those are upper class, upper middle class, middle class and lower social classes. These classifications mostly depend on their economic status due to social group, poverty and illiteracy. Moreover, the studies concluded that the social class and poverty shows adverse impact on enrolment, dropout, and migration.

Warner *et al.* (1997) has found a seven-point scale to identified four indicators to measure the social class of an individual. The four indicators namely source of income, occupation, house type, and living area (indicates social class). The above indicators are the major constrains to continuing their children education. Pareekh (1981) has found in his study that occupation of the family head, caste, education of the family head, land holding, social participation of the family head, farm power, housing, type of family describe their socio-economic status. The study revealed that there was only 46 per cent enrolment in school and the reasons for such condition are believed to be poverty and lack of awareness about education. However, parental economic background decides their children's education (Sikdar and Mukherjee 2012). The study has found that there are several reasons for dropout of children from

the school. One of the main reasons for this study is financial constraints of the family. Due to financial problems, mother has to go for work early at the stage of delivery, therefore, elder child has to take care of siblings and also to attend to house hold work.

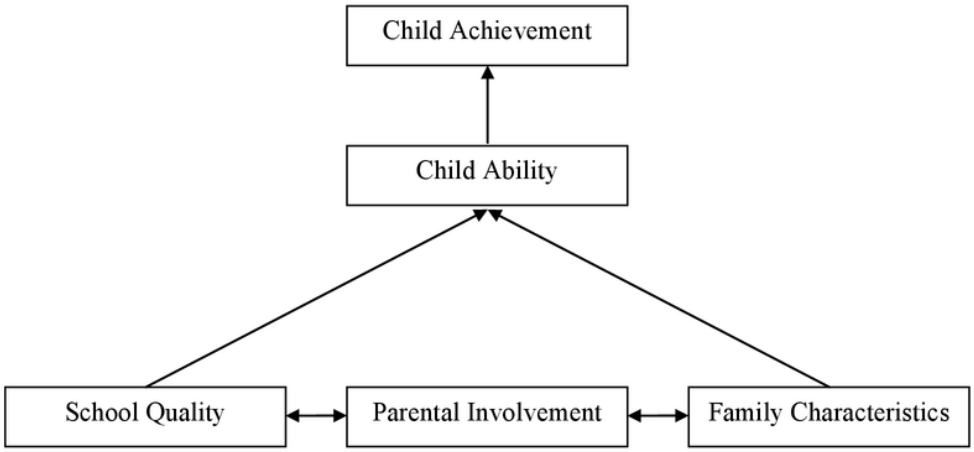
Family is the first school of a child. Family, community and peer group play an important role in the individual's improvement. Parental involvement at home and school in child's learning was strongly influenced by socioeconomic status of the family. Mishra and Daimari (2005) have found that the extent of poverty among the backward communities in rural Assam is very high. Poverty is understood to be a function of educational deprivation, poor agricultural productivity, connectivity and power supply and so on. Hence, strengthening education quality may have some positive effect on minimising poverty.

Drissen *et al.* (2005) have suggested that for quality improvement in school education, parental involvement in secondary school education is more important, as it leads to school improvement as well as the pupils academic performance. Parents should be aware of various school related issues like students learning and attitude towards peers and teachers. The study has suggested that the schools should arrange parents committee, parent's convention to build relationship with school environment. The major challenges were awareness of parents and school was not up to the mark and teaching was found to be overloaded and burdensome for students. In order to construct a good partnership between parents and schools, parental involvement should be encouraged in school activities by conducting various events. Making sure that progress reports reach parents, introducing notebook system, organising consultation program, regular home visits, extra-curricular activities such as annual gatherings and cultural programs will help in maintaining the rapport between parents and schools.

However, Kontos (1991) study revealed that parental involvement in school related activities and their family education have positive impact on child academic outcomes. According to Harris (1995), increasing educational qualification of the parents has positive effect on the next generation. Though, many educational psychologists have found that parental education has a significant role in academic

achievement of a child. Mau and Maughan *et al.* stresses these points on their individual study.

Diagram. 1. 1. Educational Outcomes



Source : (Nechyba *et. al.* 1999)

Nechyba *et al.* (1999) have developed a model for parental involvement and academic achievements of the child, which are very closely related to each other. Family involvement in parent-teacher meetings and school development activities will help in the better performance of children and it also leads to improvement in school quality.

Childhood is a very confusing state, they adopt dramatically to various personalities reinforced through peer group. Whether the personality is good or bad will be decided by the parents and immediate supervision of parents can modify the personality (Kontos 1991, Levin and Lockheed 1993). However, in a study conducted by Ho and Willms (1996) have found out that there is no relation between academic achievement of the child and parental involvement in school activities.

The available literature shows that parental educational background is the major drawback in the child's academic achievement (Power and Clark 2000). In a study conducted by Melhuish *et al.* (2001) have concluded that, when home environment was convenient for high level of learning linked with increased levels of confidence and higher cognitive development leads to achievement. There is a correlation between the family resources (economic wellbeing) and child academic performance. Parental background of income, social class and also educational

wellbeing has influence on children's academic performance (Chevalier and Lanot 2002). Another study conducted by Srinivasarao (2009) has stated that community participation and parental involvement are more important to advance the quality of education. After reviewing the above literature the study concluded that parental economic, educational and social background are more important to child academic achievement.

3.2. Studies Related to Teacher Training and Motivation

The studies mentioned below focus on teacher training and their motivation and how it leads to improve quality in school education i.e. Podgursky *et al.* (2004), Khaparde *et.al.* (2004), Aggarwal (2010), Alam and Farid (2011), Govinda and Varghese (1993). All these studies have focussed on teacher training and their motivation levels in teaching.

Podgursky *et al.* (2004) have stated that the teacher quality plays an important role in analysing the performance of public school education. They have conducted a study on the "academic quality of public school teachers: an analysis of entry and exit behaviour" stated that quality as a factor in getting employment on higher salary. The study has revealed that students with higher abilities are very less likely to get into teaching and even if they get in it is very common that they leave very soon. This means they are proving their abilities to get better salary. There is no gender disparity in this pattern for men and women. Men are leaving the teaching jobs and re-employed in the traditional non-teaching jobs. This study identified very diverse mobility patterns by teaching fields. Indicators are quality entry and turnover of the teacher are used in this study. Authors have concluded that large pay increases would be necessary for public school teachers. Khaparde *et al.* (2004) argued that the quality of education is determined mainly on the way schools are managed, adequate available resources, and strong teaching and learning process influenced by the way the head teacher leads his team.

The study on "Quality concerns in Primary Education in India where is the problem?" conducted by Aggarwal (2010), revealed that the quality cannot improve by itself, school education needs modifications in teacher training, improvement of the infrastructure in schools. To make teaching engaging attractive to the students, teacher motivation and change in teaching style are necessary. According to the study,

quality education means effective learning, capacity for procuring skills, abilities, and subject knowledge extending their moral and social practical experience. These abilities need to be taken improved in order to work with others, taking responsibilities and to work for public welfare. These characteristics should be built at school level. Reforms like continuous and comprehensive evaluation should give better achievement in pupil test scores. Additionally the author has been conducted a "study on learning achievement for primary schools in Delhi". For this study, the researcher has used indicators connected to the curriculum, both in standardised assessment tools and alternative forms of assessments and evaluation of infrastructure. The study has concluded that the quality cannot improve on its own; it needs several planned reforms in teacher training. Most important point to improve the quality in education is teachers' style of teaching and motivation to make interesting to the students. Finally, the study concluded that lack of infrastructure facilities in schools leads to deterioration of quality in school education.

In the year 1993, Govinda and Varghese stated that "the quality of primary schooling in India in the state of Madhya Pradesh". This study indicates that a trained teacher will be able to make a difference in the school by his/her teaching style and classroom management. They found that the reasons for educational deprivation in the public schools is due to two main factors one is the insufficient reach of public school system and other one is the negligent behaviour of its teachers. The authors said that several researches and reports have shown that the improvement in children's learning depends on the availability of teaching learning material and its use in an effective way apart from expanding the number of schools. On the other hand, this is possible when the teacher is motivated to teach and utilises the instructional time.

Alam and Farid (2011) examined the factors influencing motivational levels of teachers at secondary schools in Rawalpindi city and identified that teacher motivation is mostly depend on their socio-economic status. Eighty per cent of the respondents are dissatisfied with their salary, 20 per cent of the respondents said that someone has pressurised them to opt this profession and teaching job was not their first option. Because of all these reasons most of the young teachers are not paying much attention towards effective teaching. The study focused on how teacher motivation levels influence the quality of teaching. To test the motivational levels of teacher authors have fond the indicators like, "Personal factors, Social factors,

Classroom environment, Socio-economic status, Student's behaviour, Examination stress, rewards/incentives self-confidence/personality of teacher, etc". The study concluded that high salary leads to high motivation levels among the secondary school teachers. All the above studies highlight the issue of teacher training and their motivational levels among their teaching.

3.3. Studies Pertaining to Para-Teacher Scheme and Teacher Absenteeism

The study's focus is on the quality in public school education. For that, an attempt is made to relate school quality with the teaching learning process. Ample of research has been done in this area Pink (1982), Reid (1983), Hoy and Sabo (1998), PROBE (1999), Saroj (2006), and Reddy and Sudarsana (2008), Dahar *et al.* (2009).

Vidhya committees recruit para-teachers, from their locality, among those who have completed their graduation. After implementation of SSA para-teachers scheme has emerged. They have recruited on contract basis and then regularised. The term school quality means, school having sufficient teaching and non-teaching staff, infrastructure, learning resources and good evaluation practices. The above indicators are associated to improve the school quality as well as student achievement levels.

Majorly, the school quality is also linked to improved student attitude and academic achievement. Sometimes various characteristics of student behaviour are found to be similar to criminal behaviour; this can be attributed to lack of focus on behavioural and attitudinal issues in school education. According to Pink (1982) teacher's role is extended to focus on student's behavioural issues. Child's overall development should be possible through education at school level. The study has found that soci-economic background of the child leads to behavioural problems. It has suggested that teachers should attend to such issues and guide them in right way. But most of the sample schools were affected with teacher absenteeism and 62 per cent of the schools are run by the para-teacher. Expecting quality education in such schools is far from reality. Reid (1983) also stated in his study school quality is purely dependent on the attitude and academic performance of the students and also sufficient infrastructure facilities are the main indicators to measure the school quality. It has found that lack of infrastructure facilities may lead to absenteeism and students failure. All the above literature influence and improve the school educational quality.

Findings of the PROBE (1999) report show the malfunctioning in public schools due to the poor physical facilities and high student-teacher ratios, and more disturbing fact is the low level of teaching activity taking place in the schools. The report noted 'several cases of irresponsible teachers keeping a school closed.' Most of the children are employed to look after their siblings and attend to the domestic chores this increases the drop-out rate. Untrained teachers are also found to be a cause for the deterioration of teaching standards. Significantly, the report found that the low level of teaching activity happened even in those schools with moderately good infrastructure, teaching aids and better student-teacher ratio. The report clearly demonstrated that the major problems in universalisation of elementary education are caused by improper class rooms, untrained teachers, poor infrastructure, unsupportive management, less salary, etc. The report has also mentioned that the school meal and para-teacher scheme has improved enrolment and decreased the dropout rate.

Saroj (2006) claimed that the teaching learning process along with the teacher in the class room play a major role on improving the quality of education. The underlying philosophy behind the appointment of a local person as a para-teacher is that he/she will be clear to maintain a better association with the members of local community. It could be better option for the remote rural and hilly areas, it may serve as Universalisation of Elementary Education to some extent. In most of the cases the qualifications required to be teacher in terms of academic and professional have been lowered or relaxed in comparison with the regular teachers. These teachers act as good as regular teachers but they have several restrictions to perform their duties and they are also paid less. All these constrains may make it not possible to serve the quality of education to the future generations. Therefore, to avoid the situation regular teachers should be appointed time to time instead of para-teachers. Professional background of para-teachers and quality of education are the indicators used in this research. Author has concluded that by implementing the para-teachers scheme regular teachers are being replaced and it may become an obstacle in achieving the quality of education and thus it is not recommended anymore.

Reddy and Sudarsana (2008) have conducted a comparative study and they argued that, physical facilities, teachers, head masters, teaching methods and physical activities play a critical role in the teaching learning process. The findings revealed that the school factors are found to influence more on achievement level of the

students. Furthermore, the study shows that non-school factors like socio-economic background of students, parent's education, and father occupation are also contributing to a great extent to the achievement levels of the students. The study has proved that along with the motivation levels of students towards education, socio-economic background is also equally important to achieve school quality along with other physical and human resources. The study has emphasised that the malfunctioning of public schools are mostly influenced by teacher absenteeism, insufficient student-teacher ratio, and socio-economic conditions of the students. For this study, researcher has used indicators such as infrastructure, physical facilities, teachers, head masters, teaching methods, socio-economic background of students, parent's education, and father occupation and teacher motivation. Author has suggested the policy makers to allocate more funds for non-recurring expenditure in order to improve the physical infrastructural facilities in Government schools.

Dahar *et al.* (2009) research established that the student-teacher ratio, class size and student expenditure will have an impact on the academic achievement of students. For this study, per student expenditure, student teacher ratio and class size are the indicators. There was found to be a positive correlation that indicates that greater the student-teacher ratio higher the academic achievement. Urban schools are found to be having higher student-teacher ratio compared to the ones in rural areas and as a result they achieve higher academic achievement. Also, the research has exposed that the sample schools where the student enrolment is very high but per student expenditure is very low, students cannot learn efficiently, hence the quality of education is not reached in public schools of Pakistan. Above studies are discussed and stated that para-teachers scheme was put an effort to improve the quality, in the same time teacher absenteeism effects malfunctioning of public school education.

3.4. Studies Related to Curriculum Development

As discussed above, curriculum is one of the most essential factors to advance the quality in school education. Curriculum is a planned and guided programme implemented through state/central board. The National Curriculum Framework has redesigned curriculum to improve the teaching-learning process. The redesigned curriculum is student centric all these developments are to improve quality in education. In the following sections an attempt is made to review the previous research on curriculum development. i.e. Edigar and Rao (2005), Narula (2006),

Kumar and Sujatha (2010), Zhang and An (2010), Ahmed (2013), Muralidharan and Sundaram (2013) have discussed various dimensions of curriculum development.

Edigar and Rao (2005) have emphasised that the quality of education should be supported by the teachers and parents. Students need to achieve as much as possible in a complex world. They have to acquire knowledge, grow and develop in positive directions. They are responsible to make necessary contributions to the society and develop themselves. This study has given more inputs to the teachers, towards guidelines for quality of teaching, methods of instructions, curriculum, evaluation, learning activities to achieve objectives, etc. To find out the quality of education, authors have chosen the following indicators; curriculum, teacher motivation, teacher performance, student achievement levels, infrastructure, and parent's involvement towards school activities. The study has concluded that the teacher, school and curriculum are more important to improve the quality education.

Narula (2006) has conducted a study on "Quality in School Education: Secondary Education and Education Boards" of Andhra Pradesh, Himachal Pradesh, Madhya Pradesh and West Bengal. Researcher has discussed about home education boards play key role in achieving the quality of secondary education. The success of the boards depends upon how they handle with the management of change to maintain quality in education. The decentralisation of education was introduced in India in the year 1870. After Independence, an education committee (1948 to 1949) was set up to review the University Education. The study discusses about how the boards are taken care of improving the quality the way they conduct exams, recruiting teachers, etc. Author made an attempt to look in to the secondary education system from 14 countries, viz., USA, England, France, Germany, Sweden, Iceland, Ethiopia, Lesotho, Switzerland, Zambia, China, South Korea, Thailand and Japan that how changes have been made from time to time. The author has said that the structure of education system across the countries is three-tier system (Primary – Secondary – Higher Education). Education is compulsory either up to elementary level or up to secondary level. Secondary education is divided into two parts. One is lower and second is upper secondary stage. Student's inclination is moving towards vocational and technical education as there are links between training and future jobs. Curriculum is centralised in all the countries except in USA and Russian Federation. There is national structure in USA curriculum or governing law in USA education system. For

this study researcher has taken indicators to measure the quality of secondary schools are information laid on the development of curriculum, instructional mechanism, and evaluation and assessment of boards. Author has concluded that the role of examination is to advance the quality of education and the quality of secondary education to a large extent depends on the quality of teaching learning process and the quality of aids and support to facilitate learning.

Kumar and Sujatha (2010) edited a book titled "School education in India: Quality Improvement Techniques." The book has presented detailed examination of school educational issues and challenges. Editors have collected a number of papers related to school education regarding curriculum development, infrastructure, school climate, women rights education, non-verbal communication in improving quality of teaching, student teacher ratio, corporal punishments, academic achievements of students, role of technology, etc. Curriculum development in early childhood should improve child social skills and to provide knowledge and skills for the future existence and overall development of the child. The authors have put forth that the education of urban disadvantage and universalisation of elementary education. The study has found that the socio-economic condition of the child, school environment, irrelevant curriculum, school infrastructure, attitude of the teacher, sub-standard and uninterested teaching are reasons for the children dropout. For this study, to evaluate the quality of school education the authors have taken the following indicators are curriculum, school climate, dropout rate, student teacher ratio, corporal punishments, academic achievements of students, role of technology. The study has concluded that the factors like lake of infrastructure, teacher absenteeism, teacher motivation towards teaching, are closely associated with deterioration of quality of school education in India.

In a study, Zhang and An (2010) were pointed out that the quality of graduate education tends to decline in china. To overcome the situation, authors have thought lessons must be drawn from the theoretical thinking. The study argued that the quality of education is influenced by the following aspects: 1) school and academic manufacture, 2) teacher and teaching methods. Just training the students in subject matters is not producing the quality in education. They have highlighted the quality of education comprises of possessing knowledge, working attitude, cooperation and competition, developing the professionalism, moral cultivation, environmental

adoptability, and mental endurance capabilities. They have concluded that the education as a service which is provided to meet the students and their parent's needs.

Ahmed (2013) conducted a study on 'The quality crisis in Indian primary education.' The study's overall focus was about the quality of primary education in rural India. It was found that the huge number of students are not learning the recommended content of the curriculum in the primary education that means a majority of students cannot read simple text of II standard nor able to do a simple division even after five years of primary education. They came out with result of the quality of primary education. Authors have taken the test result of Pratham (2010) report, indicators such as reading and writing tests. The study has conducted that the quality of primary education, particularly in rural India is very poor and decreasing year by year.

Muralidharan and Sundaram (2013) have conducted an empirical research on priorities for primary education policy in India's 12th five-year plan. The findings indicate that the performance of a school system are determined by the inputs provided (facilities, teachers, and student inputs), the pedagogical processes used in classrooms, and the overall administration of the school and are found to be not improved much in the past decade. On the other hand, inventions in pedagogy and governance have shown large positive effects on student learning. Curriculum is one of the foremost important factors to improve quality above literature concluded that curriculum should designed in a student friendly manor such that the student can easy learn and understandable. Then it is possible to achieve the quality for some extent.

3.5. Studies Pertaining to Infrastructure

Several authors like Mittal (1990), Govinda *et.al*. (1993), NCERT (1997), Nambissan (2003), Mydhili (n.d), Edigar and Rao (2005), Sudarsana (2008), Muralidharan and Sundaram (2013), Kumar and Sujatha (2010), Govinda and Bandyopadhyay (2011) and Ahmed (2013), have believed that the quality of education is reliant on the infrastructure facilities of the school.

As this study has focus on measuring the quality to certain indicators and trying to draw from previous literature. Ample of literature is showing that the infrastructure facilities are also one of the major indicators to improve the quality in education. Mittal (1990) has conducted a study on "An Intensive study of School

Buildings in Secondary School and Higher School in four Detected States" to find out the condition of school buildings. The study has concluded that the condition of the school buildings in four states are very poor, the reasons are unsatisfactory boundary walls, inadequate lighting, no power supply, lack of drinking water and toilet facilities. Govinda *et.al*. (1993) have revealed that insufficient reach of public school and ample distribution of instructional material is affecting the quality in school education. National Council of Education Research and Training (1997) conducted the fifth survey of education research (1988 to 1992). It concluded that the major drawback of the school education in India is lack of infrastructure facilities. Nambissan (2003) has draws an attention to the result of the learning environment or rural students in a formal education circumstance. Researcher has argued that poor infrastructure facilities, lack of effective pedagogic support to acquire linguistic, numerical and cognitive competencies adversely affect the schooling of dalit girl students in rural areas, the author has emphasised that poverty is also a serious reason for impediment for the biggest reason in the rural Indian population. Hence, children are involved in the house hold activities (for economic support) both within and outside home. Finally, the researcher evaluates the effectiveness of government policy of Non Formal Education (NFE) is not good. Finally the author has concluded that quality of education among the Tribal children is not up to the mark due to lack of infrastructure facilities.

Murillo and Marcela (2011), Mydhili (n.d) and Kingdon (1998) also worked in the area of infrastructure facilities. Their studies show that the majority of the sample schools do not have adequate infrastructure and it is essential to improve the infrastructural facilities in terms of quality aspects. Edigar and Rao (2011) have found that the infrastructure facilities are more important to improve the quality in school education. The study has also focuses on parental involvement in school activities and teacher motivation levels are affects the quality in positive dimensions. Sudarsana (2008) has found that school factors such as teaching-learning material, infrastructure, physical facilities, teachers, and teaching methods are more influence in improving the student achievement levels. Govinda and Bandyopadhyay (2011) have conducted a study on overcoming exclusion through quality schooling and examined that majority of the sample area children are never enrolled in the school, even if anyone had enrolled they might have left the school due to lack of infrastructure, poor quality

of education and also they might had fear to attend the school are main reasons for dropout of the children.

Ahmad (2013) has attempted to measure the quality education in rural India and found that due to lack of instructional material, the sample students were unable to learn the prescribed curriculum. It has found that majority of sample students were not able to read and write simple texts. Above mentioned literature shows that, infrastructure facilities play a major role to improve the quality in education. After implementation of SSA there are several parts of India which are struggling to have sufficient infrastructure facilities. The studies have also suggested that there is a huge demand to improve policy provisions for the development of the infrastructure.

3.6. Studies Related to Mid-Day-Meal and Quality Improvement

The program called "Mid-day meal" was launched in the year 1995. It has a long history in the Indian education system. It has shown positive result on retention and enrolment. The program assures "100 grams of grains per day for a student who has at least 80 per cent of attendance of the total school days in a month" (MHRD 2006). It's an incentive scheme for improving attendance and retention.

Several studies, Tilak (2004), Gopaldas (2006), Rajivan (2006), Rani and Sharma, (2008), Srinivasarao (2009), Garg and Mandal (2013), Khera (2013), Rampal and Mandir (2013), Shukla (2014), and Pongener and Dutta (2015) conducted on various issues related to mid-day meals in schools.

The literature shows that mid-day meal program is enhancing quality in education through increasing enrolment and decreasing dropout rate. Tilak (2004) has mentioned in his study that the school meal has been showing a lot of improvement in enrolment rate, but there is a lot of down fall in infrastructure and instructional material in schools. He suggested to the researchers and policy makers for primary level teaching, there is no need to train the teachers and we need to have barefoot teachers and barefoot schools to improve the quality in school education. Gopaldas (2006) had focused on victims of low income and middle income groups especially with vitamin deficiency and found that mid-day meal program reduced the hidden hunger so that the children could concentrate on studies. He suggested that every child may take deworming and vitamin A twice a year in every class and also to use iodised salt in mid-day meal program; these are the really helpful suggestions to reduce the

hunger and vitamin deficiency. Rajivan (2006) affirmed that mid-day meals scheme was providing better nutrition support and decreasing communicable diseases.

Rani and Sharma (2008) have found in their study that mid-day meal program has improved classroom learning and reduced classroom hunger. It also reduced inequalities and helped in overcoming caste and gender differences. The major impact of the scheme was reduction of the dropout rate and increased enrolment and retention. The study also reveals that poor infrastructure facilities create hurdles for smooth functioning of the mid-day meal programme. However, it facilitates employment opportunity to the villagers especially for the kitchen staff who are mostly women. Srinivasa Rao (2009) also suggested that through the mid-day meal programme there is a little improvement in enrolment of sample area and it's a small effort to improve the quality in school education. Garg and Mandal (2013) have found that disadvantaged groups have benefited through better nutrition, increased enrolment and attendance. It creates a major impact on universalisation of primary education especially in rural India. Although, several studies are showing that school meal program has a positive impact on attendance, enrolment, and reduction in dropout rate, the authors have found that low quality of meal has been served to fill the hungry stomachs of deprived children.

Khera (2013) has highlighted that poor quality of school meal is due to lack of infrastructure and hygiene. Rampal and Mandir (2014) have concluded that there is a huge development in deprived communities. The scheme has made significant results to enhance children's attendance. Shukla (2014) has stated that all the sample schools are providing poor quality of food grains to the public school students. Pongener and Dutta (2015) have concluded that mid-day meal program provides hot meal for every working day for the poor child. He suggested that the government should supply the quality of food grains to the disadvantaged children along with hygienic drinking water and sanitation. The overall conclusion from the above studies is that mid-day meals reduces the class room hunger through better nutrition, increases enrolment and attendance and also decreases dropout rate. Researcher has concluded that mid-day meal scheme is believed to be very effective in improving the quality of education.

3.7. Studies pertaining to the "Sarva Shiksha Abhiyan"

The "Sarva Shiksha Abhiyan" (SSA) was launched during the Ninth Five Year Plan in 2001. It's a great initiative in the direction of improving the education in the country through the employment of interventions. SSA is designed in order to improve the accessibility, reduce gender and social gaps in education and enhance the quality of learning. The SSA proposed a framework to achieve the goal of universal enrolment. The key objectives of SSA are

- "All children in School, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003; extended to 2005.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life".

The 86th Amendment Act, 2002 introduced Article 21-A in the Constitution of India in order to provide free and compulsory education for all children. The article provides right to every child to access schooling in his/her neighbourhood. To facilitate the access, SSA extended coverage by constructing a schools for primary section within the range of 1 Kilo Meter and upper primary schools within the range of 3 Kilo Meters of residence in all rural and urban areas. The quality education imparted to children is the principal concern under SSA. It has been witnessed that there has been moderate development in student teacher ratio and infrastructure facilities. As part of this scheme free textbooks were given to Girls and SC/ST children. Teaching material and incentives, teacher indicators, learning achievement, community participation, parent-teachers associations, are the main indicators to enhance the quality of education under the SSA scheme. Kainth (2006), Raju and Singh (2011), Sikdar and Mukherjee (2012) several authors have conducted significant research in this area.

Kainth (2006) has conducted a study on 'A mission approach to Sarva Shiksha Abhiyan' and found that SSA created remarkable progress in terms of extra teachers, additional schools, extra classrooms. During the year 2005-06 SSA appointed 1.5 lakh teachers, and around five lakh additional classrooms were constructed. Besides,

around 60,000 school buildings, 75,000 drinking water facilities, and one lakh toilets were constructed under SSA. To increase the quality of education it has suggested training the teachers every year.

Raju and Singh (2011) conducted a study titled "Educational Development in India: at Elementary Level: An Interstate Perspective." This study focuses on interventions and implementations of SSA program all over the country during the year 2007-2008. They found that Kerala stands at number one position in whole elementary education and Tamil Nadu in primary level education. Kerala's robust upper primary education system is the reason for its excellence in elementary level. Bihar, Jharkhand and Nagaland were found to be very backward in terms of elementary education.

Sikdar and Mukherjee (2012) conducted a study to investigate the enrolment and dropout rate in school education, and identified the present and future challenges of school education in India. The authors found that polices like Sarva Shiksha Abhiyan are significantly contributing to the increase of enrolment in elementary education. The dropout rate in the secondary stage is very high due to three main reasons in rural areas: household responsibilities, quality and financial constraints. Especially, lower income group find it hard to pay for secondary education. For this study, authors have taken the following indicators; 1) Household atmosphere, 2) Access and Infrastructure of school, 3) Alternative source of work (to work for wage and salary and for participating in other economic activities and for helping in household enterprises), 4) Household duties (look after younger siblings and to attend to other domestic chores), 5) Financial constraints, 6) Quality of education (language/medium of instruction used unfamiliar, child not attracted to studies and unable to cope or failure in studies), 7) Completed desired level/class, 8) other reasons. The study has concluded that the secondary education can only be achieved by improving quality and mitigating financial constraints, especially for the lower income groups in both urban and rural areas.

3.8. Studies Related to Community Participation Quality Improvement

Community participation is one of the important indicators in improving the quality of school education. It is believed to minimise the distance between school and community and develop transparency. The major contribution of community participation is increasing attendance of pupils and teachers. The discussion of studies

related to community participation is presented here. The authors like Srinivasa Rao (2009), Banerjee *et al.* (2007), Caroline Dyer (1996), Bruns *et al.* (2011) have made significant contributions by finding out the benefits out of community participation.

Srinivasa Rao (2009) has conducted a study on working with the school education management committee (SEMC) in a tribal area of East Godavari district of Andhra Pradesh. The study has found that the community participation in improving education is negligible and that members of the school education management committees have limited awareness of the SSA. The main aim of the SEMC is to advance the quality of school education by providing education awareness among parents.

Banerjee *et al.* (2007) conducted a study to analyse the functioning of Village Education committees (VEC) and community participation. In their study they reported the findings from a survey in a rural district of Uttar Pradesh. Rural households, parents, teachers and VEC members were measured on the status of education. It is indicated that most of the parents are not aware that a VEC exists and large number of children in the village have not attained basic competencies of reading, writing and arithmetic. For this study researchers have taken the indicators as parent's perceptions about learning outcomes, parent's awareness about VEC, and conducted a test to know the capabilities of reading and writing. Findings of the study revealed that the local self-government body needs to be active to increase the better quality education.

Caroline Dyer (1996) has conducted a study on "The Improvement of Primary School Quality in India: Successes and Failures of Operation Blackboard." The researcher examined teachers' reactions to the teaching-learning aid component of Operation Blackboard. The scheme works on upgrading primary school facilities, and it affects the policy innovation. Provision of teaching-learning aids indicates a challenge to the long-established teacher-centred, textbook culture of schools. Acceptance or rejection of this innovation was conditioned by teachers' professional capabilities. And also the nature of their pre-service and in-service training, personal motivation and the association with the communities are the more important factors to improve the quality in teaching. All the above studies revealed that there is a great impact on community participation in the schools. It plays a critical role to improve the quality.

3.9. Reviews Pertaining to Government Policies

After Independence, the government has started several educational development programmes. Several studies have made an effort to review the policies and to know how they made an impact on getting better quality of education.

As we know, National Policy on Education (1986) envisaged universal access and retention, enrolment of children up to 14 years of age, and significant improvement in the quality of education. It resulted in shifting education sector from state control to concurrent jurisdiction, which flagged the way for several sponsored schemes with financial allocations from central government. Recent research studies have stated that implementation of Operation Blackboard, District Primary Education Program (DPEP), Mid-Day Meal, National Program for Nutritional Support for Primary Education, National Programme for Education of Girls at Elementary Level (NPEGEL), and Kasturba Gandhi Balika Vidhyalayas (KGBV) schemes were effective in making a positive impact on quality improvement on public school education.

The NPEGEL aims to reduce the gender gap in school education. NPEGEL was launched in 2003. It is a central unit of SSA, which provides additional support for increasing girls' education. The NPEGEL spends a lot for girl's education during SSA. The programme aims at developing a "model school" in every cluster with strong community mobilisation and looks after girls' enrolment in schools. Under this program training programs for teachers on gender sensitisation are conducted, gender-sensitive instructional materials are developed, incentives such as stationery, workbooks are provided to students. In EBBs (Educationally Backward Blocks) the literacy of rural female is less than the national average and the gap in the gender literacy is above the national average. Hence, NPEGEL is implemented in such blocks. Around 3,300 educationally backward blocks (EBBs) are covered under the scheme in the 24 states of India. Under NPEGEL, around 35,000 Model cluster schools were started and around 26,000 ECCE (Early Childhood Care and Education) centres were assisted. As part of developing infrastructure under this scheme, additional classrooms have been constructed, and teachers were given training on gender sensitisation. It has also provided girls with remedial teaching and bridge courses including additional incentives like drinking water, toilet facilities, uniforms etc.

UNICEF (2000) has presented a report on the quality of education in India. It has found five main reasons for the enhancement of the quality of education. 'Quality learners' and 'quality environment' are the key factors to give a better output, in the same way, quality 'content' and quality 'processes' imply the quality outcomes. Parent's attachment to school is more useful to measure the school quality rather than the students, teachers, and principals. The report has emphasised introducing life skills in the school education system as it will improve decision making approach and assertive behaviour of the students.

National Knowledge Commission 2005 (GoI 2005) confirmed that "the scheme for Universal Access and Quality at the secondary stage, 6,000 high quality model schools are being established; at least one school in each Block. The first batch comprised of 2500 public funded schools in the educationally backward blocks which have a significant SC, ST, OBC and Minority population. The second stream of about 2500 schools would be set up through Public Private Partnership (PPP) in other Blocks with a focus on geographical, demographic, gender and social equity. Modalities for the remaining 1000 schools have yet not been finalised".

UNESCO and UNICEF (2012) conducted a study on Asian Pacific countries which reveals that in the last decade, number of policies and strategies have been implemented to support the various dimensions of quality education. However, there is still a lot to be done to handle the diverse and persistent problems and challenges that diminish the quality of education. And education needs to be understood as a holistic concept of cognitive and non-cognitive outcomes especially for the most marginalised students. Access to education, poverty, regional and gender bias are the factors that create disparities in the quality of education. Closing such gaps in both access and the quality remain major issues even today.

Similar to SSA, RMSA was launched in 2009-2010 with a goal to achieve Universal Access and Quality Secondary Education to all the children up to 16 years of age. The scheme supports opening new secondary schools within five kilometres and strengthening of existing schools by improving the infrastructure and other facilities. In addition to that, to maintain the ideal student teacher ration 1:30, teacher posts are sanctioned and new teachers are recruited. And the scheme also provides professional training to teachers and leadership programs to principals and head masters.

After independence, a new era in the history of education was started. The very slight improvement was seen in the field of school education between the years 1947-51. The overall literacy rate was very low. Article 45 directs that free, compulsory and universal education should be provided by the state to all children of age group 6-14 years. According to Indian Education Commission (1996), education ranks high as established on the values of freedom, social justice and equal opportunity. The commission has advised the government on the national pattern of education. It has mainly examined the educational problems of social and economic context. Hence, it has been directed a critical role in the development process through the five year plan periods. The report emphasises that the development of education should be possible to increase productivity, to achieve social and national integration, strengthen democracy, to accelerate the process of modernisation and to cultivate social, moral and spiritual values. Major recommendations of this report are:

1) Give importance to science education
2) Maximise consumption of school facilities
3) Provide free text books and uniforms at the primary school level
4) Offer an ample number of scholarships
5) Provdie residential facilities at the school level
6) Carry out learning while earning programme
7) Improve education among the backward classes
8) Introduce moral and religious education
9) Facilitate co-curricular activities
10) Implement an effective evaluation mechanism

All these inputs have been taken care by the government since 1966, now we have achieved 97 per cent enrolment in school education.

After reviewing the literature it may be concluded that socio-economic conditions of the student, infrastructure facilities at school, teaching learning material, teacher accountability, parental involvement on child performance/achievement, and community participation are the main factors that improve the quality of school education.

3.10. Summing Up

Overall, these studies highlighted the present scenario of school education and emphasised the need to improve the quality of education. Improving the quality of education (teacher, infrastructure, syllabus, teachings aids, etc.) and mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the government to implement several policies which will improve the enrolment in school education. These studies have identified several factors influencing the deterioration of quality in public schools.

4. Operational Definition of Quality of Education

It is observed from the previous literature that, several academicians and research studies have realised that defining quality in education is not a simple thing. It is linked with so many indicators which the study discusses in a review of the literature. The present study is trying to examine the quality in secondary school education and it defined the quality of education with respect to infrastructure, Infrastructure facilities, teacher's attitude towards students' learning, opportunity time (teaching learning time), parents and community involvements at school, and also safety measure in school, for which researchers have developed a questionnaire and collected the data from the selected sample schools.

5. Research Problem

One of the significant factors in realising educational aims and objectives is to provide overall development of a child. Motivational levels of teachers, as well as students within the educational set up, play a vital role in the development. The performance of the student towards achieving educational aims is believed to be very important in every country. The negative performance of students towards educational aims and objectives could be associated with the low motivation of teachers. Saroja (1999) stated that children belong to a very low socio-economic group family attend a public school and may not have any chance to expose to a better learning environment where teachers are highly motivated. On the other hand, Tovey (2013) has found that school factors such as infrastructure, physical facilities, teachers, head masters, and teaching methods are more influential in improving the student achievement levels. Cristopher and Day (1999) have discovered that teachers are the biggest impact on the success and weaknesses of students' academic performance because their teaching

and motivation levels are influential. However, several studies stated that quality of education in India is very poor when compared to other countries (Saroj 2006, Aggarwal 2010, Ediger and Rao 2011, Taku and Ahmed 2013). Since1990 there has been significant growth in a number of schools established in India, but most of them lack the minimum infrastructure and facilities to provide quality education (Muralidharan and Sundararaman 2011).

The quality of education can be enhanced by improving the quality of teaching, learning, and evaluation. As student involvement is highly essential for quality output of education, better academic and non-academic (household work) environments and motivating the students to involve themselves in the process of education more effectively, are believed to result in quality outcomes. The present study attempts to measure the quality of education by taking the indicators such as Infrastructure facilities, School environment, and Household condition of the students, along with teacher motivation levels and teacher attitude towards student learning. Though many studies were found to focus on school education, very few studies have attempted to measure the quality of education and especially by considering all the indicators affecting the quality of education.

6. Significance of the Study

"School is a foundation of society where norms, values, knowledge and experience of the socio-cultural system are disseminated. One of the central roles that schools play is in both changing and in reproducing social and cultural inequalities from one generation to the next" (Hasker 1990). But what our schools have been doing? School quality is playing a vital role in the performance of public school student's achievement. Recent studies have highlighted the influence of the school environment, teacher attitude, competent and motivated teachers lead to quality of earnings growth and academic achievement (Alam and Farid 2011, Rukmini Banerji 1997).

7. Methods

The purpose of the research methodology is to interpret the process and the strategy driving this research. It provides the rationale for the research approach and describes how this study was performed. It includes research questions and objectives of the study followed by a description of the sampling and data collection methods. It

elucidates the criteria by which schools were chosen for the study and how data was collected from the students and teachers. The sample distribution among the schools is clearly mentioned and justification is given. It concludes with a brief description of each of the statistical tests used in the analysis.

7.1. Research Questions

There is a limited empirical research on quality of secondary school education in India. Based on the gaps found in the literature, the following research questions are raised on critical issues that measure quality in secondary school education. Thus the study makes an attempt to answer the following research questions.

1) What is the meaning of the quality of school education?
2) What are the policies provisions existing in secondary school education?
3) What are the inclusive policies taken by the Government to address the marginalised sections?
4) What kind of socio economic profile do sample students have? And how is the quality of education in select sample schools of Hyderabad?

7.2. Objectives

The major objective of the study is to understand the quality of education with reference to public schools of Hyderabad. The purpose of the study is to analyse how the public schools are running to improve the quality. Keeping this as one of the main focus areas of the study, the important objectives are

- to understand and define the concept of quality in school education.
- to review the school education policy in India.
- to examine various steps to ensure the quality of school education so far implemented through different educational programs at the macro level
- to study the socio-economic profile of the respondents and to analyse and interpret the quality of school education in Hyderabad at the micro level.

7.3. Target Population

The target population of the study includes all public school students from 8^{th} to 10^{th} classes at government public schools in Hyderabad. The list of schools was obtained from the Department of school education, Hyderabad.

7.4. Working Population

The working population of the study considers students and teachers of public schools located in six *Mandals* in Hyderabad namely Nampalli, Saidabad, Secunderabad, Golconda, Tirumalagiri and Shaikpet.

7.5. Sample Size and Sampling Technique

In this study, the sample size comprises 396 public school students and teachers (Classes 8th to 10th were 360 and 36 teachers) from six *Mandals* in Hyderabad (Table.1.4). Two different sampling techniques were used to draw the samples from population namely purposive sampling technique and simple random technique. The six *Mandals* were selected based on purposive sampling technique and 360 students and 36 teachers were selected based on simple random sampling technique.

Table. 1.4. *Mandal* wise Percentage of the Sample Respondents

No.	Name of the School	Name of the Mandal	Total strength of the school	8th, 9th and 10th strength	8th	9th	10th	Total	Teachers	Grand total
1	Gov. High school Sultanbazar	Nampalli	203	117	20	20	20	60	6	66
2	Gov. High school Bagmoosarambag	Saidabad	354	207	20	20	20	60	6	66
3	Gov. High school, Seethaphalmandi	Secunderabad	382	233	20	20	20	60	6	66
4	Gov. High school, Mudfort	Tirumalagiri	329	210	20	20	20	60	6	66
5	Gov. High school, Golconda	Golconda	422	256	20	20	20	60	6	66
6	Gov. High school, Shaikpet	Shaikpet	371	223	20	20	20	60	6	66
Total			1685	1175	120	120	120	360	36	396

Source: Compiled from the field.
Note 1: School strength means total strength of the school.
Note 2. Sample strength means sample class which are 8th, 9th and 10th.

8. Data Collection Methods

The study is largely based on the data collected from primary sources. The following section explains the nature of data and the various sources from where the data is obtained.

8.1. Data Sources

Primary data was collected from students of government schools who are currently perusing 8th, 9th and 10th class from the sample mandals. Secondary data was collected from school enrolment records and other related documents, books and journals and so on. The primary data was collected through the following data collection tools and methods.

8.2. Self-Administered Questionnaire

The self-administered questionnaire is filled by the respondent on his/her own. This questionnaire is a type of survey method that utilizes a standardized set or list of questions given to the sample respondents and the results of which can be consistently compared and contrasted. Care was taken in the design of the questionnaires to ensure clarity without confusing the sample respondents.

8.3. Questionnaire Design

The questionnaire was designed carefully based on attributes identified from the extensive literature review. Repeated, unclear and similar attributes were eliminated and required modifications were made based on experts suggestions. The questionnaire has a combination of open-ended and close-ended questions. An appropriate scaling technique was used to measure the response. Along with the questionnaire unstructured interviews, participant observation method and focus group discussions were also conducted.

8.4. Unstructured Interviews

The interviewer and respondents engage themselves in an informal interview in that they have a scheduled time to sit and speak with each other and both parties recognise this to be an interview. It is used largely to access the hidden information that is not covered in the structured questionnaire.

8.5. Participant Observation Method

Participant observation is a structured type of research strategy. This method was also used to collect the primary data. The research topic being sensitive, it was realised that it may not be possible to access all relevant information or data through structured and unstructured questionnaire. Considering these difficulties in data collection, participatory observation method is also used for the data collection.

8.6. Focused Group Discussions

A focused group discussion is an organised but flexible discussion with six to twelve participants. It is usually conducted for one to two hours and gives the opportunity for all the respondents to share their feelings. Dominant and passive interactions in the group, as well as side discussions, can be controlled. Particularly during the course of data collection, focused group discussion is followed by a small group of sample size in their respective classrooms.

9. Data Analysis

The purpose of the analysis is to study the status of quality in school education with reference to public school children. For the data analysis, the study used SPSS for statistical analysis and EXCEL tools to draw tables, charts and graphs by using data collected from the field.

10. Limitations of the Study

A study requires abundant time to be spent in the field of research with school going children to study their opinions about the quality of education, study the infrastructure facilities of the school, and also tested on teachers' attitudes towards providing quality of education. Time constraint is also one of the limitations of this study. Besides, the socio-cultural status of students of selected public schools might be different from one society to another society and place to place. The change may rise due to geographical, social boundaries, tradition, socio-cultural, and policies of the local government and so on. Hence, the findings of this study may not be equally applicable and useful to all the public school students.

11. Organisation of the Dissertation

The present study on Quality of School Education in India: A case study of public school in Hyderabad is an attempt to understand different indicators to measure the quality of school education with reference to public schools in Hyderabad in the Telangana state. The organisation of the dissertation is depicted in the Diagram 1.2.The structure of the present study is as follows:

The first chapter is an Introduction which deals with the current scenario of school education system in India and discusses the characteristics of secondary education. Defining the concept of quality in general perception and relating it to

school education. On the whole, chapter tries to introduce the long history of school education. The discussion is made to understand the present situation of secondary school education and the importance of quality of education is also discussed in this chapter. Improvement of enrolment in present days, dropout rates, development of girl child education, for improvement of quality of education, various measures taken by the Government and so on. On the whole chapter tries to introduce the larger theme of the study. The problem definition, challenges in school education, significance, and focus of the study, have been mentioned. Including related review of literature. *Literature Reviews,* the concepts of quality in secondary school education, with reference to school accessibility, dropouts, teacher absenteeism, lake of infrastructure, household works, parental background, teacher motivation levels about student learnings, and children attitude towards learning. This chapter also covers the *Research Objectives and Methodology* makes an attempt on literature review and also covers the statement of the problem, research gap and the need for the study.

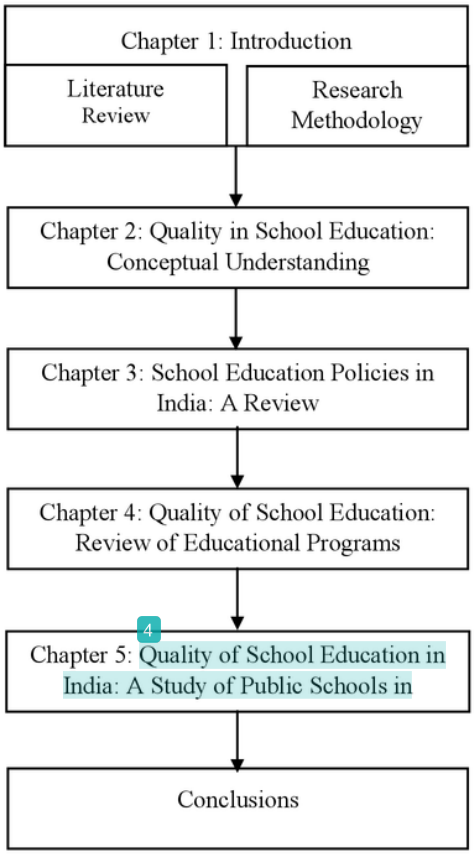
The *second chapter* discusses *Quality of Education: Theoretical Background.* It provides definitions of quality given by various educationalists. It discusses the aims of quality of education, objectives of educational quality, indicators of educational quality, an analysis of different approaches in quality education from world wise, a slit discussion on how the millennium development goals will have taken part to improve the quality of education, and also provides an outlook of why educationalist and police makers focuses on quality of school education have been provide.

The *third chapter reviews the various inclusive policies to address the quality of school education in India.* It deals with reviewing the school education policy in Indian context. This chapter provides post Indian education system, an overview of educational policy in India, the education system in India, history of Indian education, education committees and commissions in post–Independent India, policy perspectives in pre-independent India and Inclusive education policies for scheduled caste, scheduled tribes and backward class.

The *fourth chapter* discusses the various steps so far implemented through different educational programs at macro level to ensure the quality of school education. The chapter provides an analysis of the steps starting from the Tara Chand committee through Kothari commission to the major policies NPE 1968, NPE 1986

and revised policy 1992 which are implemented by the Indian government and how these programs effected in the development of quality of secondary education. The chapter will also discuss the improvement of secondary education through the development of five year plans.

Diagram 1.2 Organisation of Thesis



This chapter also discusses the best practices adopted by different states to provide good quality of education to the nation. Overall the chapter will give an understanding about outcome of the implementation of the policies.

The *fifth chapter* deals with *Socio-Economic Profile of the Respondents and Sample Schools in Hyderabad.* This chapter is mainly divided into two sections. Section-I deal with the socio-economic background of the sample respondents. Section-II highlights the respondent's aspirations towards the quality of education. This is important in terms of understanding various indicators that causes the deterioration of public school education. It focusses on *Quality of School Education in*

Hyderabad. This chapter gives an understanding of quality of school education. The *final chapter Conclusion and Summaries* the entire study.

12. Summing up

The present chapter Introduction has made an attempt to understand the importance of quality of education at grass root level. Since the study focuses on quality of secondary school education, it is necessary to know and discuss that growth of public schools and people teacher ratio in past two decades. It also discussed about total allocation for education in different five year plans, education committees and commissions established in post independent India for quality improvement. Definitions of quality from various researchers and research studies, and how it implies in the education, definitions from UNESCO (2000), UNICEF (2000), UNDP, for quality of education. And also given clarity for statement of the problem, Significance of the study. The Introduction chapter includes review of related literature and followed by Research methodology, limitations of the study, and finally ends with the chaptarisation.

Chapter-2

Quality in School Education: Conceptual Understanding

The present chapter deals with different perspectives on quality in school education since quality assumes an important place in everyday life, particularly in school education. The chapter provides definitions of quality given by various educationalists, from national and international organisations like the UNECSO, World Bank, Asian Development Bank, the UNDP, The United Nations Children's Fund (UNICEF), and national level institutions like The National Council of Educational Research and Training (NCERT), and State Council of Educational Research and Training (SCERT) along with existing literature such as research articles, surveys, reports etc., related to school education. The whole discussion is about providing an overview on importance of quality in education given by various educational policies, committees and commissions which are framed by the Indian Government.

Education is the most significant aspect of any individual's life especially in the 21st century. It means through the education one can empower educationally, economically and politically and the level of empowerment is dependent on the quality of education one receives. Hence, all the parents, regardless their background (economic, educational and social) desire to offer quality education to their children, as it enhances the value of their lives. In addition to that, education is a crucial factor in determining whether a country is developed, under-developed, or a developing nation.

In order to make the education quality oriented, there is a need to reconstruct the input, process and output as emphasised by the NPE 1986. Similarly, the International Commission on Education of twenty first century has also found that the necessity of restructuring education system in order to enhance its quality in various aspects. Kapoor (2009) has stated that a lot of expansion has been done in recent years to ensure its quality. However, what do we mean by quality education? What are the parameters of the quality? How this quality is being measured? What is the position of the quality of education in India? This chapter emphasises on these concerns with respect to the quality of school education in India.

1. The Conceptual Framework of Quality

The framework used in the present study draws insights from previous educational research. The word quality comes from '*quails*' (Latin), which means "what kind of." Because of various meanings and numerous references, it has been construed as a slippery and abstract concept (Pfeffer and Coote 1991). The concept of quality is far reaching and is not easy to define because of its dynamic nature. The concept of quality has been there for over a thousand years and it has recently made its way into education system and has become "a highly debatable issue in the twentieth Century" (Garvin 1988). Garvin (1988) has stated that the word quality is an unusually slippery concept, and also it is very difficult to define. However, much research concerning the quality of education considered indicators such as school enrolment, retention, and dropouts as well as the role of individual and family factors, which may operate differently in rural and urban areas and varies from the amount of attention paid by the parents. Although for some time the quality of a school has been theoretically recognised by the school outcomes, we need to confine to the indicators that are considered to measure the quality with reference to the education.

The requirements of quality differ based on factors that define specific products and processes. "Quality lies in meeting the costumer's expectations" (Garvin 1988), but when it comes to quality of education it is not merely meeting the expectations of the students. The existing literature suggests that the words such as effectiveness, efficiency, and equity are used synonymously and interchangeably with quality. So, It is difficult to find a definition to quality of education which is universally acceptable and it varies from context to context and changes based on individual perceptions. According to Mukhopadhyay and Kumar (2001) quality of education means "the performance of the students in examination results, learning, achievements, ability to apply learned knowledge in real life exhibits the quality of education". Many scholars determine the quality of education by "the student's performance at work place, such as extra earning or employment of the educated workers" (Verwimp 1999). Most of the developed countries have been giving preference to secondary education for better output.

Assessing quality is difficult and demands the use of holistic methods. According to Alam and Farid (2011) in light of different parameters, quality is not a singular object; quality is defined by the overall evaluation of examination scripts.

This view is reflected by Hanushek (2005) from the quality of schooling perspective. The study has observed that students overall performance or excellence defines school's quality in academics.

Carron and Chau (1996) observed that the word quality in education is globally consistent. However, parent's satisfaction is related to their childrens's achievement in academics and school quality. Thus, the two concepts are interrelated because prolonged satisfaction develops the awareness of the good quality from the aspect of student's achievements. The study has concluded that illness and poor health conditions are the one of the key factors for absenteeism that affects the quality.

The quality of education is subjected to a various internal and external issues of the education system, however the teacher and the teaching–learning processes in the classroom are critical in uplifting the quality of education. It also gets influenced by agreement between infrastructure facilities and academic excellence.

1.1. Giving Priority to Quality of Education

Anywhere in the world, quality is a very significant attribute for individuals. Leading a quality lifestyle results in a prolonged life. Similarly, quality education leads to better life. The World Bank (1995) identified that student achievement and learning are the important aspects which decide the educational, economic and social outcomes of any country. Fuller (1986) says that focusing on the quality of school education results in the economic growth of the county.

The National Knowledge Commission (2009) has been highlighting the improvement of quality of education for building India as a knowledge society in the world. The commission measures the quality of education with physical infrastructure, teacher qualification, and competency of teacher, instructional material and curriculum, teaching learning materials, comprehensive and continuous evaluation, and effective management. 90 per cent of primary schools in India are run by the government. In rural areas most of the schools do not have minimum facilities and standards which lead to quality of education (Kremer *et al.* 2005).

Many research studies have shown that there is a significant relationship between wage and education. Learners who learn in good quality environment are equipped with essential capabilities that facilitate in becoming financially well off, with better lifestyles and wellbeing of the whole family. To conceptualise a

framework for educational quality is essentially value based (Dreze and Sen, 1995). In India, there has been a focus on improving the quality in education since mid 90s. Many developmental schemes have been implemented in this direction and a slight improvement is noted in terms access, enrolment and retention.

2. Quality Constraints in Education

The quality of education is influenced by various internal and external factors. However, the teacher and teaching-learning process in the class room are critical in improving the quality of education. Some researchers determine the quality of education of a country in terms of the enrolment ratio in the various stages of education. "If a country has a high gross enrolment ratio, net enrolment ratio, completion rate and less disparities between girls and boys, then that particular country is said to have a high quality education" (Hartwell *et al.* 1998). Feigenbaum (1951) has argued that the quality of education can be equated with "incorporation of values in education." Developing countries have been measuring the quality in terms of examination results i.e. educational achievement of student is the principal indicator of quality education.

However, the quality of education depends on various factors. According to the World Bank (2005), the quality of education is measured by student outcomes and school inputs. Therefore, quality is directly related to two educational contexts, the first one is environment of the classroom, and the second is wide context of school system. UNICEF (2002) has identified four key factors of quality i.e. i) environment, ii) content, iii) processes and vi) outcomes. UNESCO (2000) in the name of the Dakar Framework also defines quality of education in terms of the preferred aspects of "content, processes, learners, and system". It has also emphasised that all children, particularly girls, children from difficult conditions and children of ethnic minorities, will have access to free and compulsory education of good quality by 2015 and safeguarding the unbiased access to proper learning programs to all citizens. To increase the literacy rate, the Dakar framework emphasised that the adult literacy should improve to 50 per cent by 2015.

It is discussing about quality constraints in education i.e. which kind of barriers influence the quality in education. From the above literature, there are several constraints influencing the quality in education. The major constraints are,

infrastructure facilities: it includes school building, separate toilets for boys and girls, drinking water facilities, sufficient lighting to class rooms, electricity services, computer lab facilities, library services, school boundary walls and playground, etc.

Another important obstacle is teacher and teaching-learning material. The NCERT guide lines suggest that teacher student ratio should be 27:1, but a majority of schools in rural areas are run by a single teacher in India. Even after implementation of DPEP and SSA in Indian school education system, the country is struggling to provide the infrastructure facilities. Improper access and infrastructure lead to increased dropout in rural India (lack of sufficient teachers, school is far away from living area, unfriendly environment at school, non-availability of lady teachers and separate toilets etc.). Since the families of public school students are economically poor (Bhadra and Ranjith 1989), they are usually habituated to find alternative source of work (work for wage and salary for helping the household activities). They are also expected to look after younger siblings and help the family economically and in house hold chores. One of the biggest constraints children in rural tribal areas facing is language barrier. Unfamiliar instructional material is another reason for children's lack of interest to attend the school, and subsequently they become unable to cope with and fail.

As discussed in the first chapter, lack of parental awareness and motivation among their children education is also a major constraint (Kontos 1991, Levin and Lockheed 1993, Ho and Willms 1996) in the present situation of education. Lack of parental awareness in children academics is due to illiteracy and poverty in the country. Since, they are having drawback of educational background they do not follow the family planning, with this family conditions elder children are compelled to take care of siblings (Nambissan 2003). And such conditions are making the children to dropout from the school.

Teacher quality is also a major role in improvement of quality in public school education. Teacher quality means the abilities of teacher i.e. how she/he behaves with the students, their teaching skills, class room management and how often they are taking training etc. influence the performance of the teacher. Several research studies (Govinda and Varghese 1993, Podgursky *et al*. 2004, Khaparde *et al*. 2004, Alam and Farid 2011, Aggarwal 2010) have revealed that lack motivation in public school teachers is also a constraint in deterioration of quality.

3. Dimensions of Quality Education: National and International Perspective

While attempting to understand the idea of quality in education, one need to know the dimensions that impact the quality. Within the education system "student, teacher, non-teaching staff, and management etc. are the inner consumers and the public and government are the outer consumers" (Tilak 2004). Both the inside and outside consumers are known as 'stake holders'. J P Naik (1976) proposes an elusive triangle in Indian education system which consists of quality, equality and quantity. Understanding the word quality in educational view is little critical, it is assumed in many ways, which reflect values and priorities of participants such as students, teachers and parents. To achieve quality in education, many national and international organisations propose various novel dimensions to education like focusing on basic facilities and infrastructure, providing proper academic environment and establishing teacher training institutes etc.

An alarming state of activities presently grip the Indian education system. When an overview of educational polices after Independence is considered, the term quality appears in mid-nineties. It makes significant difference in development of public education system. Even in the Mudaliar Commission Report and Education and National Development report (named as a Kothari Commission Report) also discussed the importance of quality. They have suggested to reform the current nature of educational system and it subsequently changes the future generation children's schooling experience. To check out the various quality dimensions in school education, The NCERT (GoI 2009) has developed a toolkit through key indicators such as "Infrastructural facilities, Management and Community Support, School and Classroom Environment, Curriculum and Teaching Learning Material, Teacher and Teacher Preparation, Classroom Practices and Processes, Opportunity time (teaching learning time including indicators like number of classes a teacher handles, number of teaching days etc.) and Learners' Assessment". All the above eight dimensions play a critical role to improve the quality in education. Another reform has been taken by Andhra Pradesh and Telangana states that collect the phone number of every student's parent to inform them about their children's attendance. The school management committees are responsible to talk with the parents of frequently absent students and meet them; the cluster resource person should visit the

home of frequently absent student. Telangana state government started online attendance monitoring system. It is one of the best way to reduce absenteeism in public schools in Telangana Districts. But these are not sufficient to measure the quality, there is one more indicator that is socio-economic background of the child.

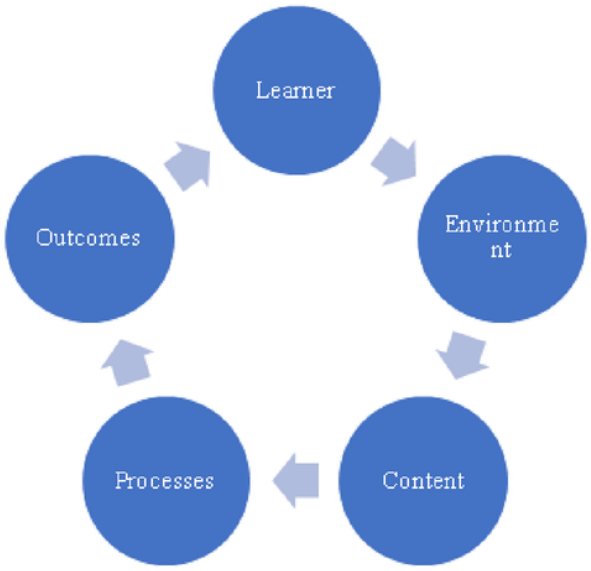
It is also observed that there are three types of dimensions for effective teaching-learning process in education, in terms of the administration. They are: 1) leadership dimensions, 2) efficacy dimensions, and 3) efficiency dimensions. Within the leadership dimensions schools have to be planned and coordinated with the curriculum with relevant objectives. Follow the consistency of school values, continue long range planning and co-ordination with community, and plan for the district level support for better improvement. For the efficacy dimensions facilitate teacher empathy, relationship and personal interaction with students. More emphasis is on homework and study among the students and also involving the parents and community to the school development. Under the efficiency dimensions school should be monitoring the effective use of teaching time, maintain disciplined classroom environment, focus on individual learning and provide extra coaching for slow learners.

However, the quality improvement process is a continuous cycle, i.e. content, teach and assessment. According to Gabor (1990) quality improvement is like a cycle with four components i.e. 1) plan 2) do 3) check and 4) act/analyse; it is named as "Deming Cycle". The study concluded that teacher can develop a plan and improve the student learning, that will be helpful to improve the quality in school education. Similarly, several dimensions are influencing the improvement of quality in secondary school education.

4. Analysing Quality Framework in UNICEF (2000) Perspective

UNICEF (2000) has suggested five dimensions to improve the quality in education i.e. Learners, Environment, Content, Processes and, Outcomes, depicted in Diagram 2.1. These dimensions are established based on the constitutional rights of the child to existence, protection, growth and participation. Hence it protects the child rights. If all these are administered in a right way, it would be possible for a quality output.

Diagram 2.1: Indicators of Quality UNICEF Perspective



Source: UNICEF 2000.

It is also mentioned that a learner should be healthy and well-nourished, only then it is possible for him/her to participate well in the learning process. The study has mentioned about providing safe, protective, healthy environment to the students, equal opportunities to girl child and facilitates adequate resources to the students and also it should be relevant to the day to day situations. Therefore, it improves quality environment to the child at school level. Design the curriculum for acquisition of basic knowledge and skills. Child centric approach is more suitable to the quality learning point of view and which results in the better outcomes. Child centric approach improves knowledge, skills and attitudes, and these are also related to national goals for education and positive participation in society.

The existing literature (Bruer 1994, Caine 1995, Bruner 1996, and Carron and Chau 1996) shows that the social, economic, political, linguistic, religious and geographic factors significantly influence quality of education. It shows that inputs, processes, outcomes lead to improvement of quality in education. It includes four interesting set of factors such as the characteristics of students, supporting services, school facilities and also teaching learning process (Purkey *et al.* 1983). The authors

have took the four factors to define the quality. The study has established that a contextual understanding of quality is dependent on the relevant stakeholders. Motala (2000) has stated that education quality often holds several views and meanings about the perceptions of the society, teachers, parents and students. It will change through data generation, practice and self-assessment. Quality dimensions such as learning environment, learners, content, process, outcomes and continuous assessment are focused on improvement of quality output. The report focused on the five elements such as learner, environment, content, process, outcomes which lead to improvement of quality will be discussed below.

4.1. Quality Learners

Schools face a challenge in achieving the students' overall development. Before beginning the formal education the quality life of a child is mainly influenced by their family living atmosphere, culture and the society. It is a well-known fact that effective learning happens in the healthy learning environment and quality learners are an outcome of early childhood experiences at school and home. Every individual possesses different kinds of abilities and children present in schools with varied abilities, classes are becoming increasingly diverse. UNICEF report mentioned that a good learner should have the characteristics including "Good health and Nutrition, Early childhood psycho-social development experiences, Learner attitude, Family support for learning".

Every individual requires a sound physical strength for the need of existence. Health is the most valuable for every individual life. If the child is physically fit and mentally well, the learning, as well as grasping levels will be good (Hujala 2012).

The development of brain during the early years of a child depend on good nutrition. The study argued that normal health condition of the child influences the positive attitude, it leads to learning capabilities. Therefore, positive life experiences are also reason for quality learning. After ten years' duration, Willms (2000) conducted a research in Latin American countries and found that parental caring has an impact on the quality of learning. If a child can have good health and nutrition support only then the early childhood programs are effective and they can have planned psychological development in the pre-school years. Learning is a continuous process for lifelong and is considered to be a dependent variable of education. Hence,

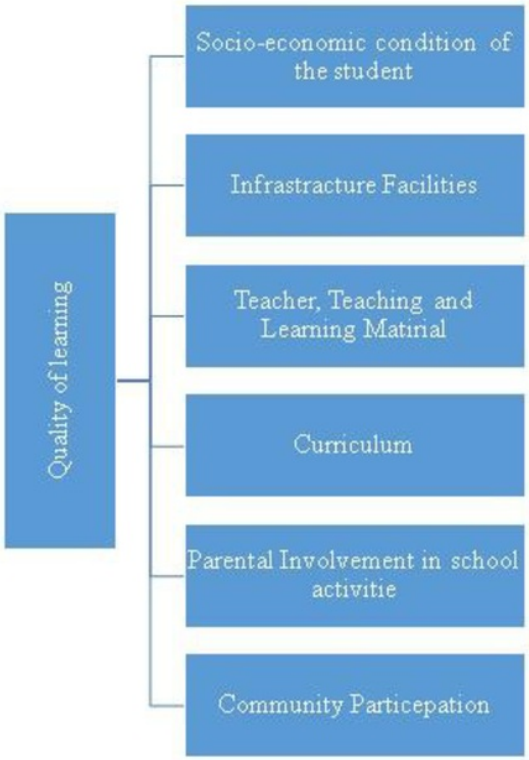
student leaning levels influence the quality of learning, it leads to the improvement of the quality of learning.

When the children reach school age, they should consistently attend school to excel academically. A study conducted in village based schools found that the students who had the opportunity of learning in the classroom through various instructional activities had greater learning experiences, and the findings of the study conclude that the students who had good attendance and having good health had better learning abilities (Dabo 2015). Size of the class i.e. the number of students in a class affect the learning abilities of the student that affect the quality in education (Mukhopadhyay and Kumar 2001). Parent's academic background is one of the major deciding factors for child's learning and moreover family background of the child also impacts the performance of the child in school (Chevalier and Lanot 2002). Further, schools play a major role in facilitating family discipline, and also improving the quality of parental participation in their child's education. Similarly, parental background plays major role in effective learning abilities of their child. Another important factor for a successful educational system is a quality learning environment.

Lockheed and Verspoor (1991) explained quality in school education as the level at which the learners comprehend the concepts properly. The content clarity will depend on explanation of teacher. Assessment of knowledge should be done by observing trends in examination result and student participation in day-to-day learning experiences. Aggarwal (2010) has stated the ward quality as a measure of students' satisfaction, which needs providing sufficient infrastructure and teaching-learning material. The study has concluded that school should provide health and nutritious needs of the students. However, Mythili(n.d) has conducted a study on "Quality Education Model for School Education System in India" and found that there are four major indicators that influence improving quality in education system those are; 1) Academic Resources, 2) Physical Infrastructure Resources, 3) Financial Resources (government expenditure), 4) Human Resources (teachers and other staff). The study has discussed quality learning and said that parental socio-economic condition is determined based on whether the student is joined in public school or private school. If the parents are in affordable condition they choose the private schools for the better education of their children. They do not bother about whether the private schools are maintaining sufficient infrastructure facilities, following the policy documents and

adequate learning environment. National Curriculum Framework (2005) emphasises that the schools should provide certain learning environment to the students, and then we achieve the quality of output. The indicators are like socio-economic condition of the student, Infrastructure facilities, teacher and teaching and learning material, curriculum, parental involvement at school activities and community participation play a key role in obtaining better output.

Diagram 2.2: Multiple Factors in Quality Learning.



Source: GoI 2005

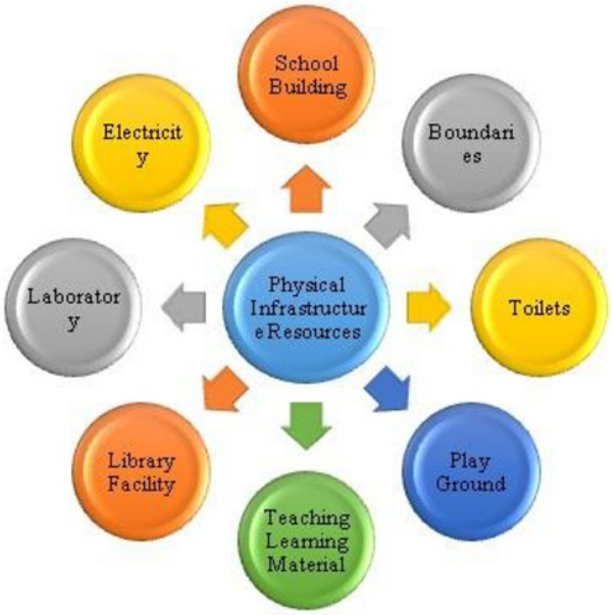
Hence, student learning environment at home depends on the parents' academic background and how much they are involved in school activities is also an indicator for quality. Curriculum, teacher, teaching-learning material, infrastructure facilities, physical facilities all those are academic resources which will help to improve quality. It is also said that community participation is helping to improve access and quality in school education. Though the study concluded that quality learning is possible through socio-economic condition, of the student, infrastructure facilities, teacher and teaching learning material, curriculum, parental involvement in school activities and finally community participation.

4.2. Quality Environment for Learners

Learning is the life-long processes, it can occur at any age of life and at any time. The UNICEF (2000) report mentioned that the positive learning outcomes will require good educational system. The meaning of good educational system is schools providing safe and supportive learning space, providing sufficient instructional material to the students and managing students without any differences. Learning environments are divided into three types, 1) physical, 2) psycho-social and 3) Service delivery elements. Moreover, the progressive learning outcomes commonly pursued by educational systems ensue in quality learning environments.

The study mentioned that the quality of school facilities and class size come under physical element. In fact the facilities like school building with compound walls, good ventilated class rooms, having electricity facilities, text books, utilisation of working time by students and teachers, separate toilets for boys and girls, class room maintenance and clean water supply; all these are believed to impact on effective learning. An important indicator is class size. During 90's many countries had given priority to improve access to primary education and have got succeeded. But, constructing new school buildings is not done in accordance with the increased student population. With these circumstances schools have been facing expansion in class size as well as increase in student teacher ratio. Moreover, the report has concluded that there is a quantitative association between the class size and academic achievement. Further down, under the psychological aspects schools should provide peaceful safe and protective environment for girls. Non-discriminatory climate in schools also leads to quality learning environment. Teacher's behavior also affects girls' safety and security issues. Class room management and school discipline contribute to educational quality. Kumar and Sujatha (2010) conducted a study on "School Education in India, Quality Improvement Techniques" and found that lack of good quality learning environment i.e. access to school, deteriorating school buildings, separate toilets for girls and boys etc. are reasons for dropout of girl child and all the above indicators affects quality in public school education in India. The UNICEF report also mentions the factors which are affecting quality environment. The Diagram 2.3 given below reflects the same.

Diagram 2.3: Multiple Factors in Quality Environment.



Source: (UNICEF 2000).

Education provides lifelong applied learning skills, academic skills, academic standards and excellence. It is possible when quality of environment is provided to students. The environment can be defined as "a combination of natural conditions, circumstances, influences and socio-cultural contexts". Learner's performance is influenced by certain factors such as psychological, physical, and service delivery. The psychological aspects include welcoming school and non-discriminatory class rooms especially for girls. School discipline and teacher's behavior are important aspects in quality learning environment. Following ten points come under effective school discipline 1) school routine activities, 2) school safety and vigilance measure, 3) school governance and monitoring activities, 4) school health and hygiene, 5) co-curricular activities, 6) extra-curricular activities in school, 7) teaching learning process, 8) school sanitation and gardening activities, 9) learners performance and monitoring activities, and 10) school development activities. Minimising other kinds of discrimination (arranging particular pace to cite certain group of students) is also essential to improve the quality of learning environment. The physical aspects include school facilities. Carron and Chau (1996) have found that children studying in schools

with sufficient infrastructure performed better in academics compared to the children studying in schools with poor infrastructure.

The quality of school building is also another indicator of measuring the school quality. If schools do not have sufficient infrastructure and due to distance from school to home, parents might be reluctant to allow their children especially girl child to send to school. A survey conducted by UNICEF in 1995 in newly developed countries found that larger class size diminishes the quality education. This is the reason government of India has taken a decision that teacher student ratio could be 1: 40 and 1: 35 (As per the Right of Children to Free and Compulsory Education Act 2009). According to the RMSA framework the student-teacher ratio at secondary level should be 30:1. Hence, class size is also a significant aspect in improving quality in school education. The school service environment contributes significantly to learning. Providing health services in schools will decrease the absenteeism and especially the learning will be better. Guidance and counseling services should be provided to help the students with various issues. Extra-curricular activities motivate the students and bring out the creativity in learners. Provision of school snacks helps in mitigating the hunger in school and learners will be excited though out the school time. Along with the psychological, physical and service requirements to advance the learning environment, the content which is the crux of the education should be equally good.

4.3. Quality Content

While selecting the content, aspects such as like knowledge, skills, and the portion should be considered keeping the overall development of the child in mind (Bruner 1960). Moreover, the content is a sequence of course depending on the stage of education. The content should be planned upon the socio, political, economic, and cultural development needs of the society and stage (age) of the child. UNICEF (2000) defined the word content as "the planned and skilled curriculum of schools." The report has recommended that curriculum should be learner-centered and non-discriminatory. It suggested that important areas of knowledge should be covered properly, and arithmetic content should be selected so as to develop problem solving skills. Life skills curriculum should impart good attitude and values to the children. In a study conducted by Witenstein (2017) discussed policy matters. The policy makers and politicians who are nominated through electoral process, they have minimal or no

knowledge about education polices. But they may influence in the choice of content based on their beliefs and due to these kinds of issues there will be an impact on the overall quality in education.

Development of human capacities of the people building through human development by active participation in the process that forms their lives, and for the people by improving their lives (UNDP 2015). Education index is determined by using mean years of schooling and expected years of schooling. The growth of educational index from 1980 to 2013 is gradually increasing after 2005. It shows that mid-day meal program is enhanced to achieve the objectives of enrolment, retention and attendance. That impact continues from the year 2010, but there is no decimal change in 2011 to 2013.

Table.2.1: Education Index from 1980-2013

Sl.No.	Year	Education Index
1	1980	0.240
2	1985	0.282
3	1990	0.311
4	1995	0.339
5	2000	0.355
6	2005	0.409
7	2006	0.420
8	2007	0.430
9	2008	0.442
10	2009	0.445
11	2010	0.456
12	2011	0.473
13	2012	0.473
14	2013	0.473

Source: (UNDP 2015)

Expected years of schooling, while calculating the male and the female are found to be slight different. Almost similar in the years 2013 and 2015. The reason can be attributed to implementation of schemes such as Child Learning Improvement Program, Right of Children to free and Compulsory Education act, mid-day meal scheme (Chauhan 2015).

Table 2.2: Expected Years of Schooling: Male and Female

Sl.No.	Year	Male	Female
1	2000	9.5	7.4
2	2005	10.5	8.0
3	2006	10.7	9.2
4	2007	11.0	10.0
5	2008	11.0	10.5
6	2009	11.0	10.7
7	2010	11.4	10.8
8	2011	11.8	11.3
9	2012	11.8	11.3
10	2013	11.8	11.3

Source: (UNDP 2016)

4.4. Quality Process

The quality process depends on three aspects infrastructure, student teacher ratio and content. However, after independence, India has focused on the development of quality in education. Attention has been paid to improve the teaching learning process. The report has defined quality based on the teacher competence and school efficiency (the present study has defined school quality in the above). However, student learning is influenced by instructional methods employed by the teacher in the classroom and effective teaching depends on the working conditions in the school. Apart from this teacher should upgrade his/her knowledge from time to time by engaging in discussions with other teachers, attending workshops for professional development, keeping reflective journals. The pore-service and in-service training provided by the teacher training institutes offers new skills and effective methods of teaching. Proper administrative support and feedback mechanism should also be implemented to achieve quality process.

4.5. Quality Outcomes

Education is not an isolated activity and it is a sub-system of the society. A student enters the education process to fulfill his/her individual, family, and societal aspirations. Increased participation of students is also one of the essential objectives of the education. As already discussed, the environment, content and processes influence the learner and the learning outcomes. The ability to read, write and calculate the basic expected outcomes of the learning. Summative and formative

assessments have been used to measure the academic achievements of the learners. The involvement of parents and community will also be a factor for quality outcome.

As discussed already, the requirement for quality assurance is recognised and appreciated across the school education. However, school quality is defended by education processes such as characteristics of students' home background and school and teacher mainly some outcomes of the schooling. Darker (2000) has elevated the significance of quality and it is widely accepted that quality of education is the heart of education. To provide the quality of education to the nation, Indian government has been implementing several polices and schemes, after 1960 the focus moving towards on quality. Recently, the Indian government has step-up to implement two prominent policies such as the SSA established in 2001, and Right of Children to free and Compulsory Education Act 2009 have raised improvement in education, particularly in secondary education the RMSA. The enrolment growth in secondary education accelerated from 63 per cent years in 2000 to 97 per cent years in 2015 (GoI, 2015). Hence, there is a strong relationship between examination results and quality of environment which is provided by school, contents and process.

Moreover, EFA Global Monitoring Report (2005) explained quality in education by two important features i.e. cognitive development of learners and social development in terms of values and attitudes of social responsibility. Education should promote the emotional development of the child as well. This report has acknowledged quality improvement indicators such as student teacher ratios, academic and professional qualifications of teachers, time spent by students in school and test scores, and also government spending on education.

The World Bank Report drafted by Dundar et al. (2011) has defined quality of education as a set of factors which lead to better student's outcome, including student teacher ratio, infrastructure, home resources, and teaching–learning material. Moreover, the report has mentioned that improving number of teachers and teacher quality, administrative services also need to be strengthened for the improvement of quality in school education.

> "Text books are the main instructional materials in South Asia but do not meet learning needs. Although many countries have made progress toward timely delivery of textbooks, they often arrive in bad condition and are poorly designed in terms of the scope of subject matter to be taught and the sequence of instruction. In Bangladesh, India, and Pakistan, for instance, textbooks lack substance to reinforce development of problem-solving skills and critical thinking (Banu 2009; Jhingran 2012). Textbooks tend to be targeted toward the needs of well performing students, leaving the needs of other students unmet. Further, most textbooks require little more than memorization of problem solutions (as in mathematics) and little engagement with real-life problems. Instead of discouraging a culture of rote learning, textbooks in South Asia reinforce that culture." (The World Bank 2011, 30)

However, academic achievement of students also depends on two factors i.e. the family background of the learner and the quality of teaching received during the school years. Above factors lead to quality of learning out comes. Another study which is conducted by Harbinson and Hanushek (1992) has stressed quality of schooling leads to compensation for family disadvantages.

Irrespective of the above reasons, the government of India is trying to provide education facilities throughout the nation. The recent report from the British council of India (2014) suggested that the major parameters which are influenced in improving quality which are taken into account during school inspection are, school building, playground, classrooms, science laboratories, computer laboratory, library, examination room, administration offices, washrooms, first aid box (hospital) facilities, students, personnel, academics, co-curricular/extra-curricular/cultural activities, and mandatory documents. On the other hand we may agree that, the teachers are the key to increase educational quality, complete utilisation of class timings by the teacher also impacts educational quality. Pink (1982) found that, lower enrolment, greater reputation (repeating the class again), increased dropout rate and negative educational outcomes are the reason for the lack of qualified teachers. In addition to clear the educational consequences, Government has to focus on improving quality education by implementing numerous schemes which will increase enrolment, down fall dropout rate, achieve good educational outcomes. Moreover, school meal has played major role in increasing the enrolment in developing countries to strengthen and improve the educational outcomes. The findings of the Khera (2006) also mentioned that mid-day meal has shown drastic improvement on enrolment as well as quality improvement.

A large debate is going on the term quality in the recent years, whether the quality of education is dependent on the infrastructure facilities or student

achievement on evaluation sheets? A study conducted by United States Agency for International Development (USAID, 2012) on education strategy reference material stated that fully functioning school is one of the main aspect for improving quality of school education. The study has measured the quality of fully functioning school as building with good roofs, walls/floors, tables and chairs with desks, library, and playground. The study has also mentioned that the attributes which are mentioned in the fully functioning school, should create interest, and commitment towards education among the children, which lead to improvement in the quality of school education. On the other hand, the most reliable outcomes reflect on having trained teachers with grater subject knowledge, remaining in school at school hours, and providing remedial coaching. Moreover, the study has concluded that, teacher absenteeism has shown a clear negative impact on achieving quality outcomes in school education.

5. Issues of High Rate of Reputation and Dropout Rate in Developing Countries

The long standing issue of access to good quality and relevant education remains a big problem in developing countries. High rate of reputation and dropout rate generally occurs in the early years of primary schooling, with the reason being poorest rate of promotions among children. The phenomena of reputation of the student have been an enduring feature of educational system in developing countries. Literature shows that factors for higher reputation and dropout is caused due to parental education, family income, language barrier, lack of trained teachers, teaching- learning material, library services, and poor evaluation techniques.

According to Fernald *et al*. (2009), the child should get ready to acquire minimum characteristics such as:

1) Psychometrically adequate, valid and reliable
2) Balanced interns of number of items at the lower end to avoid children with low score
3) Enjoyable for children
4) Relatively easy to adopt
5) Not requiring much materiel
6) Not to be difficult to obtain or too expensive

7) Able to be used for a wide age range

All the above mentioned measures helps to creates enthusiasm about education. Hence, private education sector has started pre-schooling and whereas government sector has put focus on *Anganwadi*, and *Balwdi* development centers. This is reflected in Keroly *et al.* (1998) study. The study has found that early childhood education may care and improve life-long learning development. Several policies emphasise on early childhood care and support, which are; the National Policy for the Child (1974), the NPE (1986), the National Plan of Action (1992), and the Right of Children to Free and Compulsory Education Act (2009). These policies have been discussed at length strengthen and improve the abilities and skills in pre-primary education. Moreover, to improve the quality of education in developing countries, UNESCO (2005) has stated six goals including 1) Increase early childhood care, 2) meeting the needs of the country, 3) ensuring free and compulsory good quality of primary education by 2015 for all children, 4) adult literacy level should achieve 50 per cent improvement by 2015, 5) eliminating gender disparities in primary and secondary school education by 2005, achieving gender equality in education by 2015 and 6) improving all aspects of education. These steps have taken care of reducing higher reputation and the dropout rate. Present policies perspective to streamline the education system and improving the quality there is a need to enhance the funding in elementary and secondary education.

According Aho *et al.* (2006), Finland has developed education system in an excellent manner. The parameters which are defined for improving the quality are, providing nine years of basic school for all, good teachers, sustainable leadership, renovation of old buildings, more concentration on deep learning, and the culture. But still, Finland is highest in out of school going children. The Finland government focuses more on creating an interest to students on deep learning rather than evaluation. It is proven as the best practice for development of quality education in future. Hence, Indian government has removed detention system. Here, it is a failure decision. The reason is without assessing the child's knowledge, skills, and abilities it is not possible to promote him/she into higher class. It could directly affect the quality in negative dimensions.

It is an observed fact that, developing countries which focus on providing better school conditions, qualified teachers, text books distribution, and other

instructional materials, are achieving good quality of education (Hanushek 2005). However, access, retention and reputation are the major drawbacks to the quality improvement in the rural areas.

Diagram 2.4: Multiple Factors Influencing the School Quality

Source: (OECD 2000)

Previous research studies suggest that reputation increases dropout rate. All the above international studies are measuring the quality through reading capabilities, writing skills, overall achievement of the students/examination scripts, and infrastructure facilities. The concluding remarks of the researcher is the countries which have focused more on school quality, teaching material, pupil-teacher ratio, qualified teachers, student leadership, physical environment, parents and community participation, have increase high rate of quality in education, these are reflected in Aggarwal (2010) study findings of "Quality Concerns in Primary Education in India. Where is the Problem?". Above studies mostly focused on teacher and teaching learning material, which influence the school quality, the studies concluded that school quality should lead to improve the student's performance. As discussed above, according previous literature the pre-school education develops child abilities like recognising numbers, memorising poems. Therefore, it conveys the concept of pre-schools to prepare children and their family members. Hence, the following section further discusses school readiness for child.

6. Readiness for School by Children and Parents

Readiness for school is also one of the key indicators influencing the quality of education. In a study conducted by Hujala *et al.* (2012) have defined the term school readiness in five points those are "Physical health and motor development, Social and emotional development, Approaches to learning, Language development, Cognitive development and general knowledge". All the five domains are inter connected. Apart from urging the children to join schools as soon as they reach three years, the parents should also focus on generating awareness about the significance of school which leads to increase basic skills and holistic conceptualisation. However, parents communally stress on pre-academic skills and knowledge. To overcome the above situation there should be more focus on readiness for school by children as well as parents. According to school readiness is in terms of attitude towards learning, UNICEF (2012) found that there are several characteristics linked with quality of education, sufficient learning time given by the student, adequate supply of teaching learning materials, such as books and teaching aids and effective teaching, pedagogic practices and teacher's competency. The study has mentioned that class room structure and school environment is affecting the quality outcomes and rooted to high dropout rate. It is fact that only 65 per cent of the students who enroll in grade I reach grade. This shows that, these consequences have been associated with poor quality school environment. Lack of proper training to the teachers, oldest classrooms with poor facilities; have been related to high dropout rate. The study has focused that readiness for school is a very important aspect in maintaining school enrolment and as well as quality of education.

7. Dimensions of Quality: Indian Perspective

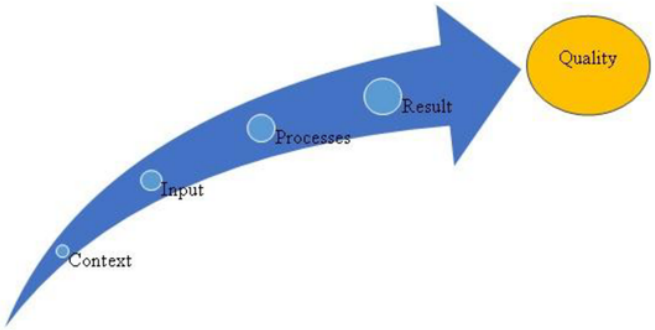
India is the second largest populated country in the world. The education system of India has been in a phase of rapid growth over the last two decades. According to EFA (2015) survey, Educational Development Index is very low in India, ranking about 105th out of 120 countries in the world. But the beginning of twentieth century India has been home to out of school children, by the end of first decade of 21st century the number of out of school children has fallen radically. After Independence, India has made numerous developmental policies and programs to combat the changing socio-economic needs of the country. The third chapter will discuss these in detail.

Establishment of quality education for all the children at the elementary level has been an age-old programme in India. It has always been a major concern of different commissions committees and policy makers even before independence. After independence, achieving UEE has become a constitutional commitment and extension of quality education has also become a significant step for achieving UEE. Even though describing the three terms, equity, quantity and quality as the *elusive triangle* in Indian education, Naik has considered the quality as *'most central to education' and 'its very life and soul'* (1975). He felt that: "*Any education without quality is no education at all: it will not be able to fulfill promises and will also do immense harm.*" It is true that an unemployed educated person with frustration can do harm to any extend to the nation.

Generally, quality of education depends on, the ability of hard work and dedication of the teacher as well as student. NPE 1986 has stated that, if a teacher fails to keep himself in touch with the rapid scientific and educational development then, he will become inefficient and ineffective. Previous studies also have mentioned that the teacher is considered as most essential factor in executing all instructional reforms in education system. According to the Carron and Chau (1996), quality is very close for social significance. The quality of education depends upon including classroom transactions, teaching-learning materials, teacher training, examination and assessment are directly related to improvement of education. However, providing infrastructure and environment issues lead to child motivation towards education, that motivation will automatically improve quality of learning therefore it implies improvement in the quality of school education.

Present studies have shown a lot of variation in school facilities, learning outcomes, quality teachers, teacher absenteeism, and motivation levels of teachers etc. After independence lot of research has gone in the area of education and several committees and commissions (as mentioned in the first chapter) have taken care of accessibility, repetition, promotion, dropout rates and input-output ratio, but very little research is available about the learners' achievement of cognitive and non-cognitive competencies.

Diagram 2.5.Dimensions of Quality based on National Curriculum Framework



Source: (NCF 2005)

Mukhopadhyay and Kumar (2001) have identified that factors of discrepancies usually associated with access to education, such as poverty, location and gender bias, also have an impact on disparities in the quality of education that children receive. But, present education system is different from Mukhopadhyay statement. Varghese, (1994) found that the level of school infrastructure and differences in the availability of teaching-learning materials is not clearly associated to learning achievement. That shows education system should intensify efforts to improve the quality of evaluation.

Aggarwal (2016) argued that under the non-detention policy has been adopted first time in the state of Delhi, followed by most of the states; a child is not even examined on the learning outcomes for many years after entering the school. The policy of non-detention prohibits the custom of evaluation system in the early years of schooling. Similarly, another argument is non-detention policy will not pay an attention to improve the quality it will only reduce the rate of retention. Chandrasekhar and Gupta (2005) conducted a study on non-detention policy in the states and have found that students from the states where non-detention policy is in place, achieved better in Mathematics and Language compared to other students who are from the states where detention policy is practiced. The reason for the better achievement was teachers taught without any time limit. Student's attendance and enrolment increased, study stress decreased, and drop-out rate at primary level reduced. Reforms in the quality of education have not got serious attention of many states.

Implementation of quality education was also suggested by the Education Commission (1964-66), NPE 1986 and revised policy 1992. NPE stresses access to

education, along with focusing on quality related issues it is essential to expand the access so that development of education quantitatively will also be ensured. On the other hand NUEPA (GoI 2008) has conducted mid-decade assessment and found that, many initiatives have been taken by central and state governments from time to time giving quality high importance as mentioned in Education for All (EFA). In addition, special attention is also being paid on backward districts, which are poor and have low education facilities. During the 10th Five Year Plan, quality improvement in schools was introduced as a composite centrally sponsored scheme having the following components such as: 1) Creating environmental orientation at schools, 2) Promotion of science laboratories, 3) Promotion of Yoga, 4) Started international mathematics/science Olympiads, 5) compulsory participation in in-service training for teachers, and facilitate research inputs and infrastructure for improving quality. However, the 10th five year plan has come out with different strategy to imparting quality education at all stages.

> "The quality of a school system rests on the quality of its teachers. The evidence that getting the right people to become teachers is critical to high performance is both anecdotal and statistical. A South Korean policymaker is explicit about the importance of getting good people into teaching: "The quality of an education system cannot exceed the quality of its teachers". In the United States, studies show that "a teacher's level of literacy, as measured by vocabulary and other standardised tests, affects student achievement more than any other measurable teacher attribute." While it is a matter of debate, some studies have found that teachers working for Teach for America (a program which targets graduates of top universities) get significantly better outcomes from their students than do other teachers. This is the case despite the fact that their teachers have only a short period of teacher training, work in the toughest schools, and generally have no prior experience (teacher effectiveness increases dramatically during the first five years of teaching)." (GoI 2007, 16).

Therefore, the quality of education completely relies on the quality of its teachers. it has given prior importance to the teacher and teacher training issues. However, 12th five year plan focused on Infrastructure to improve the quality of education.

8. Establishment of DIETs for Improvement of Quality Teaching

Furthermore, District Institutes of Education and Training (DIET) was established in the year 1987 to provide quality of teachers to the education system, by the recommendations of NPE-1986. Sinha (2005) has stated that quality improvement program (QIP) are planned inclusive and universal interventions for better education system. It involved needs analysis of children which helped in diagnosing the difficult

areas and followed by planning for their remedy. Teachers were trained intensively on remedial teaching. The training also included essential aspects of classroom management, teaching of subject areas, and school readiness material. After the training, classroom processes were monitored and academic guidance was provided through mandal resource coordinators.

The committees and commissions, starting from Kothari commission (1964-66) has also mentioned the importance of teacher training. India achieved a literacy rate of 55.3 per cent in 2001 compared to 52.2 per cent in 1991. "There were nearly 0.66 million primary schools in India in 2001-02, providing 84 per cent of households with access to a primary school within the range of one kilometer. Nevertheless, the following problems related to enrolment, attendance and drop-out persist (i) the net primary school enrolment rate was 78 per cent in males and 64 per cent in females, (ii) the net primary school attendance rate between 1999 and 2002 was 79 per cent in males and 73 per cent in females, and (iii) out of the children who entered primary school, only 68 per cent reached grade 5 between 1995 and 1999" (UNICEF, 2005).

9. Improvement of Quality under SSA and RMSA

Providing quality education throughout the elementary level has been an agenda for a long time in India. In the beginning of the 21st century the Government focused on the improvement of quality in education. National Policy on education 1986 and the follow up review committee 1992 had made grate resolutions to improve the quality of education through different schemes. A national wide scheme was launched in 2002 and funded by huge financial commitments named SSA. The main focus of the scheme was to increase the enrolment rate, reduce the dropout rate and retention. One of the significant thrusts under SSA is to mobilise the community to promote education, to help in improving educational facilities and to supervise the functioning of schools in village/ward. Community institutions /groups such as Village Education Committees/ School Management and Development Committees / Parent Teacher Associations etc. have been established at village/ school level in most of the states. The findings (Srinivasarao 2012) under SSA community participation play a major role in improving the quality of education in rural areas.

After implementation of SSA para-teachers have been recruited on contract basis and then regularized. The states para-teachers were recruited in both urban and

rural areas based on the requirement. A majority (about 75 per cent) of para-teachers were working in rural areas. About 25 per cent worked in schools where there was only one para-teacher. More than half (54 per cent) of para-teachers were females. The student-teacher ratio was upheld at 36:1. But the salaries were differed for trained and untrained para-teachers. Based on the observations of implementation of scheme SSA, there was a huge development in infrastructure both for academic and residential purposes through which quality of teaching was improved satisfactorily. Children's self-esteem and mental wellbeing was found to be adequate. However, a very less number of students were mainstreamed.

The Right to Education (RTE) Act 2009 was a milestone step taken by the government of India in the field of education. The main aim of the RTE was to enhance the quality of the infrastructure and learning in the elementary school education and also to reduce the problems of illiteracy. A National Advisory Council (NAC) has been set up by the Central government under the RTE, it has focused on the strong monitoring system. The RTE Act provides various monitoring and implementation mechanisms for protection of child rights. To protect and monitor the rights of children, the NCPCR (National Commission for Protection of Child Rights) and SCPCR (State Commissions for Protection of Child Rights) have been employed for the rights of children under the Act. It also constituted the School Management Committee (SMC), for monitoring the school conditions, including the preparation of the school development plan. With respect to RTE act quality is measured by two indicators which are infrastructure and learning conditions of the students.

Operation quality program is also one of the important programs for improving the quality in education. The program facilitated enrolment of all un-trained teachers in teacher training course approved by the state government and NCTE, which provided free and in-service training for two years through distance education mode. The program improved the quality of teachers by providing good study material developed by the SCERT, and also academic and monitoring support by DIETs, SCERT, IASEs and CTEs.

The Learning Guarantee program has been fruitful in raising awareness amongst state functionaries about the notion of 'quality' and the requirement to advance the quality of education in primary and upper primary classes. School-community interaction in terms of community participation has increased which

ensured the attendance of students and provided adequate facilities through cooperation. The interactions generated deliberations and reflections among the major stakeholders on matters pertaining to improvement of quality. Subsequent to the introduction of LGP School Development Monitoring Committee (SDMC) started participating in an effective manner in school activities which ensured the delivery of Guaranteed Learning and made the teachers more responsible in their pedagogic practices. It facilitated self-assessment to identify problems in the schools and promoted focused efforts towards remedying them by constructing self-correcting mechanisms. The practices such as remedial teaching and group learning made the relatively weaker students to improve their performance. Child-wise, class-wise and subject-wise evaluation put pressure on the management to improve the overall school environment and also to focus on teachers' professional development. External evaluation played a key role in the whole scheme of Learning Guarantee Programme and also acquainted schools and district functionaries on the academic achievements of the children. The programme facilitated better communication and networking among parents, teachers and officers of the education department. The scheme Learning Guarantee Program helped in improving the quality of learning in urban areas.

10. Summing Up

The present chapter "Quality in School Education: Conceptual Understanding" made an attempt to understand the conceptual framework of quality at grassroots level. Since the study focuses on quality of secondary school education, it is compulsory to know the importance of quality in education, before going to the deep discussion on quality of school education the study has discussed about definitions of quality and how it implies in education sector. It also discussed about quality constraints in education and dimensions of quality of education from national and international perspective. Furthermore, the study has used UNICEF (2000) framework for analysing quality in school education. As per the UNICEF's interpretation of quality in education, the study also discussed five dimensions namely "quality learners, quality environment, quality content, quality process and quality outcomes". It presented a data on education index from 1980-2013 and it provided the data of expected years of schooling in terms of male and female ratio. It also touched briefly upon issues of high rates of repetition and dropout in developing countries and further

extended to discuss readiness for school by children and parents to improve the quality in education. It also discussed the establishment of DIET's for improvement of quality teaching and implementations and improvement of quality education under SSA and RMSA. Overall, these studies highlight the present scenario of school education and need to improve the quality of education. Improving the quality of education certain indicators (teacher, infrastructure, syllabus, teachings aids) and mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the Government to implement several polices which improve the enrolment in school education. These studies have identified several factors influencing the deterioration of quality in public schools.

Chapter-3

School Education Policies in India: A Review

The present chapter deals with the school education policies in India with reference to various developmental policies taken by the Indian government since pre- and post-Independent India. It also discusses about various policy issues taken by the government to promote the equality of education and education being one of the most powerful weapon to overcome the under development in any society. Education leads to eradication of illiteracy, poverty, and economic transformation (Dewey 1915) and how the policies would take part in improving the quality of education.

India had strong educational background even before the British rule (Singh 1969), many polices such as Charter Act (1813), Woods Dispatch (1854), Indian University Commission (1902), Government of India Act (1935), Sargent Report (1944) have been formulated for the betterment of school education. The present study discuses major polices, which focus more on quality improvement. In post Independent India the Constitution has strongly emphasised on the child rights and their education and the state should be responsible to protect the interest of future generations. Moreover, for the development of school education the Government has been formulating many policies since the post Independent India, the key polices introduced by the state government and their implementation is discussed in this chapter. Table 3.3 highlights provisions in the Constitution for women and Scheduled Castes, as well as other education policies which are provided by Indian government. It begins by noting key articles in the Constitution, followed by provisions made by the government through various policies, commissions, and committees in detail. The chapter discuses about "University Education Commission (1948–49)", "Secondary Education Commission (1952–53)", "National Committee on Women's Education (1958)", "Education Commission (1964–66)", "Committee of Members of Parliament on Education (1967)", "National Policy on Education (1968)", "Review Committee on the Curriculum for Ten-Year School (1977)", Draft National Policy on Education (1979), "National Curriculum for Primary and Secondary Education: A Framework (1985)", "National Policy on Education (1986)", "National Curriculum for Elementary and Secondary Education A Framework (1988)", "Central Advisory Board of Education Committee on Distance Education (1992)", "CABE Committee

on Policy (1992)", "National Policy on Education 1986", "Programme of Action (1992)", "National Curriculum Framework for School Education (2000)", NCF (2005), and ends with "the Right of Children to Free and Compulsory Education Act (2009)" are discussed in order to provide an understanding of the efforts of government of India to improve quality in secondary school education.

1. An Overview of Education Policy in India

Policies are a standardised norm or thumb rule to direct decisions and achieve rational conclusions to the nation (Prasenjit 2014). It is considered as an important tool of the government to achieve better outcomes in a fixed time periods. In the same way, education policy is a collection of laws and rules based on systematic norm to achieve defined goals to provide quality of education to the country.

It reflects on the objectives of the government, the strategy to be adopted and the programs to operationalise by the policies. The present chapter contains an overview of the educational policy in India and particularly school education policies are presented in table 3.1. An overview of educational policies to understand the government role, responsibility and commitment and also understand their efforts to achieve certain tasks in the education system, further the objectives, goals, aims and programs initiated by government to attain the long term goal and its achievements have been observed here.

In this situation, many committees and commissions have been revising educational problems and reforms in India. Their discussions, reports, and recommendations have formed the foundation for the NPE 1968, and the NPE Resolution of 1986. At the beginning of 90's Prof. Ramamurthi committee, 1992 (review committee on NPE 1986) was to review the NPE 1986. These policies are pathways to educational development in post and pre- Independent India.

Along with these polices several committees and commissions are discussed in this chapter to understand the present school education system in India. The 1986 policy encouraged the use of emerging sectors like Information Technology in education, which lead to an expansion following the emergence of the technical education sector. Even though, the 1986 policy focused on the commercialisation of education, the rapid burst in numerous private medical institutions and engineering colleges. According to educationists, it has only led to further push in the increase of capitation fee (Narula 2006). The extent to which the government has been successful

at implementing the above mentioned polices to improve the quality in education and especially in secondary school education is highly questionable. The below table 3.1 highlights the policies which are effectively implementing and improving quality in school education.

Table 3.1. Major Policies on Education

Year	Name of the Policy	Major challenges
1968	National Policy on Education 1968	• Free and Compulsory education of all the children from 6-14 years. • Development of langue, • Equalisations of educational opportunities, • Work experience and National service and • Establishment of Navodaya schools.
1986	National Policy on Education 1986	• Removal of disparities it equalize educational opportunities, • Introduction of vocationalisation of education through, skilled man power, opening of special schools with hostel facilities, and • Modernisation of curriculum and improvement of examination system.
1992	National Policy on Education 1986 (revised)	• Equalisations of educational opportunities. • Focus on change of curricula, text books, in-service training and orientation of teachers. • It has encouraged woman participation in vocational, technical and professional education. • Provided hostel facilities for scheduled caste students at district headquarters. • Recruitment of scheduled caste teachers. • Residential schools and Ashram Patselas for scheduled tribe students.

Source: (GoI 1968), (GoI 1986), (GoI 1992).

2. The Education System in India

Education is measured as the key driving power for the development of a nation (Singh 1969). No state has made good growth in development and equality of life with in people in absence of quality of education and educated societies. Therefore, education is an integral part of development for the nation (*ibid*). Generally, education is known as the fundamental right of the society and it enhances the quality of humanity and dignity. The Universal declaration of human rights was introduced in Article 26 in 1948.

> "Everyone has right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally available and higher education shall be equally accessible to all on the basis of merit." (UDHR 1948).

Moreover, education can be reflected as the instrument that can bridge the social revolution and economic transformation of the country. Subsequently, it indications the country in the path of improvement. In the same way, it plays the key role, in the overall process of development like social, cultural advancement and economic betterment. The above universal declaration of human rights, declared that education can support overall development to every child and it provides quality of life. Hence, educational status is very low, then the quality of life goes down and vice versa. Substantially, after Independence, the Government of India started to improve literacy rate in the country. The first three five year plans focus on to the school education. The literacy rate in India which was barely 18.33 in 1951 according to census report, hardly improved in the year 2011.

Table 3.2: Literacy Rate

Census Year	Persons	Male	Fe male
1951	27.16	18.33	8.86
1961	40.40	28.30	15.35
1971	45.96	34.45	21.97
1981	56.38	43.57	29.76
1991	64.13	52.21	39.29
2001	75.26	64.83	53.67
2011	82.14	74.04	65.46

Source: (GoI 1951), (1961), (1971), (1981), (1991), (2000), (2001), (GOI 2011).

An effort to create a complete view on education was made in 1986. The NPE-1986 was a milestone in the Indian education history. As regarding to Varghese and Tilak (1991) the NPE-1986 visualised the role of education serves as a dynamic, lifelong, cumulative, development for the enhancement of educational opportunities and providing the diversity of learning for various sections of the society. The NPE-1986 predicted development and expansion of education through abolition of discrepancies in access and stresses on enhancing the quality and relevance of education at all levels. It also stressed that education plays a positive and interventionist role in mitigating social and regional imbalances and thereby empowers society.

Education in India is a concurrent issue, It's a joint responsibility for both the central and state governments and educational rights are provided for within the constitution (GoI 1949). The NPE 1968 and, successively, by NPE 1986, resolutions were prepared to approve a regular structure of schooling all over the country. The common structure adopted throughout the country is usually known as the 10+2+3 composition. In the common structure of education, students need to complete ten years of schooling and the secondary school education is successfully completed when the students finish tenth-grade. Expansion of courses starts at the higher secondary level. The student qualifies for entry into university by successful completion of higher secondary or grade twelfth public exam. In this education pattern first eight years of schooling is termed as primary and upper primary education, and this eight years of education can be broadly linked with the free and compulsory education period of 6-14 years of age group. Followed by ninth and tenth class are called as secondary school education, finally, eleventh and tweelth class are comes under higher secondary school.

3. History of Indian Education

History of Indian education dates back to earlier days of civilization. In olden days, education was provided by a *Guru* at his residence named *Gurukul*. The ultimate purpose of education in the G*urukul* system of education was to make a man complete in all the senses. To achieve this end there used to be shastras and sutras which guided the teacher and student in terms their respective duties. According to Mehrotra (2006) *Gurukul* system was one of the ancient education on the earth and it was devoted to the maximum principles of overall growth of a child. The *Gurus* had

vast knowledge and also knew how to explain the most difficult of the things. There was no standardised curriculum in the *Gurukul*. The pedagogy and curriculum was designed by *Gurus*. There were no printed books; *Guru* will decide day to day content. Since acquiring objective knowledge was not the objective of education, students were taught various subjects such as religion, scriptures, literature, philosophy, warfare, medicine, and astrology which are believed to result in self-fulfilment.

Ancient Indian theory of education believes that the acquisition of knowledge depends on the training of the mind and the process of thinking inculcated during education (Wingo 1975). As self-fulfilment was one of the important tenets of the Indian education, the students used to educate themselves and achieve their own mental growth. Education was free in *Gurukul,* but students could make contributions called as a *Gurudakshina.* In the course of time, the caste system became prominent in the society and eventually the *Gurukulas* started to lose their autonomy. They were changed into a residential school. Those are only for the elite people in the society. Gradually, *Gurukul* have shaped as universities namely Nalanda, Takshasila, Ujjain, and Vikramshala Universities. These universities had made great contributions to the society and run by their own curriculum and pedagogy, instructed with separate system of teaching value ethics. With the growth of such universities, girl's education also started gaining prominence.

4. Policy Perspective in Pre-Independent India

An effort to standardise education at the state level was made in 1813. At the same time, East India Company was rapidly growing and firmly strengthening its political hold in India. East India Company took up the responsibility of regulating education through a Charter Act of 1813, which aimed at designing a more organised policy to enhance the quality of education. By imparting education in English, British government covertly imposed Christianity on Indians. These schools used to provide education free of cost and had the purpose of expanding English education and converting Indians to Christianity. At that time literacy rate was very low that is only about seven per cent (Sharma 1998). Numerous schools were opened by Christian minorities institutions with English is instructional language. With the English medium many of the Indian students are getting into government jobs.

India had an effective centralisation of legislation and finance by the Charter Act of 1833. A norm of competition for Indian civil services was provided by The Charter Act 1833 for the first time. The Charter Act of 1833 merged for the first time a principle of competition for Indian civil services. The Act started Indenisation in services, which permitted Indians for higher posts on the basis of their ability and quality. Later the policy of liberalisation and Indenisation was approved. In 1835 Lord Macaulay has come out with his minutes. By the time English was the medium of instruction, Macaulay suggested the use of mother tongue as the instructional language and he strongly believed that it would improve the quality of education significantly. Macaulay's minutes had changed traditional Indian education system and imposed the western knowledge by teaching science and literature. During that period British planned to educate a small section of upper and middle classes, to create class differences in the society. After several debates, finally in 1854 standard curriculum was included in the study of English literature and language, mathematics and science (Mookerjee 1994).

> "Over the course of the nineteenth century, the indigenous system of schooling in British India was replaced by the new state system of education developed by the East India Company till 1857 and was controlled by the British Crown from 1858 to 1919. Under the indigenous system, schools were of two types—elite religious schools geared toward students interested in a lifetime of higher learning and local elementary schools where village boys were introduced to the three R's in the vernacular medium. But without official patronage from the company, both elite schools and local indigenous schools declined over the nineteenth century". (Chaudhuri 1964).

They started schools in two types, one for elite religious group, and second one is for local village boys. But both schools are declined over nineteenth century. In 1854, the beginning of the nineteenth century the court of directors started educational reforms in India. Charles Wood prepared a dispatch on an educational system for India. The first official document to present a national education policy, considered the *Magna Carta* of English education in India. Woods Despatch has put an effort to following measures to improve the literacy rate increased the middle schools, encouraged the girls education for that he starts girls schools in Madera's presidency. Woods has stressed the importance of training of teachers for all types of schools. With a greater attention to improve quality in education, it has brought in English as medium of instruction in higher education and vernacular languages at the lower level. Furthermore, Woods Education Dispatch demanded review report of

government inspectors to measure the quality output. A comprehensive system of scholarship was introduced first time in the British Indian education system henceforth; connect lower schools with higher schools and higher schools with colleges. Aikara (2004) has found that, this paper was the first complete plan for the spread of education in India. Bellow listed are some silent features of Woods Dispatch.

1) Constructed separate department for administration of education,
2) Established universities in presidency town,
3) Increased number of high schools and existing colleges,
4) Started medium of instruction for higher education and mother tongue for lower level,
5) Focus on teacher training,
6) Stressed on female education and established middle schools,
7) Started stipends, scholarships, for encouragement of students,

During the mid-nineteenth century few female schools are established with the initiative of machineries and few Indian aristocratic families. During those days female education was not much progressed.

In 1882, the first Indian Education Commission was appointed and Sir William Hunter chaired the Commission and thus it is called Hunter Commission. It suggested several modifications to primary and secondary education in order to improve the quality in school education. The foundations of modern Indian education can also be traced back to the recommendations suggested by Hunter Commission. The committee's main objective is Government should take entire responsibility of primary education to improve quality. Due to Hunter commission, there was a raped growth in Indian education system (Prasenjit 2014). Vocational and adult education is still valid today which were implemented based on Hunter commission. Indian government had accepted the recommendations of the Hunter Commission and changed primary education to the Municipalities and district boards as directed by the commission. According to Jayapalan (2000) after implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 was showed by the number of students are raised from 22 lakhs in 1882 to 32 lakhs in 1901. Whereas the situation in secondary schools this number increased from 42,993 in 1886 to 6,33,728 in 1901. After implementing the

recommendations of Hunter commission, in 1902 Indian universities commission was formed. Various aspects relating to the universities such as the scope of the university, administration, and examinations (Dutta 2008) had been reviewed necessary recommendations were made and to improve the quality.

Gopala Krishna Gokhale introduced a bill on 1911 initiative of the free and compulsory education for all Indians. Several other committees and commissions were established in the same year to improve education system in India. However, the government of India Act of 1935 was the most significant initiative by the government as far as the Indian education system is concerned. It stresses more on the improvement of quality of education. Another report called Sargent report was let out in 1943-44; it also played a significant role in strengthening the Indian education system. The report (1944) on the post-war educational development in India was mostly concentrated on the quality side of secondary education and it was an eye-opener to the government. The committee pay an attention on teacher's training, physical education, education for the physically and mentally handicapped. In 1945 an education department was established at the centre and 40 crores of rupees were sanctioned under this report to strengthen and improve the quality in the school education system. The report emphasised on the basic interests and needs of the children. The idea of providing free and compulsory education for children first appeared in this report. It suggested that the government should provide universal free and compulsory education to all children (6-14 years) and the same report also has emphasized on pre-primary education (3-6 years).

The Sargent report introduced applied science, industrial and commercial subjects for all secondary school students; it has given more importance to girls education and instructed home science for girls. Through the Charter commission teacher training institutions were established. Moreover, the Sargent report has suggested that the refresher course for trained teachers. Ghosh (2009) has concluded in his book there were 1.72 lakhs schools established in the year 1946-47. It means impact of charter act has given more improvement in quality of school education. The present educational analysis is starting from Charter Act 1813 to Sargent Report (1944) list of programs have discussed various educational reforms. Especially, the report was known as post war educational development in India. For the convenience of the students, they started schools in full time and part time. Focus on technical and

vocational education. Established schools for health and adult education and started employment exchanges. Improved student teacher ratio by elementary 1:20 and secondary students 1:30. It has started junior and senior technical institutions, two years of intermediate courses and recommended for launching of University Grants Commission. All the above mentioned reports committees and commissions are streamline the Indian education system. The study is continuing to discuss that the committees and commissions which are implemented after independence.

5. Education Committees and Commissions in Post-Independent India

After Independence India has made various developmental policies and programs to combat the changing socio-economic needs of the country. Some of the commissions and committees are discussed below. Ghosh (2009) stated that the Educational expansion during the post-independence period marks the beginning of a state supported modern education. Various schemes and incentives offered by the government to encourage the people. After independence (1947) the Indian government's first initiative regarding education system was Tara Chand Committee, 1948. The Committee more focuses on secondary education. It suggested that secondary schools should be multilateral but it should be unilateral depending upon the local conditions and circumstances. The Committee has appointed a commission in order to investigate the problems of secondary school education.

5.1. The University Education Commission (1948-49)

Sharma and Sharma (2000) have stated the book 'History of education in India' that the University Education Commission was formed in 1948-49 and Dr. S. Radhakrishnan was appointed as the chairman. The Committee is also known as Radhakrishnan Commission. The purpose of the Commission was to examine the university education and suggest necessary changes in collegiate education. The major recommendations of this Committee are: Higher education should have three main objectives, 1) Central education, 2) Liberal education, 3) Occupational education. The committee took a decision that colleges should not be overcrowded so as to provide better quality of education, there should not be more than 1000 students in each college. If the class rooms are overcrowded it will impact the learning, then quality learning was not possible (Carlson 2000). The commission also highlighted

the 10+2 educational structure. At the time of independence in 1947 education system met many challenges.

Moreover, the secondary education was the weakest link in the whole structure of education (NPE 1986). A study conducted by Tilak (2006) reveals that in 1950-51, only 12 per cent of the population were literate, about 45 per cent of the children aged 6-11 and 10.8 per cent of the children were enrolled in the school. At this period girls drop outs are very high due to work for their families. The first five year (1951–56) plan allocated 7.2 per cent of public expenditure spent on education (GOI 1951) dropout rate was decreased in the first five year plan period. The main objective of this commission was to investigate pitfalls of university education. By the time university education in concurrent list and started rural Universities. Another, recommendation of this Committee was to implement, the medium of instruction should be in English for higher studies to improve the quality in higher education.

5.2. The Secondary Education Commission (1952–53)

It was popularly known as Mudaliar Commission. It made suggestions for restructuring and reorienting the secondary education. The recommendations of the commission have set the pace for transformation of education in this field (Ghosh and Ghosh 1997) and it suggested measures for the modifications of numerous aspects, such as curricular, teaching method, teachers training, examination system, infrastructure facilities, administration and control and tutorial system. The commission has also highlighted that at the secondary level a student should study at least three languages, the mother tongue or the regional language, the national language and a foreign language. The recommendations of the commission set the pace for transformation of education in this field (*Ibid*) and it suggested measures for the modifications of numerous aspects, such as curricular, teaching method, teachers' training, examination system, infrastructure facilities, administration and control. And also the committee advised that the regional language or mother tongue of the student should be the medium of instruction and it stresses the need for moral as well as religious education.

The committee has expressed concern over deteriorating standards of education, the commission suggested that the recruitment of teacher should strictly be based on merit. The secondary education commission stated that the secondary

education a terminal stage as well as a preparatory one for higher education. As an analysis of Kabir (1955) found that measurably there has been a notable expansion in secondary education since Independence. After Independence the total number of secondary schools in India was very less in number, i.e. 12,500 then, slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from less than three millions in 1948, to 6 million by 1954. The quality improvement interventions took place by the Indian Government, stared teacher training institutions in every district headquarters (Ghosh 1995). According to Havighurst (1978) there was a large number of students began to attend post-secondary institutions in 1960. The study concluded that approximately there were 8,000 students joined in the secondary and higher education. The commission main focus was to draw student's attention towards education and inculcate awareness among parents.

5.3. The University Grants Commission (1953)

The University Grants Commission was established in 1953 and was given an autonomous statutory status through an Act of Parliament in 1956. In the same year 1958 the Committee on Financing Educational Development was also established. The committee was concerned with financing of education in India at the different stages of entire education system.

5.4. The Kothari Commission Report (1964-66)

In 1960s, although education was recognised as a strong descriptive variable for the differential levels of socio-economic growth of nations, there were some visible policy shifts towards increasing investment in education. Indian Education Commission (1964-66) was chaired by Kothari hence, it is also called as Kothari commission. It recommended an internal transformation through education to develop life skills, the desires and needs of the people, a qualitative improvement to raise its standards and development of educational facilities on the basis of human resource requirements and also suggested equalisations of the opportunities in education. The commission introduced the work experience which includes manual work and stress on moral education. It has observed and suggested that the ideal size of the school for pre-primary school four or five teaching staff and strength of the school was 160 or 200, and a higher primary school need to appoint seven or eight teachers including

headmaster and an enrolment of 300-400. Another important recommendation is that the general rule for distance of school from home of every child is should be establish within a mile for lower primary school, and a higher primary school with in a three miles. The government of India (1971) statistical reports had revealed that only 21.04 per cent of the primary schools in the country have four or more than four teachers. Moreover, the commission specially stressed on trained and qualified teachers in the schools. Vocational education was emphasised in secondary schools. Hence, there is an explosion of knowledge, particularly in science and technology. The appointment of a commission was therefore felt to meet this challenge. Major recommendations for this report are:

1) "Stress on science education,
2) Maximum utilisation of school facilities,
3) Free text books at the primary stage,
4) Adequate number of scholarships,
5) Residential facilities in schools,
6) Learning while earning,
7) Reduction of wastage and stagnation should be laid down,
8) Education of the backward classes,
9) Moral and religious education
10) Co-curricular
11) Evaluation".

All these inputs have been taken care of by the government since 1966 for providing quality education for the people. After implementation of the suggested policy interventions, we have achieved 21.97 per cent enrolment in school education (GoI 1970). The quality of secondary education system has raised after implementation of Kothari Commission. Educational expenditure at the time of Independence was about 11.6 per cent that was increased by 1965 very minimum amount of 2.6 per cent, but there was little increase at the enrolment 40 per cent of the children at the age group 14-17 are at secondary schools (Naik 1970). Looking at historical trends in development of education at various levels, particularly during the decade of 1970 the focus was mainly on stress on science education, development of school facilities, residential facilities in schools, and scholarships aspects. Moreover, the commission felt poverty and illiteracy of the parents played a vital role in the

children dropout rate from the schools. Considering the above aspects, five per cent of the secondary school students received scholarships through the commission (Tilak 2006). Furthermore, the commission has given importance to improve the facilities and infrastructure in schools, to develop the quality and minimise the dropout rate. Lack of infrastructure was the most glaring issue in the school education. The students encounter numerous problems like under maintained buildings, absence of sanitation facilities, poor drinking water and broken down or damaged classrooms. Majority of primary and upper primary schools are found to be running under temporary shelters in the absence of building in rural areas (Mohanty 1990). To overcome the above issues, the commission has suggested that an additional 6 per cent of national income should be spent on education. It has increased 16.28 per cent by 2015. The commission set great stress on vocational and proficiently education. Apart from education, earning while learning concept has introduced by the Indian education commission through vocationalisation of education. In addition to that, the commission suggested various policies and principles for the upliftment of school education and to advice over the national pattern of the education to the government.

The commission visualised that total enrolment would increase from 70 million in 1965 to 170 million in 1985 and educational expenditure INR 6,000 million in 1965 to INR 47,000 million in 1985. Educational expenditure would be increased based on the proposition of national income from 2.9 per cent in 1965 to 6 per cent in 1985.

The work of the Kothari Commission is an important sign post in Indian educational structure played a significant role regarding the financing of education. The Kothari Commission offered some guidelines and general observations which planners of education and the policy-makers should bear in mind. Concerning to quality of education, the report suggests that the quality education is critical for national development and the nation must be ready to pay for the quality. The foremost programs for qualitative improvement are Increasing the social, economic and professional class of teachers, Improving the quality and scope of teacher education, In-service programs, Radical reform especially in science and mathematics, Rapid enhancement in the way of teaching and assessment, and Providing quality textbooks and other teaching materials, are the main objectives to improve the school education as well as nation. The commission has rightly revealed

that there are several different issues that influence the quality of education and subsequently the affect on the national development. The committee also emphasised that ability and nature of the teacher are the most important elements of the quality.

After Kothari Commission, the Committee of Members of Parliament on Education (1967) was constituted by the Indian government to achieve the following objectives: (1) To accept the Report of the Education Commission, 2) To make a draft statement on the National Policy on Education and (3) To select a programme for immediate action. After 1967, National Policy of Education came into effect and the following section discusses it in detail.

5.5. The National Policy of Education 1968

Based on Kothari Commission's (1964–66) recommendations the National Policy of Education 1968 was formulated. It focused on mitigating the inequalities in the education system in India and on the enhancing the quality of the school education at secondary level. Retention was considered to be important than enrolment. The study made by Naik (1970) had found that during the period 1950 to 1968, The number of primary schools increased significantly, but eventually the retention rate fell to 35 per cent in 1967-68. This is the evidence to say that the desired outcomes of the policy were not realized at ground level. To address these issues, NPE had included the following features.

5.5.1. Salient features of NPE 1968

1) "Free and compulsory education at elementary and primary level
2) Improved status, remuneration and training of teachers
3) Developing language education
4) Equal educational opportunities at all levels
5) Identifying talent in students and teachers
6) Work experience and National service
7) Science Education and research
8) Education for Agriculture and Industry
9) Developing Books and Teaching Materials
10) Examinations and Evaluation
11) Education at Secondary level
12) University education

13) Part time and Correspondence Courses

14) Enhancing Literacy and Adult education

15) Emphasis on Games and Sports

16) Education of Minorities and marginalised sectors

17) The Educational Structure, are the main principles to develop the country taken off by NPE-1968".

According to Dutta (2008) the Policy directs the government to assure equal opportunities in terms of education to every citizen of the country. The policy focused more on the progress of science and technology, and the imparting moral and cultural etiquettes among the students at early ages. In accordance with the guidelines of the Education Commission (1964–66) the government has taken an initiative to offer "free and compulsory education to all children of the nation" which was also strengthened with the help of NPE. However, the policy resolutions were not implemented by all the states, for the simple reason that education was on the state list. In that way, taking this fact into consideration education has been brought under the Concurrent list as 25th item on 1976, through 42nd Constitutional Amendment Act.

There was a significant development during the third phase of the adoption of National Policy on Education by 1986, which strongly emphasised universalisation of primary education. The main objective of the policy was access, universal enrolment of children till they become 14 years old and considerable progress in the quality of education. Moreover, the policy took a decision to provide "free and compulsory education for all children" by 1995, irrespective of their caste, community and region across the country. But literature shows that the children from urban areas are not exempted from this policy. The major challenge faced by the Indian government in the mid 1980 was the stagnation of the system, both in terms of reach and equality (Jayram 1990). Subsequently, the implementation of the National Policy on Education 1968, there had been proved a significant expansion in the educational facility throughout the country at all stages. And also it was stressed reducing the prevailing wastage and stagnation. Subsequently, with twenty years of time period the second NPE 1986 has come out with extra precautions to strengthen the quality of education in India.

5.6. National Policy on Education (1986)

The Second NPE which was implemented by the Indian parliament in 1986, has served as a complete policy background for educational progress till today. Education has been continued to grow, expand, spread, and enrich its scope and coverage, since the drawn from long history of society (Kumar 2010). The National Policy on Education 1986 has been appropriately mentioned above.

> "Every country develops its system of education to express and promote its unique socio- cultural identify and also to meet the challenges of the times. There are movements in the history when a new direction has given to age-old process". (GOI 1986)

The education system in India has been undergoing continuous changes as per the necessities and desires of the people. India is still facing challenges from the continuing revolution in the world of technology and also relating to the quality of education. To eradicate the above problems, the NPE 1986 aims at a common educational structure (10+2+3) which is ensured throughout the country. Main focus of the policy was early child hood care and education, primary, secondary and vocational of education are the foremost areas to increase the quality of education. The policy has provided for environmental education, introduction of science and technology and vocational education to the secondary school children to enhance the quality of school education.

The introduction of Socially Useful Productive Work (SUPW) was another dimension of the policy (GOI 1986). The Commission had particularly drawn an attention to the teacher enrolment and work experience. Sharma (1998) has stated that after implementation of NPE 1986, teacher enrolment was high and there was a significant increase on teacher training institutions on the seventh five year plan period. The findings of the study made a comment on policy, stating that result of the transition from the world of school to world of work. It was true that, after implementation of vocationalisation of education at secondary level so that a large number of students are entered into industrial and in the field of agriculture .etc they stand their own. According to 1971 census (GOI 1971) the population of the scheduled Caste and Scheduled Tribes was 79.9 million and 38.0 million respectively forming 14.6 per cent and 6.9 per cent of the total population of India (Mohanty 1988). There was a study conducted by Orodho (2014) which reiterated that

educational opportunities and a consequential employment policy which tries to equalise economic opportunities to the Nation. The study found that equalise educational opportunities through three main programs: (a) expansion of facilities at all stages, (b) provision of free education at the primary and secondary stage, and (c) maintenance of low fees in higher education. In addition, there has been reservation of seats for the Scheduled Cast and Scheduled Tribe and also the provision of certain number of scholarships for weaker section of the community.

The National Policy on Education 1986 has outlined the policy for improving the quality of education and emphasised on the following measures;

1) "Giving priority to open primary schools within the radius of one KM. The Constitution of school buildings to provide basic infrastructure.
2) Both residential schools and ashram schools to be established on a huge scale, for providing quality of education to rural and SC, ST, Back ward students.
3) Establishment of girls hostels for improving access to school rural areas and reduce the droop out rate.
4) Anganwadis, non-formal and adult education centers to be opened to eradicate adult illiteracy.
5) Educational facilities for physically and mentally challenged people.
6) Implementation of three language system for providing better quality of education.
7) Constriction of school buildings under the scheme of Operation blackboard, provision for at least two reasonably large rooms, along with separate toilets for boys and girls.
8) Under the same scheme (Operation blackboard) provision of at least two teachers, one among them should be female.
9) Work experience was more important in the policy. Provision of essential teaching and learning material, including black boards, maps, charts, a small library, toys and games and some equipment for work experience.
10) Technical and vocational education was given more importance at the secondary school level for improving employment opportunities".

The NPE 1986 was marked as a major breakthrough in the history of Indian education. The whole policy was devoted to improve the quality of education to the nation. It laid stress on the uplift of Scheduled Cast / Scheduled Tribes and other backward sections. The central focus is on educational development of SC/ST to equalise with each section of the society at every level of education (Varghese and Tilak 1991). The policy documents spells out the strategies to be adopted in achieving the goals of equity. These were includes priority in opening school in backward areas and provision of other necessary infrastructure facilities. The major turning point through the NPE 1986 was vocationalisation of secondary education. Hence, the scheme was launched in 1988 to provide expansion of educational opportunities. The main objectives of the scheme were to enhance individual employability, and improve skilled manpower. Introduction of vocational education was a distinct stream, students should select occupations according to their interests. The scheme was revised in 2011.

The policy also proposed reforming curricula in the need of present educational system. The policy proposed to setting up the Navodaya Vidhyalayas in each district of the country, to create interest of the meritorious students from the rural. Through Operation Black Board an attempt was made to ensure that every primary school is provided basic infrastructure.

5.7. The Ramamurthi Committee, 1992 (review committee on National Policy on Education, 1986)

The major objective of the Ramamurthi committee, 1992 (review committee on National Policy on Education, 1986) was to review the national policy on Education1986. The committee recommended appropriate changes required to the NPE 1986. The 1986 policy led to encourage the emerging sectors like Information Technology, which witnessed an expansion following the opening up of the technical education sector. Even though, the 1986 policy focused on the commercialisation of education, the rapid burst in the number of private engineering and medical institutions, according to educationists, has only led to further push in the increase of capitation fee (Narula 2006). According to the Yashpal Committee, the rapid expansion of private institutions has also, resulted in deterioration in quality in education system. The education system in India is not paced with global rate (Sharma 1998). To overcome the situation Ramamurthy committee has made

resolutions on secondary education to state the quality concerns in schools education on the basis of priority. The report stated that,

> "Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly In science, commerce and vocational streams. Boards of Secondary Education will be reorganised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Effort will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective In the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth". (POA 1992)

Moreover, the Ramamurthy committee has explained that, the secondary education is providing three types knowledge to the students i.e. science, social sciences and humanities. Through, the secondary school education students could get some understanding about constitutional duties and rights of citizens and also it will give necessary computer skills knowledge for better job opportunities. Furthermore, the secondary education will give proper understanding of work ethos, thoughtful understanding of culture. Through the secondary education any country can get valuable manpower, it will improve the economic growth of the country.

The word quality defines that how much and how well children learn and the extent to which heir education transform into a range of personal, social and developmental benefits. Quality cannot be improved by itself (Singh 1996). The improvement in quality of education requires changing in the training process of the school teachers, by providing adequate infrastructure facilities in schools, motivation among the teachers to transform the way of teaching to attract the students (Narula 2006). Moreover, the committee suggests that it is the responsibility of the *Panchayat Raj* to plan, implement and monitoring of all school-based programs. It also suggests to the Head of the institutions (at the institutional level), should be fully accountable for the micro-level planning and safeguarding universalisation of the secondary school education or vocational education for the girls. Those review should cover all the additional library books and reading material being suggested for schools, mainly those supplied by OBB. Government should provide good quality of education to

children with special talent, irrespective of their capabilities. And also advised that promote residential schools, Navodaya Vidyalayas, to provide access to education for the talented children all over the country. The main objective of the residential schools was to live and learn together, to develop their full potential, and, most importantly, to become facilitators of a nation-wide programme of school improvement.

Apart from the above mentioned programs, Government of India has created few more important Commissions and Committees for the overall growth of education in India. According to University Grants Commissions Report of the Curriculum Development Centre in Education (1990), there is a need to improve infrastructural facilities to school education system. Facilities like black board, chalk piece, teaching aids etc would support translating curriculum plans to academic activity for a standard of education and it leads to improving quality.

After the NPE 1986, a considerable number of programs were introduced in India for attaining of Universalisation of Elementary Education (UEE). During the 1980s and 1990s the efforts were more intensified by several interventions such as Operation Black Board (OBB), the Shiksha Karmi Project (SKP), the Andhra Pradesh Primary Education Project (APPEP), the Bihar Education Project (BEP), the UP Basic Education Project (UPBEP), Mahila Samakhya (MS), the LokJumbish Project (LJP), and Teacher Education, which put in place a decentralised system of teacher support through DIETs and the DPEP. The latest is the SSA and RMSA are centrally-sponsored scheme implemented in partnership with state governments for the UEE across India. The above topics are discussed in detail in the next chapter.

Through the mechanism of broad discussions the national policies are changed, in which all the states and union territories are involved. Over a period, commissions and committees are formed for examining the various aspects of education time to time by the central/state governments. Moreover, wide ranges of debates take place on several educational issues/problems nationally. The recommendations of various commissions, committees and national wide seminars, and the consensus that emerges during these national debates, form the basis for Indian education policies. The key concern of the GoI after the independence was education as a factor of vibrant development to the country. In this situation, Indian educational reforms and problems were reviewed by several commissions and

committees from time to time. Their suggestions, recommendations and reports have formed the foundation for the "National Curriculum for Elementary and Secondary education a framework (1988)." Perhaps, to improve the quality of education many policies for school curricula development and management practices have been established by the central government. Below Table 3.3 highlights that developments of key guided committees and commotions which are framed by the Indian Government. Let us try to understand the present scenario of secondary school education in India after implementation of these committees and commissions, and polices.

Table 3.3. Key Developmental Programs that Guided to Improve the Quality in Education

S.NO	Year	List of the Committee and Commissions.
1	1948-49	The University Education Commission.
2	1952-53	The Secondary Education Commission.
3	1964-66	Education Commission (Kothari Commission).
4	1968	The National Policy of Education.
5	1986	The National Policy on Education.
6	1987	Centrally assisted programs such as OBB and restructuring of teacher education launched.
7	1988	National literacy Mission.
8	1992	The National Policy of Education revised.
9	1994	DPEP
10	1995	Mid-Day Meal Scheme (MDMS) launched
11	2001	Sarva Shikha Abhiyan (SSA) launched.
12	2003	NPEGELP.
13	2004	Education Cess Introduced.
14	2005	National Curriculum Framework (NCF-2005)
15	2007	Eleventh Five Year Plane (2007-2012) for Improvement of Quality in Education.
16	2010	Right of Children to Free and Compulsory Education Act.
17	2014	National Youth Police adopted.

Source: (Jayapalan 2005), (GoI 2016).

6. The National Curriculum for Elementary and Secondary Education: A Framework (1988)

The National Curriculum for Elementary and Secondary education: A framework (1988) was established with the suggestions of the Ishwar Bhai Patel committee (1977). Moreover, the curriculum framework re-constructed the content and process of education for implementing the National Policy on Education 1986 and to improve the quality of education in all aspects of the education system. It has considered child as the builder of the nation for tomorrow. It is possible through a well-designed educational process through contribute to national building. At the early years of schooling the curriculum designed to basic intellectual, emotional and physical development of the child. It has addressed four issues which give a proper plan for quality education, 1) educational purpose, 2) educational experience, 3) administration of experience, and,4) learners assessment. The key aim of the National Curriculum Framework for Elementary and Secondary Education 1988 was to shape on the positive practices of the previous academic reforms and also it will reflect on the present situations.

The main features of curriculum framework are as follows:

1). "Emphasis on the development of the human resources for the realisation of the national goals of development.
2). Broad based education to all the learners at the elementary (Primary and upper primary) secondary stages.
3). A common scheme of study for elementary and secondary stages.
4). The common core components comprising the following
   - The history of India's freedom movement,
   - The constitutional obligations,
   - Content essential to nature national identity,
   - India's common cultural heritage and,
   - Inculcation of the scientific temper are the some main futures of the curriculum framework".

The main emphasis of the curriculum framework was essentially on child-centered approach and development of human resources through achieving the national goals. The curriculum driven through its goals and objectives to overall

development of the child. The NFC-1988 was guided through, the different parameters like, social, cultural, economic, educational, and political.

> "The implementation of the curriculum framework remained uneven among the states and Union Territories. One of the reason for this was the lack of comprehensive plan to link the curriculum and learning, teacher training and examination reform. Another reason was the wide-spread disparities in the physical and human resources necessary for effective transaction of the curriculum in schools. The mismatch between the curricular objectives and the actual transaction of the curriculum in the classroom led to wide-spread disparities in the levels of attainment of pupils and in the standard of education among schools in different parts of the country". (GoI 1988)

Moreover, the implementation of NFC 1988 uneven distribution among the states and Union territories. One of the major cause for this was miss appropriate plan to link the syllabus and learning, training of teachers and examination reforms. Furthermore, the government has taken up the Central Advisory Board of Education Committee on Distance Education (1992) for the in-service teachers and the employees of the other sections for the continuing of education. It has chaired by Prof. G. Ram Reddy. As stated by Jha *et al.* (2008) distance education programs are very useful for in-service teachers to improve their academic abilities.

6.1. Yashpal Committee Report (1993)

According to the Yashpal Committee report learning without Burden (1993) the dropout is due to uncovered syllabus in the average classroom, it means that, reading the prescribed text book clearly with irregular observations are the significant reason for dropout. The committee also spoken about the condition of rural India, there are basic problems such as horribly poor condition of schools, teacher absenteeism could be the main problem of curriculum load. The report revealed that the high rate of dropouts has its origin in the curriculum. It takes away the component of joy and inquiry from school where children are learning which clearly shows the children leave school in the early years, absolutely, under the force of economic and social conditions. The report has suggested to reduce the academic burden on students, there is a need to increase teacher involvement in the textbook content. The content of the language text books should characterise child's life experiences. All the above suggestions are to reduce the burden on students.

6.2 The National Curriculum Framework (NCF) 2000

After Reviewing the NCF 1998, The National Curriculum framework established in 2000 and it argued for the national system of education. NCF 2000 has emphasised on reduction of curriculum load (Yashpal 1993) and improving quality of education to the nation, including the marginalised groups. It supports the three language formula and said it should be implemented. It strongly recommended that the native knowledge and children understanding and measured them as vital components of text books and educational practices. As school time is very important in everybody's life. NCF 2000, also, spoke about the quick improvement in this age, with changes and shifts in children's attitudes, capabilities, and interests that have brought together the content and development of knowledge. Most of the children spent 6–14 years at the school, it's a crucial period for their overall development. Considering the above mentioned point NCF 2000 strongly recommended that the improvement of teacher performance. It should be possible where the school having minimum infrastructure and material facilities and funding, are critical for improving teacher performance.

The secondary education is the stage which large section of the students will go into the world of work. The secondary level science curriculum which is framed by NCERT will develop scientific approach, skills and technical knowledge it would became groundwork for the future progression. Social science education was designed for secondary school students to understand human environment, develops the border perspective, empirical reasoning, and human outlook. The content will draw mainly from history, geography, economics, civics, and includes sociology. From the beginning all the committees and commissions are emphasising the medium of instruction should be in mother tongue.

NCF 2000, spoken also about the quick significance of work experience and art education in the school curriculum. It has emphasised a solid requirement to modify the learning material in terms of the textbooks that focused on the elaboration of concepts, problems and exercises, activities, team work, encouraging thoughtful thinking and workbooks, teachers handbooks etc. The school library, as an academic space for learners and teachers, to develop their knowledge and connect with the extensive world. The NCF 2000, wanted to revise the textbooks from the standpoint of the right-wing. School education system, firmly based on rote-learning, was also

looked at. The major focus of the NCF was to improve the quality of education. Over the continuous discussions the NCERT came up with the new curriculum framework in 2005.

6.3. The National Curriculum Framework (NCF) 2005

Secondary school education is a pillar for higher education. To strengthen the secondary education government has put forward the continuous and comprehensive evaluation system in the school education. The UGC, the Board of Secondary Education and NCERT make substantial efforts to improve curricula at all levels. The NCERT has played a significant role in the development of the syllabus and instruction material for the schools which are run by the central government. But it is in the hands of the state government to accept or modify the material provided by the NCERT. On the other hand, the material provided by the NCERT is accepted by the state government due to the integrity and the participatory approach the NCERT follows. The cultural, economic, social, political and the educational reasons have directed towards the development of the National Curriculum Framework 2005.

It focuses more on creativity and the all-round development of the child rather than filling their brain with lots of information. It discusses on five major issues a) Learning and Knowledge, b) School Stage and Evaluation, c) Curriculum Areas, d) School and Class Room Environment, and e) Logical Reforms on School Education.

6.3.1 Salient features of NCF 2005

The main objective of NFC 2005 is to evaluate and define the minimum levels of learning and the accomplishments of the children at every stage of education. Attaining master level in all competencies. The salient features of NCF 2005 are

> "1. By including psychomotor skills and socio-emotional attributes to widen the scope of learners' assessment. 2. Aiming at qualitative improvement in education through assessment. 3.Using grades instead of marks.4.By including a mechanism of feedback for learners, parents and teachers in providing corrective measures for improving the attainment level of the students.5.Using various techniques, modes and tools of evaluation like paper pencil test, oral testing, interviews, rating scales, observation schedules and group and individual and group evaluation methods at different stages. By maintaining a comprehensive student portfolio based on situational and observational tests. 6. By reducing the extreme importance of paper pencil tests in assessment process.7. By introducing various simple and informal means of testing which reduce the anxiety and fear of exams. 8. Emphasis on child friendly and informal methods of

testing.9.Recording psychomotor skills related to co-scholastic areas like art, physical education and work experience.10.Formulating a profile of each learner's progress and development.11.Each school may plan the detailed scheme of evaluation in the sight if minimum learning outcomes couples with content.12. Assessment of key qualities such as cleanliness, punctuality and regularity, desire to serve, sense of duty, self-control, sense of obligation to environmental protection and democratic attitude.13. Humane and participatory evaluation.14.The difficult areas should be diagnosed and remedial instructions need to be arranged by continuously evaluating the learner.15.Rationalisation of the evaluation process for making it transparent by taking parents and community into assurance.16.Communicating the evaluation outcomes in a positive manner.17.Developing competency for self-evaluation keeping maturity level of children in view".

All the above mentioned and the experiences of the child in terms of knowledge and skills should be examined by the quality dimensions. All these points should take care about child's knowledge and their learning capabilities, assess the evaluation practices, observe curriculum areas, improve school and class room environment, and try to bring the logical reforms on school education. The NFC-2005 has changed traditional Indian teaching-learning process into contemporary system of education.

7. The Prominent Act of Right to Education

The 86th Amendment to Indian Constitution Act, 2002 introduced Article 21-A to provide free and compulsory education for all children with in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which characterises the significant legislation envisaged under Article 21-A. Which means that every child in the country have a right to full time education. It will provide certain essential norms and standards to the entire child to improve the quality in education.

The RTE Act came into effect on April first 2010. The title of the RTE Act includes the words free and compulsory. The meaning of free education that no child, should pay any kind of charges or fee to the school to the public school to complete elementary education. Compulsory education spells that to provide and guarantee admission, attendance and completion of elementary education.

> "The Right of Children to Free and Compulsory Education (RTE) Act (2009), which came into effect on 1 April 2010, enshrines in law for the first time the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the Act the state is liable for all direct and indirect costs of education, including tuition and the provision of uniforms and textbooks, as well as

ensuring access to a place at a neighbourhood school, or alternatively free transport to the nearest school. The government is also responsible for students' ongoing attendance and completion of their studies. Enforcement of the Act is to be monitored by central and state government child protection commissions. However, to encourage parent and broader community participation in school monitoring and decision-making, schools are required to form a School Management Committee (SMC) with at least three quarters parents and at least half women. SMC's are empowered to monitor the performance of schools and the use of government grants, to prepare school development plans and to fulfil other functions prescribed by state governments.

The Act stipulates a number of minimum standards concerning teachers and school infrastructure. All private schools are required to obtain a certificate of recognition from a government authority which requires that all standards notified in the Act be met within three years. Schools failing to do so will be subject to punitive actions. School buildings must be all-weather, have a kitchen for the preparation of midday meals, separate toilets for girls and boys, have access to safe drinking water and a library and playground. The student-teacher ratio is capped at 30 to 1 for grades one to five and 35 to 1 for grades six to eight. In addition, for each school offering upper primary education, at least one specialist teacher in each of the fields of social studies, languages and science and mathematics must be employed. All teachers are required to hold a minimum qualification, determined by state government rules, within a five-year phase-in period and are to be remunerated according to state government specified norms. All teachers are required to work a minimum of 45 hours each week and 200 days per year and are prohibited from engaging in private tutoring. Teachers are also required to hold regular parent-teacher meetings.

To increase choice and to promote inclusive education system and classroom diversity, the Act requires all private schools to allocate at least 25% of places in first grade to government-funded students from officially-defined minority groups and economically disadvantaged backgrounds. Schools will be required to ensure that education is provided freely to those pupils until the completion of grade eight and will be reimbursed directly according to whichever is lower of the cost borne by the private school or the equivalent cost in a public school." (RTE Act 2009).

Furthermore, the Act emphasis to provide free and compulsory education until the student completion of primary education. It is facilitated free transport to the students. Ensure access to neighbourhood schools, sanction free text books and uniforms. It has encouraged parents and community to participate school monitoring and decision makings. The Act should provide infrastructure facilities and sufficient people teacher ratio. Teachers should work minimum 45 hours for a week, 200 days per year it guided to teacher should not engaged with tutorials. Schools should arrange parent-teacher meeting at least three times in a year and teacher should hold the regular parent-teachers meeting. In a study conducted by Malik (2015) found that after four years of implementation of Act still there are no evenness about the Act in the parents and community. One of the biggest obstacles to implementation of the Act is pupil-teacher ratio i.e still 1:67 and lack of qualified teachers. The Act creates lot of impact on basic infrastructure such as school building, playground, library, kitchen,

toilets and inadequate classrooms. It has reduced access about 72 per cent schools are less than half kilometre far from their residential area. The study has revealed an eyes breaking situation that 83.75 per cent of the students are not allowed to use the toilets and those are locked. Hence, after implementation of RTE Act there was a lot of improvement in the access, increase in infrastructure facilities and reduce the retention. Furthermore, the study is continuing to understand the inclusive education policies for *scheduled caste*, *scheduled tribes* and backward classes.

8. Inclusive Education Policies for Scheduled Castes, Scheduled Tribes and Backward classes

The following discussion may help to understand the study on inclusive education policies for Scheduled Castes, Scheduled Tribes and Backward classes. There are several polices put forth by the Indian government. After independence, Indian constitution came to existence 26th January 1950, as the mirror of the nation. Some of the Article and provisions are specially made for education such as- Article 28, 29, 30, 45, 46 337, 350A, 350B, 351 etc. Indian constitution lays the basic outline for the directions of the development of the country as an independent nation.

The significant policies formulated by the government of India for the development of school education after independence and the schemes launched and implemented by the state those policies discussed briefly in this section. The below Table 3.4 highlights provisions in constitution for SC, ST, woman and minorities, as well as other education policies which are related to these group.

Table. 3.4. Inclusive Education Policy in India

Date	Action/Provision
1950	Constitutional Provisions • Protection of educational interests of minorities on grounds of religion, race, caste, language (Article 29(2) and for SC, ST, and other weaker sections (Article 46)
1968	NPE • "The policy called for rewarding compulsory education for all children up to the age of 14, as stipulated by the Indian Constitution, and the better training and qualification of teachers. • The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language. • The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six per cent of the national income".
1986	National Policy on Education (NPE) • Education for quality puts special emphasis on removal of disparities and equalizing access to those who have been denied education access (Point 4.1). • Education for women's quality "Education will be used as an agent of basic change in the status of women" (Point 4.2-4.3). • Educations of Scheduled Castes focus on equalizing education development of SC's with non-SC. Also scholarships scheme created for children of scavenging, flaying, and tanning families; careful monitoring of enrollment, retention, and completion rates; recruitment of SC teachers; provision of facilities to promote full participation of SC (Point 4.4-4.5)
1989	Scheduled Castes and Scheduled Tribes Act, 1989 (Prevention of Atrocities Act) • An Act addressed at reduce violence against SC/ST which provides Special Court for trial against such offences.

1990	Constitutional Establishment of National Commission for SC • The NCSC has extensive functions to prevent and protect both the welfare and development of SC. • "Empowers the State to make any special provision for the advancement of any socially and educationally backward classes of citizens or for SCs and STs. This provision was added to the Constitution through the Constitution (First Amendment) Act, 1951, which amended several Articles. In this Article as well as in Article 16(4) the term 'backward classes' is used as a generic term and comprises various categories of backward classes, viz., Scheduled Castes, Scheduled Tribes, Other Backward Classes, De-notified Communities (Vimukta Jatiyan) and Nomadic/Semi nomadic communities (**Article 15(4))".**
1998	National Commission for SCs • "Every state and every local authority within the state to provide adequate facilities for instructions in mother-tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities (Article 350 A)".
Dec 2002	Constitutional Bill (86th Amendment Act) • Free and compulsory schooling is named a fundamental right for all children aged 6-14 without any discrimination based on caste and other identities.
Sep 2003	National Program for Education of Girls at Elementary Level Program • It aimed at "enhancing the provisions of under-privileged/disadvantaged girls at elementary level". Key components include community mobilization, development of model schools, gender sensitization of teachers and curriculum.
Feb 2006	• The Department of Women and Child development was elevated to the status of Ministry at the Union level. They have since published a major report, "A World Fit for Children", which analyzes children's issues at the national and state level.
April 2010	Right of Children to Free and Compulsory Education Act 2009 • "Describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India. (Article 21A)".

On 26th January 1950 with 395 article and nine schedules the Constitution of the Republic of India came into force. It is one among the best explained fundamental laws ever implemented. The security and equal right to all the citizens of the nation is pledged by the Preamble in the Constitution. Previously, the Central Government had to collaborate with the states to carry out the responsibility of the state in effective manner in terms of suitable policy outline, successful execution of development programme and effective delivery of technology. The educational development of this

era has been drastically improved by implementing the above discussed policies and schemes which are framed by the government.

Naseema (2002) provides a comprehensive list of Constitutional rights and the type of interventions for facilitating school access and providing quality of school education. Education has been detailed in various policies and program documents over the years. Indian Constitution strongly emphasises on the protection of morality and religion for the child and freedom of thought. The state has the prime responsibility to protect the child rights. Article 14 guarantees various opportunities in social economic and political sphere. The Article 15 has mentioned about the discrimination against any citizen on the grounds of religion, race, cast and gender. Article 16 ensures equal opportunity in public appointment for all. Another important Article which needs to be discussed in this study is Article 21A. It was amended through the 86th Constitutional amendment Act in 2002 included that free and compulsory education should be provided by the state government to every children within the age group of six to 14 years (MHRD 2002). Article 24 mentions that the employment of any child bellow the age of 14 years is prohibited which includes work in the mines or factories and any employment which involves risk. Article 29 stands for Protection of Minorities interest, It mentions that the admission for any citizen into an educational institution should not be denied based on religion, race, caste, language.

Another important Article relating to education is Article 30. It stands for the rights of minorities to set up and administrate educational institutions. Article 39 stated that the state shall direct its policy towards securing the nation. It also provides that the citizens of India should have the sufficient means of livelihood without the gender disparities. With respect to education, Article 45 of the State Policy directs that the state should abide in the providing free and compulsory education for all the children until they attain fourteen years of age, within a period of ten years from the commencement of this Constitution. Article 46 of the directive principal of the state policy further directs that the state shall protect and promote the interests of the weaker sections in terms of their educational and economic interests, especially of that of the schedule casts and scheduled tribes and also protect them from social injustice and all forms of exploitation. Article 350 of the Constitution requires the state to make sufficient facilities for instruction in the medium of the mother tongue to

children belong to minority groups at the primary level of school education. These are some constitutional safeguards with respect to the children for better future.

Expansion and democratisation of the education structure was required, the two main egalitarian goals, 1) Universalisation of education and 2) upliftment of education of disadvantaged sections. However, the States superior promotional efforts have undoubtedly resulted in educational progress for the SC/ST particularly in sections where policy implementation mutual with the dynamism of reform, and most critically with anti-caste, Dalit, Tribal and religious conversion movements.

Around 16 per cent of the Indian total population belongs to the Scheduled Castes. There are marked state and regional variations in terms of these magnitudes. Punjab has the maximum proportion of 28 per cent Scheduled Castes. Out of the larger states excluding the North Eastern states, where most of the population is tribal, Gujarat has the smallest proportion of Scheduled Caste at 7.41 per cent. As pointed out by Beteille (2002), "it is not that easy to form a single consistent view of the present position of the Scheduled Castes due to the large regional diversity and the balance between continuity and change so uncertain. In the past the social condition of the Scheduled Castes was governed strongly by the ritual opposition of purity and pollution, the calculus of democratic politics has become important today. Caste and occupation were closely interlinked in the traditional socio-economic order, and the lowest manual and menial occupations were reserved for the SCs. The link has gradually been broken but not completely", due to emergence of caste free occupations. Arrival of new opportunities in rural employment, petty business and education based occupational and social mobility in rural and urban contexts have drastically changed the linkage between caste and occupation.

Economic exploitation, economic disadvantage and continued concentration in menial occupations continue to sustain and reinforce the degraded social position of the majority of the SCs. Scheduled Castes of rural areas are predominantly landless and impoverished agricultural labour. To overcome these situations education is the key factor, hence the government has put forth the several developmental policies and programs are implemented.

An integral element was recommended in schooling by the Working Group on Development and Welfare of the Scheduled Castes during the eighth five year plan

(Chatterjee 2000; Kamat 1985). Most of the studies (GoI 1990; GoI, 1998; Kamat 1985; Velaskar 1986) carried out in the initial decades after independence and in particular, the landmark Report of the Commission of SC/ST of 1986-87 exposed that educational progress till the mid 1980's was slow and uneven.

9. Summing Up

This chapter reviews the development of education policy in India since pre and post-Independent India and discusses the recommendations of various committees. Education policy plays a very crucial role in promoting education. Education was shifted from state list to concurrent list in 1976 with the aim to bring down the regional disparities across states in the country. Important issues relating to financing of elementary education such as share of education in GDP, allocation under Five Year Plans has been discussed in detail in this chapter.

This chapter also discussed about education system in India from the beginning of Gurukulas, and analyse their pedagogy and curriculum. At the time, the East India Company has took over the Indian Autonomy, and made policies to improve the quality of education starting from Charter Act 1813 to Sargent Report 1944 was discussed. Compared to the quality of education in the Vedic period, the quality has increased rapidly during the British rule. After implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 showed that the number of student enrolment rate rose from 22 lakhs in 1882 to 32 lakhs in 1901. However, the situation in secondary schools this number increased from 42,993 in 1886 to 6, 33,728 in 1901 (Jayapalan 2000). The Hunter commission had made recommendations on the lines of university scope, administration, and examinations (Dutta 2008) to improve the quality in education system.

The study also examined that various developmental policies and programs to combat the changing socio-economic needs of the country and improve the quality of education after independence. At the time of independence, the total number of secondary schools in India was very less, up to 12,500. Slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from very less in three millions in 1948, it was increased 6 million by 1954. The quality improvement interventions took place by the Indian Government, started teacher

training institutions in every district headquarters (Ghosh and Ghosh 1997). The chapter discussed all the important policies right from "University Education Commission (1948-49)", "Secondary Education Commission (1952-53"), "National Committee on Women's Education (1958)", "Committee on Emotional Integration (1961)", "Education Commission (1964-66)", "Committee of Members of Parliament on Education (1967"), NPE (1968), "Review Committee on the Curriculum for Ten-Year School (1977)", "Draft National Policy on Education (1979)", "National Curriculum for Primary and Secondary Education: A Framework (1985)", NPE (1986), "National Policy on Education: Program of Action (1986)", "National Curriculum for Elementary and Secondary Education A Framework (1988)", "Central Advisory Board of Education Committee on Distance Education (1992)", "CABE Committee on Policy (1992)", "NPE 1986: Program of Action 1992", "National Curriculum Framework for School Education (2000)", "National Curriculum Framework (2005)", discussed the "Right of Children to Free and Compulsory Education Act (2009)". Finally the chapter ends with Inclusive Education Policies for Scheduled Caste, Scheduled Tribes and Backward class and draw conclusions. Moreover, the study has concluded that all these educational policies have improved the quality in secondary school education in India.

Chapter-4

Quality of School Education: Review of Educational Programs.

The current chapter deals with the various steps to ensure the quality of school education so far implemented through different educational programs at macro level. Since independence, India has framed and reviewed the National Policy on education three times. The first National policy on education implemented in 1968. It was formed by a comprehensive evaluation of the prevailing education circumstances and problems. Previous chapter has discussed various educational polices and commissions starting from pre-independent India to post-independent India basing on the recommendations of the Indian education commissions (1964). The NPE 1968, NPE 1986 and revised Policy 1992 by Prof. Ramamurthi have suggested various changes to improve the quality in secondary school education. After implementing the suggestions stated by NPE 1968, NPE 1986 and revised Policy 1992 there has been a drastic change in the quality of Indian education system. Along these policies there are several educational development programs was implemented by the Indian government from past seven decades. The study slightly discussed about five year development plans and how they had focussed on improving the educational plans to improve the quality in education. This chapter gives the overview of changes which have been improved for implementing above policies, committees and commissions.

1. Post-Independent Indian Developments on School Education

This study focuses on the development of school education after independent India. Five year national development plans guided the development of Indian Education system along with other sectors. To understand the present scenario of the secondary school education we must have glance past which caused serious obstacles in the development of secondary school education. There is no much development noted in the period of 1937 to 1947, but number of secondary schools has increased. In a study conducted by Narullah and Naik (1951) found that the focus of the secondary education in British era had many defects. The study has concluded that, it failed to build a national system of education and they over depended on English language and the methods which are adopted were not student friendly.

1.1. Tara Chand Committee

Moreover, the study need to discuss implementation of prominent committees, one among them was Tara Chand Committee which was formulated on 1948. It was the first committee constituted by independent India. The Committee stressed the secondary education, to improve the quality on secondary schools be multilateral (Sharma and Sharma 2000). It has discussed several secondary school problems like access, enrolment, dropout rate among girl child, SC, ST, and rural student, it has suggested strategies to improve the secondary school education to eradicate problems.

The main objective of the study is to study how the policies, commissions and committees are being functioning and the implementation of their recommendations. The study has discussed about merits and demerits of the Tara Chand Committee. It has found obstacles for school education and suggested that secondary school education should be encouraged from multipurpose to uni purpose education system. Its recommendations are implemented at both central and state government. The major contribution of the committee was implementation of the successive five year plans. The following are the major contributions of the committee

1) Suggested to setup the successive five year plans,
2) Increase the number of schools by the Indian government, for 14 to 17 year age group for secondary education,
3) Converted secondary schools into multi-purpose and,
4) Promotion of high schools into higher secondary school,
5) Provided adequate teacher appointments,
6) It has implemented that the in-service teacher education should permit through the agencies for extension-service departments and,
7) Sanctioned school libraries and provided facilities (lab) for science teachers.

These are implemented as directed by the Tara Chand committee.

The Tara Chand committee is the first educational development committee there is no clarity on responsibilities among state and central government. This is the reason why there is no much progress in the implementation of this committee. Further university education commission has framed.

1.2. University Education Commission

At the same time span the University Education Commission was formed in 1948-49 and Dr. S. Radhakrishnan was appointed as the chairperson. The main aim of

the University Education Commission was to explore and make recommendations with regards to university education (*ibid.*). The commission talked about teacher qualification, conditions of facility, and their salaries and encouraged original research in university education. And also, it measured the different phases of secondary school education and gave many significant recommendations to improve the quality and reduce the problems of secondary education.

At the time of independence in 1947 education system met many challenges (Vidhyanathan and Gopinathan 2001). In spite of all those issues, the committee has laid down assured aims for the development of education system in the country keeping in the view of previous traditions, the present circumstances and future goals of the country. The commission primarily focused on university education, then it focused on secondary education. The committee has suggested that there is a need to establish intermediate colleges which no in existence earlier. The committee has remarked that the secondary education in our country remains the weakest link in our education system and suggests that there is an urgent need to reform the secondary school education. The major recommendations of this committee, is about secondary education, it need to be strengthened. It suggested reducing the overcrowded classrooms in universities. The following list of points shows the major contributions of the committee.

1) Strengthened the secondary school education system.
2) Converted secondary schools into higher secondary schools (10+2).
3) Increased ample of schools from state and central level.
4) Improved infrastructure facilities at rural areas.

The university education commission has intended to improve the quality in universities education, but, it has also partly considered the secondary school education.

1.3. The Secondary Education Commission

The Secondary Education Commission established during (1952-53) popularly known as Mudaliar Commission. It is the most significant document in the history of secondary education development in India. It focused to strengthen the weakest link of the secondary education which is identified by the university education committee. The following are the major implications of the secondary education commission.

1) Introduced Tutorial system.
2) Mother tongue as the medium of instruction.
3) Recruited teacher on merit basis.
4) Promoted moral as well as religious education.
5) In-service program for teacher.
6) Improvement of infrastructure facilities, and also.
7) Improvement of facilities for science teachers.

A huge number of research studies have been stating that, the number of secondary schools was increased (Kabir 1995) and there has been a notable growth in secondary education since Independence. Moreover, the enrolment Diagrams rose from three millions in 1948, to 6 million by 1954 (Tilak 2006). The quality improvement interventions initiated by the Indian government, stared teacher training institutions in every district headquarters (Ghosh 2009). According to Havighurst (1978) there was huge number of students who began to attend post-secondary institutions by 1960. The study concluded that approximately there were 8,000 students joined in the secondary and higher education. The commission's main focus was to draw student's attention towards education and inculcate awareness among parents.

The secondary education commission did not speak profoundly about the tutorial system. As per directions of the commission secondary schools were up graded to higher secondary schools, but schools were running with same work force (Venkatanarayana 2009). Upgraded secondary schools into higher secondary schools as directed by the commission, but the schools are running with same workforce (*ibid.*). There was big debate where the secondary education committee is improving the quality on education are not (Naik 1979). The study has mentioned about the progress of secondary education commission as mentioned below.

1. Increased number of secondary schools to improve the quality in school education.
2. Huge development in the growth of secondary education due to increase in the enrolment ratio for a particular year.
3. Serious intervention took place in the improvement of quality in secondary school education because of the establishment of teacher training institution in every district head quarter.

After independence, mainly four significant committees are examined the problems of whole education and especially in secondary education which the study discussed above that the 1) Tara Chand committee (1948), 2) University Education Commission (1948-49), 3) Secondary education commission and 4) The Education commission 1964-1966. The study continuing the discussion about the education commission (1964-66).

1.4. The Education Commission (Kothari Commission) 1964-66

The Education Commission was formed in 1964 under the Chairmanship of Prof. Kothari. It envisaged an education system which is flexible in nature. future secondary school education system. The commission has given a new direction to Indian Education. The commission has suggested and introduced secondary schools education is of two types. One is lower secondary or high school that is for two or three years of general education or one to three years of vocational education and for the secondary i.e for higher secondary education two years of general education and one to three years of vocational education. These changes in secondary level of education have improved the standards. It reflected upon the whole spectrum of education.

The rapid growth in primary education by the time of post independent India caused to the expansion of secondary school education. Due to all these reasons the secondary education represents very weakest link in today's Indian education. Tilak (2006) has criticised our present secondary education system, the study has mentioned that the standards of teaching is very low and the content is not related to life experiences, it is conquered to examination and dominated to urban requirements. It is also criticised rote learning. The study has identified six major problems faced by the present secondary education. Those are: finance, curriculum, examination, administration and management, need for guidance and, corporate life of pupils. The major reconditions of the education commission are,

1. Introduction of vocational education.
2. Stressed on science education.
3. Minimum scales pay for teachers.
4. Provided free text books until elementary level.
5. Maximum utilisation of school amenities.
6. Establish colleges in proportion to related to number of secondary schools.

7. Adequate number of scholarships.
8. Residential facilities in schools.
9. Learning while earning.
10. Education of the backward classes.
11. Establishment of school complex.
12. Introduced Co-curricular activities and Guidance and counseling programs.
13. Moral and religious education.
14. Evaluation.

All these inputs were taken care by the government since 1966 for providing quality of education to the Nation. After implementation of the suggested policy interventions, we have achieved 21.97 per cent enrolment in school education (GoI 1970). The quality of secondary education system has improved after implementation of Kothari Commission. Educational expenditure at the time of Independence was about 11.6 per cent and was increased by minimum amount of 2.6 per cent (Naik 1979) by 1965 but there was little increase in the enrolment i.e 40 per cent of the children at the age group 14-17 were at secondary schools.

Hence, the Government of India felt the need to reconstruct the education system in a comprehensive way recommended by the Kothari commission. This rebuilding of education was essential for the country's financial and cultural growth and also for national integration. This will involve a renovation of the system to make it more closely related to lives of the people, a continuous attempt to enhance educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, stress on the development of science and technology, and the nurturing of moral and social values in order to produce young men and women of character and ability committed to national service and development. Only then education will be able to play its significant role in promotion of national progress, creation of a sense of common citizenship and culture, and strengthening the national goals of education. The commission suggested a number of agendas and gave practical knowledge to reorganise and overhaul present education system, it powerful weapon of national development as well as national reconstruction. With the strong guidelines and recommendations of the education commission, it laid the foundations of a National Policy of Education (1968) framed by Indian government with a futuristic vision.

1.5. The National Policy on Education (1968)

The National Policy on Education 1968 is based on the recommendations of the Education Commission of 1964-66. The main objective of the National policy on education issued in 1968, stressed on the eradication of differences or inequalities in the education system and on the improvement in the quality of the secondary school education. The focus was more on retention rather than enrolment. Moreover, the implementation of the National Policy on Education 1968, there has been significant expansion in educational facilities at all levels across the country. Therefore, now more than 90 per cent of the rural population have at least schooling facilities within one kilometre range. The study made by Naik (1970) had found that between 1950 to 1968, there was a significant growth in the number of primary schools, but records show that during 1967-68 the retention rate came down to 35 per cent.

> "The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to life of the people, a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and social values. The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities". (GoI 1968, 38)

The above paragraph discussed the formation of National Policy on Education (1968), the duties which the policy should take care about was explained. The main focus of the policy is to expand educational opportunities and put continuous efforts to enhance the quality of education in all levels of education as well as highlighted the expansion of science and technology, and also forming of ethical and social values. The main emphasis of the policy was to produce young men and women with extreme characteristics and abilities dedicated to national service by which national integration could be strengthened. The following are the salient features of the NPE.

(1) Free and compulsory education,
(2) Improving the quality of teachers, scale of pay and teaching methods,
(3) Development and safeguard of all the Indian languages,
(4) Equal of educational opportunities,

(5) Identification of gifted children,

(6) Science education and research,

(7) Provision of work-experience and National Service Scheme,

(8) Education in agriculture and industries,

(9) Production of books,

(10) Reform in the examination system,

(11) Reforms in secondary education,

(12) Education at the university stage,

(13) Part time education and correspondence curriculum,

(14) Expansion of Literacy and Adult Education,

(15) Sports and games,

(16) Education of minorities, and

(17) Change in the educational structure.

All these developmental programs are implemented by state and central government to provide quality of education to the nation.

Andhra Pradesh government initiated to develop rural areas and established AP residential schools in 1971 to educate the rural students with by the recommendations of NPE 1968. The residential schools operate in the spirit of *Gurukulam*. *Gurukulam* is an age old Indian schooling system where students live with the teachers in a secluded natural campus setting, away from public life. All exercises are carried out with close association of student-teacher relation. The scheme was a more focussed for development of rural areas. Hence, rural residents were made the eligible for the admission process. Therefore residential schools provide quality of education rather than the day schools (Oloo 2003) the greater difficulty faced by non-residential students was that the home environment not favourable for studying. Further other issues including long distances from school, bad companionship at home, lack of good accommodation and nutritious diet. Establishment of residential schools have given very successful enrolment (Prakash 1994) in rural areas. During the first five year plan, government of India attempted to start such schools but could not succeed.

However, there was an increase in pace of opening of Ashram school from third year plan onwards. Ashram schools were established for tribal children particularly in sparsely populated interior undeveloped areas where no normal schools

were available. The NFE scheme was started in 1979 to cater to the learning needs of children who are working and children who are under difficult conditions.

The NFE programme is aimed at the children of 6-14 years who are staying outside the formal education. According to Amit (2007) through the Non-Formal education every individual acquires attitudes, skills, values and knowledge. It will develop the life skills. These are also called community learning canters, no age limit for these schools. It gave way for great improvement in literacy rate at the end of the tenth plan period. Dropout rate in Andhra Pradesh (AP), i.e. boys 12.21 per cent, girls 13.25 per cent, total 12.72 per cent, in 2013-14, there is no gender deference in the dropout rate. After expansion in the number of schools and facilities in schools and the annual dropout rate at secondary level has come down by 17.86 per cent. However, the policy states that the quality of education is subjected to the quality and efficiency of the teacher. The teacher is the key stone and arch of the national development. Hence, the policy established teacher training institutions in every district headquarters, and took decision for mandatory in-service teacher training for every five years and continuous training for each subject teacher once in a year. These are implemented through the national policy on education (1968). Second educational policy came to existence to improve the quality of education in India after a gap of 20 years. The committee has taken decision to prepare draft for the Policy.

1.6. The National Policy on Education 1986

The Draft for National Policy on Education was begun to be drawn in 1979 properly incorporating the following issues: the policy gave top priority to primary education, second to adult education and third to secondary education. Special focus was drawn for rural development through the medium of instruction to improve the quality of education. Learning should be through day-to-day life experiences. The policy has introduced new pattern of educational structure i.e 8+4+3 in place of already existing structure of 10+2+3. General and vocational education aspects shall be major parts at the secondary school education. Education pattern should be changed according to the present needs of the society. Medium of instruction shall be in mother tongue at secondary school level. The policy has encouraged to teachers to do focus on research work. Pre-service and in service training should be arranged for teachers.

New policy was developed in 1986 and called for "to equalise educational opportunities and special emphasis on the elimination of inequalities" particularly for women, SC and ST communities. To achieve these, the policy entitled for providing scholarships, recruiting teachers from marginalised groups, adult education, and incentives for deprived families to send their children to school regularly, development of new institutions. The National Policy of 1986 was major breakthrough in the history of Indian education system. It has developed several quality improvement programs throughout the country.

In the beginning of 80's there were 56,323 secondary schools or higher secondary schools and 1, 23, 000 primary and upper primary schools in 1983 and the ratio is 1:2.5, The enrolment at secondary school level was 97, 45,519 and at higher secondary level 51,01,435 in 1983. It was observed that there is no school for 10 to 20 kilometres distance still there are many unserved areas in India where tribal population exists. As these areas are covered by desert or hilly terrain with low density of residency is not conducive to the enrolment of children into schools.

Hence, there was concern to reform led the situation during the seventh five year-plan period (1985-1990) to a numerous strategic improvement in secondary education system and its developments are marked by the implementation of the new national policy on education (1986). During the Eight Fiver Plan (1992-97) period several centrally sponsored schemes were being sustained for SC's, ST's and backward classes. Those are, 1) Post matric scholarships, 2) Pre metric scholarships, 3) sponsored aid to voluntary organisations, 4) Hostels for boys and girls, 5) Book banks, 6) Remedial coaching and allied schemes. All these programs are for giving special attention for weaker sections. Other than the above programs there are several general programs for the educational development like opening of new schools, continuing of NFE centres and continuing adult education centers, schemes of operation blackboard and, implementing reservations in educational institutions. The eighth five year plan has raised the employment levels. At the secondary level the policy laid down that access to education be extended to uncovered areas. During the period 1987-88 the number of secondary and higher secondary schools significantly improved. During 1987-88 to 1990-91 the enrolment Diagrams increased by 16.8 per cent at secondary schools and 17.6 per cent at higher secondary level. Due to the impact of the policy there was huge increase in secondary and higher secondary

schools. The secondary level enrolment was 54,845 in the year 1987-1988 and 59,468 in 1990-91. Higher secondary level was 16,460 and 19,151.

> "As a short term measure the State Governments would be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2.5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitations. As a medium and long term measure a programme of school mapping in each state for locating schools to cover all areas will be taken up. The technique of school mapping will be followed both for planning and implementation for location of secondary schools on the basis of clearly defined norms and standards. Special emphasis will be laid in this study on backward areas, areas predominantly inhabited by SC/ST and schooling facilities for girls. School clusters will be established with secondary school as its lead school and upper primary schools in the catchment area. The ratio of upper primary to primary schools will be attempted to be kept at 1:3 as recommended by the Kothari Commission. This programme would be taken up by NIEPA in cooperation with SCERTs. This exercise can be completed by 1988 and from 1989 onwards it could be implemented. By 2000 the unserved areas will be fully served. The funds required for this purpose which cannot be estimated now will be fully met by the State Governments only." (NPE 1986, 29)

The policy proposed for setting up the Navodaya Vidhyalayas in each district of the country, to provide best possible education to meritorious students from the rural background. Residential schools were constructed for SC, ST, and minority residential schools which were accessible, thereby leading to improvement of enrolment of these backward communities. Operation Black Board was an attempt to ensure that every primary school is provided basic infrastructure. As directed by NPE-1986 central government has established National Program for Education of Girls at Elementary Level (NPEGEL), and Kasturba Gandhi Balika Vidyalayas (KGBV's) exclusive for girls from SC, ST, minority communities. The developmental programs during 80's had impact on implementation of NPE 1968 and NPE 1986. But, it required modifications for further improvement of the policy was further modified in 1992 under the chairmanship of Prof. Ramamurthi.

Revised National Policy on Education elucidated that, the secondary education described about three types of knowledge to the students i.e. science, social sciences and humanities. Secondary school education students could get some understanding about constitutional duties and rights of citizens and also it gave necessary computer skills knowledge for better job opportunities. Furthermore, the secondary education gave proper understanding of work ethos, thoughtful understanding of culture. Secondary education gives impetus for economic growth and gets valuable manpower for the country. The present study has given detailed explanation about the policy in

the third chapter. The discussion is made to continue about the project which are framed by NPE 1986, and revised NPE 1992. The following are the basic educational projects which were suggested by NPE 1986 and revised policy 1986.

2. Best Practices Adopted by States

A couple of best practices have been practiced by states while actualising the Mid- Day Meal Scheme. Health Cards have been issued to all the children in schools of Tamil Nadu and Health day is also observed on every Thursday. Plants such as drum sticks and curry leaves are cultivated in the school premises for vitamin A supplement in children's diet. In the schools of Gujarat, Chhattisgarh and Madhya Pradesh de-worming medicines and micronutrients are provided to all the children. All the schools in Karnataka have shifted to gas based cooking. Along with Mid Day Meal, the Rajiv Gandhi Breakfast Scheme facilitates the children a glass of hot milk and biscuits for breakfast also as evening snacks in Pondicherry. A child cabinet, Bal Sansad is conducted in most of the schools in Bihar in order to supervise the impartial distribution of the mid-day meals. In a small district of Chhattisgarh, Koriya, Mitanni's (meaning, intimate friend) mobilised by State Health Resource Centre, are engaged in the day-to-day monitoring of the programme in school level.

Feedback on the programme indicates positive influence on children's enrolment and attendance. Through combined and sharing of school meals social equity is stimulated. Incidents of struggling to cook the meal by women belonging to marginalised communities have significantly reduced. The nutritional supplements given by the programme to children who are suffering from starvation and malnutrition. With the recognised success of the program additional efforts were taken by the officials to make it more equitable and efficient. The programme also provided great opportunities of employment to women belonging to marginalised sections especially SCs/STs as they were employed as cooks to prepare food. Women self-help groups were also participating in the functioning of the programme.

3. Basic Education Projects in various states

The school education in India has implemented several developmental programs for the past five decades in the post Independent era. As per the directive principles of Indian constitution under Article 45 and it states to provide all children free and compulsory education until they complete the age of 14 years. The specific basic education projects were started and got implemented at the states and central

level by the suggestions of the above policies (NPE 1986 and revised Policy 1986). The state like, Andhra Pradesh (Andhra Pradesh Primary Education Project), Bihar (Bihar Education Project), Rajasthan (Lok Jumbish & Shiksha Karmi), Uttar Pradesh (Uttar Pradesh Basic Shiksha Project), have started different basic educational projects for the development of primary education with deferent aims and goals. The present chapter may provide detailed analysis of the programs. It is fact that, even after 17 years of independence a large number of primary and secondary level children are still out of school (Singh 1969). The participation of girls, SC and ST children remains a challenge. These groups of children comprise a large proportion of the dropouts due to low level of learning achievement in many schools, particularly in rural areas and urban slums is a matter of concern (Jayapalan 2000). Despite improvement in access and enrolment at primary and secondary school level, state and central governments have started several educational developmental programs with collaboration with international agencies. The Table 4.1 presents educational development programs in India.

Starting from NPE 1968, NPE 1986 and PoA 1992 have stressed to improve quality on school education and higher education. Gradually, after implementation of NPE 1986 started several programs viz. Operation Blackboard, Restructuring and reorganisation of teacher education, Shiksha Karmi Project in Rajasthan, Revised non-formal education etc. The table 4.1 presents the various developmental schemes.

Table. 4.1. Educational Development Programmers in India

Year	Programme	Intervention and Coverage
1987	Operation Blackboard	It was introduced to enhance quality providing at least two teacher`s for each school and sufficient infrastructure.
1987	Restructuring and reorganising of teacher education.	Through the recommendations of NPE 1968, DIETs were started at every district headquarter to provide in-service training for teachers.
1987	Shiksha Karmi Project	The project was introduced by Rajasthan government and collaborated with central government. The main aim of this program is to address the teacher absenteeism, high dropout rate, in adequate access to school by training locally recruited para-teachers. Focused on remote, economically challenged rural areas.
1988	Revised non-formal education	This is one of the best program for children who were unable to attend the formal education. It provide

		convenient place and time for educational opportunity for them.
1988-89	Mahila Samakhya	Launched in three states namely Uttar Pradesh, Karnataka, and Gujarat. The focus of the project is education and woman empowerment, especially woman from economically, socially and disadvantaged groups in marginalised urban slums.
1991	Bihar Education Project	UINCEF has launched the program in 1991 for 20 district of Bihar to bring qualitative and quantitative development in education. It has covered all major components of Basic education.
1992	Uttar Pradesh Basic Education Project.	World bank started to launch Basic Education Project from Uttar Pradesh initially for 10 districts. The focus of the project is to improve and evaluate the basic educations. Improve school quality and strengthen through community participation, revision of curriculum and text books, early childhood education, improve in-service training, and targeted programs for woman and girls. Improving access to basic education and construction of additional primary and upper primary schools.
1992	Lok Jumbish	Rajasthan state government and Central government have started the programs with collaboration of Swedish international agency. The main aim of the project was to improving and transforming the mainstream education system and decentralised programs.
1993-94	District Primary Education Project	The major focus is to achieve universalisation of elementary education. It provided good quality of education in specific districts. Started with 42 district, seven states it has increased to 272 districts in 18 states to cover more districts.

Source: (GoI 2016)

3.1. Operation Black Board

Operation Black Board (OBB) was launched in 1987 the directions of the National Policy on Education to improve facilities in schools by recruiting more teachers, constructing additional class rooms and providing teaching-learning equipment, specified basic facilities for equipping a primary school. The scheme brought both the quantitative and qualitative improvement in primary education. It had three constituents, firstly to appoint an additional teacher for every single teacher school, secondly, to build at least two classrooms in each primary school and third is to allocate teaching-learning materials to all primary schools. The scheme was

instigated through the state government with 100 per cent support from the central government in the form of the additional teacher's salary and providing teaching learning equipment. The scheme was covered across all primary schools of India.

The scheme was a directed state government that is their responsibility to construct school buildings. In a study conducted by Sarangapani (2010) it was found that, under the scheme approximately 185 thousand classrooms were built, 1.49 thousand new teachers were recruited and 520 thousand schools were given teaching - learning equipment. Mid 90's the Operation Black Board scheme was expanded to upper primary level and third teacher post was sanctioned to primary schools with 100 and above students During the Ninth plan (1997-2002), third teacher was appointed in more than 22 thousand schools and Teaching-learning material was distributed to around 78 thousand upper primary schools (Aggarwal 1998). Drinking water and toilet facilities were established and school buildings were repaired. A growth of 6.2 per cent in primary enrolment has been noticed during1995-98 in phase one districts with average GER at 99.7 per cent. And also in the phase two districts an increase of 2.55 per cent in enrolment has been recorded (Kremer *et.al* 2005)

In spite of all such excellent achievements, many things are still not well in a lot of schools. A majority of primary schools still have single teacher and do not have sufficient infrastructure and other teaching-learning material. In addition, a few schools do not even have own buildings and where there are buildings they needed repairs (Ramachandran *et.al.* 2005). The classrooms are not adequate in most of the primary schools. There is another problem pertaining to the teaching learning materials that is even if the teaching-learning materials are there in the school, teachers may not be having the efficiency to use these aids. The OBB support is one time affair and the material distributed under the scheme may not even be seen in many schools. Teacher plays a key role in the education system, but a majority of states have not filled at least single teacher and managing vacant positions by appointing Para teachers. Rani and Naresh (2008) have revealed that there is not much progress in the GER during the project period.

3.2. Restructuring and Reorganisation of Teacher Education

A teacher is a responsible for moulding the future of the children which inturn is responsible for the development of the nation. The far most essential step was taken for launching new educational system in India during mid 19th century. However, it

was recognised by the Wood Dispatch in 1854 that there was a huge deficiency in facilities provided for teachers and desired to note the establishment, as soon as possible. It was observed in Stanley's dispatch of 1859 that the pace of the institution of training schools did not seem to have been carried out in a way that was contemplated by the court of directors.

The problem of training of secondary school teachers came into light after Independence. The University Education Commission 1948-49 suggested that more time shall be allocated for assessing the performance of the students and the course curriculum need to be re-framed, the schools which had sufficient infrastructure only should be used for teaching and learning, the recruitment of the staff if training college should be taken care by the people who have had first-hand experience in teaching, the course curriculum should be flexible and adaptable to the current circumstances, the students should be encouraged to pursue master's degree with a certain years in experience of teaching. The Indian Education Commission of 1964-66, The National Council of Teachers Education (NCTE) and many other commissions and committees have raised the issues of quality of teachers. These recommendations have a far reaching influence on teacher training in India as Kothari Commission (1964-66) the earliest policy formed on education stressed the need for teacher education to be revamped both at the school and university level. The Chattopadhyaya Committee Report (1983-85) echoed the necessity concurrently pursue general and professional education. The National Policy on Education 1986 identified that the improvement in status and professional competence of teachers is the foundation of nation building. The analysis of all these reports shows that the quality of teachers has remained a matter of concern right from the very inception of teachers education program and the current scenario is that already existing shortcomings and lacuna has spiraled and has contributed in the degradation of the teacher education and maintaining professional teaching standards.

The significance of professional development of teachers and educational reconstruction has led to the a decentralisation for professional preparation of teachers and was done by Central Government during the 8th Plan with the establishment of District Institutes of Education and Training (DIETs), Institutes of Advanced Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) through the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education (RRTE). Since 1990s, further decentralisation has led to the formation of

Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). The Centrally Sponsored Scheme of RRTE was focused at providing academic resource support to elementary and secondary teachers through training, action research and experimentation, and developing institutional infrastructure for pre- and in-service training. However, in spite of such efforts the professional teaching has still not achieved remarkable standards. Hence, the District Institutes of Education and Training centres were set up at district headquarters to improve in-service training for teachers.

3.3. Shiksha Karmi Projects (SKP)

During the period 1981 educational achievement in Rajasthan was very low and enrolment rate in the state was 30.09 per cent. To overcome the situation central government and respective state governments have introduced several measure to improve formal education system and also to enhance access to education. Among these, the Rajasthan government started an innovative educational program called SKP in the year 1987. The program initiated as micro-level initiatives and slowly it has integrated into state-wide policies to cater to the educational requirements of disadvantaged rural communities and socio-economically backward areas and with special focus on girls. The project was collaborated between central government state government and Swedish International Development Agency. Ramachandran and Sethi (2001) have identified practising of purdah and absence of female teachers in schools which are located in rural areas are major obstacles for enrolment of girl child in the state of Rajasthan.

3.4. The major achievements in the Shiksha Karmi Project

The SKP accountable for several noticeable achievements, which are as follows:

1. "With the effect of SKP there has been improvement in the girl's enrolment by the year 2000.
2. An outstanding achievement of children enrolment within the age group of 6-14 years in 576 villages was noted.
3. It introduced the concept of par teachers.
4. The project has created a strong bond among the school and the community and about 2,600 Village Education Committee and supported community participation in primary education and encouraged village-level planning,

management and supervision in improving effectiveness of school (Ramachandran 1999)

5. The Shiksha Karmi Project has established Prehar Pathshalas (PP). These Pathshalas have facilitated out-of-school children, particularly girls in the rural areas, to avail opportunities for primary education at their local area and with adequate flexibility and about 22,138 girl children were benefited from this facility (Gopalakrishnan and Sharma 1998).
6. The SKP had extended into two PP phases which has 25 learners, to cover over 300 rural villages by 1991 and 2000 very remote villages in 140 blocks by the year 1995. This project, at present covers over 2,715 villages in 146 blocks of 32 districts of Rajasthan and over 6,285 SKs provide the primary education to more than 2.16 lakh children in the day schools. Presently, there are 4,829 PPs and 2,715 day schools.
7. The SKP was very much functional in over 146 out of a total 237 blocks in 32 districts of Rajasthan
8. The retention rates are still quite low, at over 50 per cent between the classes First to Fifth, The improvement was evident by 30 per cent retention in 1989. It was recorded that more than 40 per cent of the children successfully completed class five.
9. A six fold increase has been noticed with regard to the student enrolment ratio within the age group of 6-14 years in Shiksha Karmi Schools and PP.
10. 2,600 VECs had constituted the SKP to promote the engagement of the local community in the primary education and to encourage the village level planning, management and supervision to enable the efficiency of schools.
11. PPs have facilitated the out of school children, especially girls from remote localities to gain opportunities of primary schooling at their own pace and flexibility. Currently, 22,138 girls are being benefited from this facility.
12. For the young children Angan Pathshalas (APs) have been set up, for the welfare of girls who couldn't travel for long distances to attend schools. Presently, 97 AP centre's are in operational with 4,023 children.
13. 14 Mahila Prashikshan kendra's (women training centres) have been set up in interior rural areas to facilitate and increase the enrolment of girls in village where literate women were not available".

On the whole the project has reduced the teacher absenteeism, high dropout rate and improved para-teachers in the project area schools. The discussion is made to continue on Non formal Education.

3.5. Non-Formal Education (NFE)

Moreover, in spite of drastic development in educational system there are large number of out of school children, dropout children and never enrolled once. Still there are many number of children don't have access to schools. Hence, the government has focused to facilitate education to the unserved areas in the name of non-formal education across the country. The NFE facilitates alternative education to children who are unable to attend the regular formal schools. It's aim is to provide an opportunity for education at convenient place and convenient timings for the children. Through the NFE program there has been increase the literacy levels as well as it may help to full fill and improve livelihood skill of individuals, so as to reaches to the expected level of nation development. The NFE was recently re-titled as Education Guarantee Scheme and Alternative and Innovative Education.

The concentration over the NFE was started from the Kothari commission. The commission had stressed more on literacy, correspondence course and continuing education. The NPE 1968 also suggested that adult education programs should have different curriculum, it should be based on requirements of the learners and needs of the local environment. States have conducted different types of non-formal education programs which are 1) literacy program, 2) life skill training,3) night schools for out of school children, 4) income generation training, 5) rural development programs, 6) religious education, and 7) leisure education. Moreover, Indian government has provide vocational training for non-formal education, through several schemes and programs. The Ministry of Human development was executing body for NFE.

Amit (2007) has noted that the importance given to NFE during1990's was not wholehearted and during this period the term 'lifelong learning' arose as a new path for organising societies approach towards education. Implementation of all the above policies i.e. NPE 1968, 1986 and revised policy 1992 have improved the literacy rate in India.

3.6. Bihar Education Project

Bihar is the lowest populated state in India having 38 states. Still to-day the literacy rate in Bihar is very low and 62.82 per cent. The Bihar education project was

the first education project in India for achieving universal access, universal participation and universal achievement. The project was launched in 1991with sponsoring aid from UNICEF in about 20 districts of Bihar. The project main focus was about qualitative and quantitative improvement in the elementary education system. The development towards socio-economic condition of the districts indicates being religious gaps. The success of the project has not much progress towards UEE.

3.7. Utter Pradesh Basic Education Project

The Utter Pradesh Basic Education Project was funded by the World Bank in India. It was launched in the year 1993. The main objective of the project was reinforcement of basic education in the selected districts. Universalisation of primary education, access to primary education for every children, up to 14 years, are the main aspects in the project. It has paid an attention to the needs of the girl child and of the weaker section of the society. It started and attempted to operationalise the concepts of school complexes to provide resource support to schools.

3.8. Lok Jumbish

Rajasthan has remained lowest 66.11 per cent educational attainments in India (GoI 2011). Even after several polices implemented by the Indian government the enrolment in the state was 60 per cent in 90's (Govinda and Varghese 1993). In 1992 a joint project by the government of Rajasthan and local NGOs was started as 'people movement' and it was named as a Lok Jumbish. The program was designed to solve the problems of low community attention in education by linking community members to school planning process. Lok Jumbish has identified 4000 villages to establish schools so that the problem to access schools is reduced for the rural children. It undertook various issues like quality of education, relevant curriculum, attitudes of teacher towards student's performance, distance of school from home has been taken care of and improve the access to the rural girl children.

3.8.1. The major achievements of Lok Jumbish Project

The major achievements of Lok Jumbish Project was school mapping approach (finding the location which is useful to future), it had taken care of community participation and decentralisation of education. The project was aimed at development of its own training modules and about 2,300 teachers have benefited through the scheme. The enrolment rate under the Lok Jumbish villages increased by 24 per cent over the first four years period of the project (1992-1996). According to

Ramachandran and Sethi (2001) girls enrolment ratio under the project period has been increased faster than that the boys and it indicates that the gender gap has been narrow down.

3.9. District Primary Education Programme (DPEP)

District Primary Education Programme was launched in 1994. It was assisted by World Bank. The program was started with 42 districts of seven states in India. After implementation it was spread to about 123 districts across nine states. The main aim of DPEP was to achieve the universalisation of primary education. Under this project every district was allotted Rs 40 crores. The budget was allocated for three major components 1) for civil works i.e. 33.3 per cent, 2) school management cost i.e six per cent and, 3) for quality improvement programs i.e, one per cent. The main objectives of DPEP programme are as follows:

> "Emphasizing local area planning with district plans being formulated in their own right instead of being derived from a state plan project document; Infusing greater rigor and professional inputs in planning and appraisal; More focused targeting educationally ward districts and districts where total literacy campaign have been successful; More focused coverage would initially focus on primary stage (Classes IV and its NFE equivalent) with stress on girls and for socially disadvantaged groups; and, Emphasizing capacity building and networking of district, states and national level institutes in the fields of education management and social services to provide the resource support for the programme." (World Bank 1994)

The project was started in more than 1, 60,000 new schools. It created remarkable infrastructure under this project, Government reports are stating that under this project 52758 schools buildings, 58,604 additional class rooms, 16,619 resource centers were constructed 29,307 repair works have been done, 61,592 toilets were constructed, and 24,909 drinking water facilities were provided. Substantial measures were taken to make 'education for all' successful. The centrally sponsored DPEP is the most prominent and noticeable one.

The DPEP programme and recent interventions in it led to improve the quality in Indian education system. The NPE 1986 has spoken about the schemes in an effective manner to improve the quality in India school education system. Some of the major features of DPEP include disaggregate target setting, community mobilisation through village education committees, decentralised planning in a project mode, autonomy to set targets, participative planning process, priorities and strategies. However, the DPEP programme is only confined to the primary school education, The

Government of India is currently planning to expand it up to upper primary level. It was introduced in chosen districts under the Sarva Shiksha Abhiyan, and to cover the whole elementary level several attempts were made. It is indicated that dropout rate was 78.03 per cent in the year 1951 and that was significantly decreased by 17.93 per cent in the year 2014 (GoI 2016). Further, the study was continuing discussion about Andhra Pradesh Primary Education Project.

3.10. Andhra Pradesh Primary Education Project (APPEP)

The Andhra Pradesh Primary Education Project was launched before the Jomtein Conference. The focus of the project was on the quality improvement of primary education in all project districts. The project emphasised the enhancement of the teacher and construction of primary school buildings. This project was brought into effect in Andhra Pradesh since 1983. The main objectives are improving human resource by enhancing the quality of the work of the teachers and supervisors, and improving the quality of primary school classrooms.

The other was to provide infrastructure for primary school to improve the quality and enhance the professional capabilities of teachers and administrators of primary schools through human resource development. Implementation of the project happened in two phases. Phase-I of the project covered 330 schools spread across 11 districts of united Andhra Pradesh and it ended in 1987. Phase II of the project spanned during the period 1989-90 to 1995-97. It covered all the primary schools in Andhra Pradesh. During the period 1987-89 a bridge programme was conducted to consolidate the achievements of phase I so that the inputs could help planning the phase II of the project to cover the whole state. The programs which the NPE 1986 introduced are as OB and DIETs were also focused on improvement of quality. The main functions of the project were Research, Evaluation and Training. Kumar and Sujatha (2010) have stated that students are attracted to attend the school to learn activity based instructions by teacher.

4. Establishment of Navodaya Schools

In accordance with the NPE 1986, which envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent was established in 1985. Navodaya schools are co-educational, residential, schools, completely funded by the central government and run by an autonomous organisation called Navodaya Vidyalaya Samiti, under the MHRD

(Ministry of Human Resource Development). Admission process of these Vidyalayas includes an entrance examination in 5th class and the selected students are admitted in 6th class. Education is free in the Navodaya schools including accommodation, textbooks, uniforms, and a nominal fee of Rs.200/- per month is collected from children from class 9th to 12th class. However, SC/ST students, girls and students from the below poverty line families are given fee exemption.

5. Kasturba Gandhi Balika Vidyalayas (KGBV)

The government of India has launched a new scheme in 2004 called Kasturba Gandhi Balika Vidyalayas (KGBV) for setting-up to 750 residential schools at upper primary level for girls. KGBV's established for girls belong predominantly to the SC, ST, OBC and minorities in problematic areas. At the beginning the program has ran as a separate scheme and in 2007 it has merged with the SSA program. The main focus of the KGBV's are to facilitate retention of girls, ensure better involvement of girls in education, develop and promote facilities to provide access to girls belonging to disadvantaged groups like SC and ST and to Improve quality of education, stressed upon the significance and quality of girl's education for their empowerment.

6. District Institutes of Education and Training

During the same time period another scheme was launched by the Indian government to support and strengthen the teacher education by establishing quality training institutions, such as, the DIET. It was initiated in the year 1987. All resources sponsored by central government. It provided training, continuous up-gradation of knowledge, competence and developed pedagogical skills of school teachers in the country.

7. National Programme for Nutritional Support (Mid-day Meal)

The National Programme for Nutritional Support to Primary Education was launched in 1995. It is well known as Mid-Day-Meal scheme. The scheme had long history in India. Mid-day-meal program in schools was introduced in 1925 for disadvantaged children in Madras Municipal Corporation. The states like Maharashtra and Orissa started Mid- Day-Meal program since 1990-91 and is being provided to Tribal children. Apart from incentives which was provided by government such as uniform, scholarships stationery, free textbooks, free transport, and dress grant were given to SC/ST children and girls of deprived groups. The best and significant scheme, implemented in the mid 90's benefitting children of all communities, is the

Mid-day Meal Scheme. The principal aim of the scheme was to provide food grains/cooked meals to children in primary classes to avoid hunger and improve the enrolment.

Mid-Day-Meal program has shown positive influence on attendance and enrolment in schools. The scheme provides 100 grams of grains each day for all the students who have at least 80 per cent of attendance of the total school days in a month (MHRD 2006). "It's an incentive scheme for improving attendance and retention. The programme had benefited more than 98 million students spread over 0.69 million schools. In the latest year, about 9.90 million children are covered under the scheme and allocated 2.71 million metric tons of grains. Along with teachers, local community is also given responsibility in the distribution of grains (Ministry of Human Resources Development Annual Report (1999-2000)". According to Srinivasarao (2009) introduction of mid-day meal in schools, availability of drinking water facility, usage of teaching learning material by teachers, and provision of better infrastructure in schools led to improve the enrolment in tribal areas. Large number of evaluation studies conducted in 2005 state that there is huge increase in enrolment particularly of girls, the program also provides involvement of parents to the school governess in to the narrowing of social distance. The policy which has introduced, Mid-Day- Meal program in the school education has achieved high enrolment, access and quality in school education.

8. Sarva Shiksha Abhiyan (SSA)

The scheme Sarva Shiksha Abhiyan was launched in the year 2003 which aimed at Universalising of the primary education in India. The NPE 1986 and POA 1992 also gave top priority for achieving the goals of Universal Elementary Education, due to the above listed several interventions and initiatives taken by Government of India and the respective state Governments. After Independence there has been significant progress in providing access, retention and improving quality in school education (Kumar and Krishna 2010). However, a sufficient requirement has to be done for the special focused groups like SC, ST, and minorities. Primary education plays a vital role in the life of every individual and it is like road map of their future. As per the Constitution every individual has a right to seek education for their future development. Therefore, Government should provide quality of education to the Nation. But, Quality improvement still remains a major concern, especially for

upper primary school education even after 70 years of Independence. Sarva Shiksha Abhiyan is an effort in the direction of filling this vacuum and covers throughout the country unlike/ far from the previous programs on school education. The programme includes new interventions like specific programs for girls, e.g., NPEGEL, Kasturba Gandhi Programme.

The key area of Universalisation of Elementary Education is Universal access, enrolment, retention and quality elementary Education to every child up to 14 years of age. The major goal in SSA is to improve the quality and efficiency of school education, under this scheme all the children were brought to school by 2003 and they would finish primary level by 2007 and elementary education by 2010. Hence, to achieve universal primary education, all the children of the age group of six-11 years have planned to be enrolled by the year 2002-03 and retain till 2007. By the end of the Ninth Five year plan every district of the country should come under the SSA. It is not a new one to improve quality in school Education as many of the states would be planning their interventions and activities for quality improvement like DPE, APPEP, BEP...etc.

8.1. The Major Compounds of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is being implemented to realise the goals of universal access and retention, eradicating gender and social differences in enrolment levels and enhancement of learning levels of all children. The major compounds of SSA that were contributed towards quality improvement school and classrooms such as qualitative improvement of elementary education, provision of teaching learning materials, appointment of new teachers, teacher training, construction of classrooms and school buildings, resource centres for academic support, establishment of education guarantee centres, integrated education of the disabled and distance education. The table 4.2 shows that the variation of dropout rate for the past one decade.

Table no. 4.2. Dropout Rate in School Education, India

Sl No	Year	SC Students	ST Students	All Category Students
1	2004-05	73.1	79.0	60.5
2	2005-06	71.3	78.5	61.6
3	2006-07	70.6	78.1	59.9
4	2007-08	69.0	76.9	56.7
5	2008- 09	68.4	76.0	54.2
6	2009-10	59.8	74.9	52.7
7	2010-11	56.1	70.9	49.2
9	2011-12	55.3	65.9	50.3
10	2012-13	52.5	62.7	50.4
11	2013-14	50.1	62.4	47.4

Source: (GoI 2014).

After implementation of all the above policies dropout rate decreased year by year. The above table 4.2 shows that ST students drop out rate is very high when compared to the SC students. Moreover, the enrolment growth in the secondary school education have improved at a faster pace and increased from 4.3 per cent per in 1990s to 6.27 per cent in the year 2009-10 (Amit 2007). Government of India has giving priority on quality of education thereby raise the budgetary allocations. During the eleventh plan period there was rapid increase of public spending on education (GoI 2008). As per the GDP educational expenditure rose from 3.3 per cent in 2004-05 to over 4 per cent in 2011-12. There has been drastic increase in per capita public expenditure of Rs 888 in 2004-05 to 2, 985. Within the same plan period of majority of public spending on education was increased by the state governments and their spending increased at a vigorous rate of 19.6 per cent per year and 25 per cent by central government (MHRD 2014). It indicates that India has made a significant development in increasing access and narrowing gender and social gaps in elementary education.

Table no. 4.3. Progress over view under SSA

Access to school	99 per cent of the rural people have a primary school within 1 km. 366559 new schools opened till 2010.
Gross Enrolment Ratio	GER increased among 6-14 age groups to 1348 Lakhs in 2010-11 from 1300 in 2013-14 at the primary level and to 619 Lakhs in 2010-11 from 651 Lakhs in 2013-14 at the upper primary level.
Gender Parity Index (GPI)	Improved from 0.01 in 2010-11 to 0.03 in 2013-14 at primary level &from 0.95 to 0.06 at upper primary level.
Dropout Rate	Improved from 27.1 in 2010-11 to 16.6 in 2013-14 at primary level &from 43.4 to 38.8 at upper primary level.
Pupil-Teacher Ratio	In 2008-09 the PTR at the national level was 2099 for primary and 1887 for upper primary level. 11.13 lakh teachers recruited by December, 2010

Source: (GoI 2011)

Since SSA visualises universalising elementary education, (it becomes imperative that) children who are staying out of the school should be brought back the fold of elementary education. This aspect becomes particularly important, as one of the major purposes of the SSA was to bring all children into school by 2003 either through formal schools or Education Guarantee Centres, Alternate Schools, back to school camps, etc. Besides formal schools, SSA also provided support to out of school children in the form of Education Guarantee Scheme and many other strategies under Alternative and Innovative Education programme. The programs for out of school children under SSA mainly included, setting up formal schools or education guarantee centre in un-served locations, and different models of alternative school. The out of school children were also provided education through bridge courses, remedial courses and back to school camps. The main stress is on mainstreaming of out of school children into regular schools by making them achieve desired educational level with respect to their age. Moreover, to promote and increase girls' enrolment, government has been focus on implementing schemes like National Program for Education of Girls at Elementary level.

9. National Program for Education of Girls at Elementary Level (NPEGEL)

The scheme was launched in 2003 as an integral part but as a separate gender component of the SSA. This program provides additional components for improving

the education of under privileged girls at the elementary level through more powerful community mobilisation and development of Model Cluster schools. Gender sensitisation, learning resources, and provisions of need-based incentives like, stationery, work books, aides and uniforms are some of the activities under this program. The major objectives of the scheme was to develop and promote facilities, facilitate retention of girls in schooling system provide access to elementary education for girls, ensure greater participation of women and girls in education, improve quality of education and stress upon the relevance and quality of girls' education for their empowerment. The table 4.4 presents the major educational milestones since independence.

Table: 4.4. The major educational milestones reached by the Indian government since Independence.

Sl. No.	Year	Breakthrough Polices on Education	Landmarks
1	1948	Tara Chand committee(1948)	Secondary school should be multilateral.
2	1948-49	University education commission (1948-49)	1) Central education, 2) Liberal education, 3) Occupational education.
3	1952	Secondary Education Commission	1) Reorganisation of teaching institutions, 2) The establishment of multi-purpose schools was a key impact of this commission.
4	1964-66	Kothari Commission	1) Introduction of Vocational education. 2) Stressed on science education. 3) Provided free text books for elementary education.
5	1968	National Policy on Education	1) Free and compulsory education, 2) Improvement of quality teachers, 3) Development and safeguard of all the Indian languages, 4) Equality of educational opportunities.
6	1976	42nd Constitutional Amendment	1) Education was transferred into concurrent list, 2) Strengthening the nation-wide and integrative character of education, 3) Maintaining quality and ethics including those of at all level teachers.
7	1986	National Policy on Education 1986	1) Universal access, enrolment and retention of children up to 14 years of age, 2) A substantial improvement in the quality of education to enable all children to achieve, 3) Residential schools, including ashram

			schools to be established on a large scale, for providing quality of education to rural and SC, ST, back ward students.
8	1995	Mid-day Meal Program	1) The scheme has provided nutritional support to the children, 2) Encouraging poor children towards education, 3) Increase the enrolment and improve the retention in primary.
9	2008	National Scheme for Incentive to Girls for Secondary Education (NSIGSE)	1) To reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools, 2) Giving an amount of rs 3,000 for every eligible girl withdraw the amount at their completion of 18 years along with Higher secondary certificate.
10	2008	Scheme for Construction and Running of Girls' Hostel for students of Secondary and Higher Secondary Schools	1) Established about 3479 girl's hostels, every hostel with 100 seats. 2) The scheme's main focus was to retain the girl children in secondary school. 3) Secondary and senior secondary education accessible to a larger number of girl students
11	2008	Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence.	1) The scheme's goals to provide quality education to talented rural children to establish 6,000 model schools as standard of excellence at block level. Every block should have at least one school.
12	2008-09	National Means- Cum-Merit Scholarship Scheme (NMMSS)	1) The scheme provide one lakh scholarships of Rs 500 per month, 2) The scheme is to award scholarships to meritorious students of economically weaker sections students to seizure their drop out and encourage them to continue the studies at secondary level.
13	2009	Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	1) The scheme targeted to achieve a Gross Enrolment Ratio (GER) of 75 per cent at secondary level within 5 years, universal access by 2017 by the end of 12th Five Year Plan period, 2) Resolve the problem of access. 3) Improve the provision of infrastructure and residential hostels for students and teachers in remote areas. 4) The focus was to perform Ashram school for up gradation, concentration of SC/ST/Minority for opening of schools, Special enrolment initiative for the weaker section, separate toilet

			blocks for girls, and more female teachers in schools.
14	2008-09	Right to Education Act	1) The Act provides, every child in the age group of 6–14 years has the right to free and compulsory education in a neighbourhood school. 2) It is mandatory that 25 per cent of school places to offer free education to children from weaker sections of society in both government and private schools. 3) SSA, in partnership with the states, is sole responsible for implementing the provision of the RTE Act. 4) SSA covers all states and union territories and reaches out to an estimated 192 million children in 1.1 million habitations in the country.
15	2009-10	Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)	The scheme provides assistance for the inclusive education of the disabled children for secondary and higher secondary level.

Source: (GoI 2013)

10. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched on in March 2009 which is centrally sponsored scheme with the objective of "making secondary education to available of good quality easily, accessible and affordable to all young persons in the age group of 14-15 years. The scheme envisages enhancing enrolment in classes 9^{th} -10^{th} by providing a secondary school within a reasonable distance of every occupancy to enable universal access to secondary education by 2017 and universal retention by 2020, improving the quality of education through making all schools conform to prescribed norms, and removing gender, socio-economic and disability barriers". All the policies and programs are stressed more on elementary education RMSA is the first program directly focused on secondary education.

At the time of implementation of RMSA, SSA, had completed first eight year cycle with good resulted to universalisation of elementary education. The RMSA was launched with the aim to emphasise on universalisation of secondary education through strengthening of school facilities, teaching learning material, new recruitment and training for teachers. It was introduced to bring equity in secondary education. The program was to address the issues of low enrolment low changeover among the

SC's, ST's and girls. Hence, the RMSA introduced special strategies and intervention for focused group.

Table. 4.5. Strategies and interventions under RMSA

Issue	Focus group	factors	Specific strategies
Low enrolment ratio at secondary level.	Girls and SC/ST/OBC/Minorities	• Lack of facilities at school • Distance to school less preference for girl's education • Early marriage and Sibling care • Gender and Caste discrimination • Poor economic conditions	• Up gradation of Upper Primary schools to secondary schools in SC/ST/ Minority concentrated areas on priority basis. • Provision of Girl's toilets in secondary schools • Provision of Girls Hostels • Provision of transport facility • Provision of teachers in language subjects
High Dropout/ Low retention at secondary level	SC/ST/OBC/Minority and Girls	• Distance of school from habitation • Inability to cope with syllabus • Poor Performance • Insensitive school	• Facility of Girls Toilet • Girls hostel • Availability of Female teachers in school • Recruitment of tribal language teacher
Low level of Learning	SC/ST/OBC/Minority and Girls	• Poor performance in Science and Mathematics • Poor Classroom transaction • Poor performance in examination	• Revision of Curriculum • Training of teachers • Vocational skills

Source: (MHRD 2014)

The major issues undertaken by the RMSA is low level enrolment at secondary level of low level of learning, higher dropout rate and lower retention accrued in the SC/ ST / OBC, minorities and girls. The reasons for this situation which were identified by the government was lack of school facilities, longer distance of school from habitation, early marriages, sibling care, poor financial condition, gender and caste discrimination, inability to cope with syllabus, and poor class room performance. Hence, to overcome the above situation government has implemented specific strategies through the RMSA which are access, equity and quality improve secondary schools on priority basis, provided girls toilets in secondary schools, constructed girls hostels for the improvement of girls enrolment,

improved transport facilities, facilitated language teachers and appointed lady teachers and developed vocational skills.

In India there are six apex national bodies which serve secondary education to the nation. They are

1. Kendriya Vidyalaya Sangathan (KVS).
2. Navodaya Vidyalaya Samiti (NVS).
3. National Institute of Open Schooling (NIOS).
4. National Council of Educational Research and Training (NCERT),
5. Central Board of Secondary Education (CBSE).
6. Central Tibetan School Administration (CTSA).

The key commitment of the common school system is facilitating good quality education accessible to students in all secondary schools at reasonable fees. Due to better quality of education in Kendriya Vidyalayas the state should invest in the public schools to follow the same standards. The effect of RMSA indicates improvement of GER in secondary level by 78.5 per cent in 2016, average dropout reduced to 17.86 per cent.

11. Scheme of Vocationalisation of Secondary Education

The vocational education scheme was introduced in 1988. The major aims of the scheme were "to provide diversification of educational opportunities in order to increase individual employability, and decrease the mismatch between demand and supply of skilled human resources. Vocational education was launched as a distinct stream with an intention to prepare students for specific occupations relating to several areas of activities. The vocationalisation of education scheme of was reviewed and revised in 2011. The revised scheme attempts to increase access of students to vocational education and employability skills. All those schemes, which are discussed above are implemented effectively by the central and state governments".

The SSA was very effective plan for impacting elementary education, and also the following major central government schemes and programs were also implemented and impacting on Indian school education system: National Programme of Nutritional Support to Primary Education (NP-NSPE, also called the Mid-Day Meal Scheme), Teacher Education Scheme; Mahila Samakhya, Infrastructure Development in Minority Institutions (IDMI) and Schemes for Providing Quality

Education in Madrasas (SPQEM) are the best schemes for improving the quantitative and qualitative development of the education system in India.

12. Developmental Plans for Education

After independence, the Indian government has introduced five year plans with a great vision to effect the progress of the country in various fields. However, education plays an important role in the development of any country, hence, these five year plans have given more importance on development of education. Under five year plans government of India has taken a decision for restructuring the educational system in India. Expansion of various fields of education especially in those of basic and general education, remodelling secondary education and introducing technical and vocational education. Modifying the existing secondary and university education appropriate to the needs of the contemporary society. Increase of educational facilities for women especially in the rural areas, more focus on teacher training institutions particularly women teachers and establishment of vocational schools and also, an attention on pay- scales and service condition of teachers were made.

12.1. The First Five Year Plan (1951-56) Focus on Education

The First Five-Year development plan was one of the most important plan as it had a great part in the launching of Indian development after the Independence. The major focus on this plan was agriculture production and industrialization of the country. The plan was allocated 151.66 crores for development of education, 60 per cent of the children between the age group 6 to 11 years were to be educated and for the secondary education, 15 per cent children between 14 to 17 years to be educated. Adult illiterates were marked 30 per cent who had to be given social education. Curle (1964) has conducted a study on "Education Politics and development" concluded that the First Five Year Plan might not be successful because of insufficient finance and lack of understanding about distribution of funds.

12.2. The Second Five Year Plan (1956-61) Focus on Education

The First Five Year Plan had given a lot of experience to frame the Second Five Year Plan, incomplete programs were to be accomplished along with some new ones. An educational conference was set up in the year 1954, the main focus of the conference was to discuss the various educational programs and schemes of the First Five Year Plan. It also discussed reasons for failure of the First Five Year Plan and the new schemes were framed for the second plan in vision of the needs of the country

and the aspirations of the people. Government has spent 307 crores rupees on education. The Second Five Year Plan has focused on secondary and higher education but not primary education.

12.3. The Third Five Year Plan (1966-69) Focus on Education

The Third Five Year Plan focused on primary education and literacy drive was to be particularly encouraged. The central objective of the Third Five Year Plan was to make primary school education compulsory for children between the age group of 6 to 11 years. It also under took some programme for the growth of secondary, vocational, higher, industrial, science and technical in which many developments were made. The third plan has concentrated to improve the quality on school education, hence, it has suggested that establishment of teacher training institutions. During the third plan period was decided to open more high schools and 4000 secondary schools were to be modified into multi-purpose schools. The plan was expected that there would be increase in the number of children for secondary schools between the age group 14 to 17 years. In the same plan period rupees 500 crores were assigned to education. Apart from secondary and higher education technical education was given preference and 130 crores were allocated for this. Many primary schools were established in rural areas.

12.4. The Fourth Five Year Plan (1969-74) Focus on Education

The Fourth Five Year Plan paid a greater attention to qualitative development on education. The government has sanctioned rupees 1260 crores in the fourth plan period. In this plan the chapter on education titled as 'Education and Manpower'. It has given first priority for girls and backward areas to provide equal opportunities. As recommended by the education commission (1964-66) the Fourth Five Year Plan has implemented new pattern of secondary education to improve the quality of teacher education through in-service education, providing employability for women, and teachers from tribal community. Estimated goals of this plan was to improve technical, vocational, physical, adult education were encouraged. Preparation of better textbooks were the major concern during this plan period.

12.5. The Fifth Five Year Plan (1974-79) Focus on Education

During the fifth five year plan more attention has been given on qualitative development and on affecting a closer co-ordination between the various stages of education. Rs. 1726 crores were allocated in the fifth plan for education. On

Secondary Education, it was planned to increase the enrolment in schools. It was estimated that in all about 20 lakh more students would be enrolled in Higher Secondary Schools during this plan period. Accordingly, funds were allocated for Secondary Education. Vocationalisation of Secondary Education has been a special scheme with regard to education during the plan period.

12.6. The Sixth Five Year Plan (1980-85) Focus on Education

The sixth plan period encouraged Compulsory Primary Education for children between the age group of 6 to 14. Pay an attention to qualitative improvement in school education. Implementing schemes for scheduled castes and scheduled tribes to revise education. The scheme has introduced vocational education in secondary schools education. During the Sixth Five Year plan secondary education has paid greater emphasis on qualitative development and vocationalisation of education. In the plan period new schools were opened in the backward areas for equalising the educational opportunities. It has arranged better training for teaching of mathematics and science to improve quality of teaching. All though in the Sixth Five Year Plan period vocational courses were instituted and also beneficial then other schemes. For the development of secondary education the plan has provided 300 crores of rupees and it has been introduced to local communities to contribute for development of education.

12.7. The Seventh Five Year Plan (1985-90) Focus on Education

The Seventh Five Year Plan put emphasis on the scheme of universalisation of education and has laid down the education policy of 1986. It has focused on education for the backward classes. The scheme was introduced to improve the condition of teachers by raising their pay scales through enlisting the support of both the Central and State Governments. To fulfil the above goals 6382.65 crores of rupees were sanctioned and out of this, for improving general and technical education Rs. 5457.09 crores were allocated from the capital. It has recognised importance of science subjects, for this purpose enhanced libraries and laboratories. The importance of work experience was recognised and it was thought that education should be connected with some kind of production. Vocational courses were also to be added at this stage in secondary education. In service teachers training was also considered necessary for teachers at this plan period.

12.8. The Eighth Five Year Plan (1992-97) Focus on Education

The Seventh Five Year Plan (1985-90) has laid down for the objectives of education but didn't achieve it during the restricted period so the focus of the eight five year plan was mainly on secondary education which would be expanded further. New secondary schools will be for providing education to children from scheduled castes and scheduled tribes. It has directed the job oriented education.

12.9. The Ninth Five Year Plan (1997-2002) Focus on Education

The Ninth Five Year Plan focused majorly on the basic services on education/ Pradhan Mantri Gramodaya Yojana/Pradhan Mantri Gram Sadak Yojana. The plan comprised on seven programs, which included Universal Primary Education. . The number of secondary schools and higher secondary schools have increased from 0.07 lakh in 1950-51to 0.83 lakh in 1991-92 and 1.10 lakh in 1998-99 representing a 29% of the growth in the period from 1991-92 to 1997-98.Whereas the enrolment ratio of the students was only 2.73 crores. The provisional statistics which are available in Sixth All India Educational Survey indicate that the enrolment of girls in Class IX to X have been increased up to an extent of 51% and 54% increase in classes XI to XII as compared to 20% in the primary and 40% in upper primary stages during the period 1986 to 1993.

12.10. The Tenth Five Year Plan (2002-2007) Focus on Education

The main objective of Tenth Five Year Plan period was to achieve Universalisation of Elementary Education through the Sarva Shiksha Abhiyan (SSA), which is a Peoples Movement for ensuring quality elementary education for all children within the age group 6-14 years. Access to Secondary Education will be prioritised. Quality of education will be improved, educational activities to be diversified and switching over to the higher secondary stage of education system.

After Independence, the Indian government gave priority for providing quality of education. It is observed that, importance has been given to the primary and higher education, very little research has been done in the area of secondary education, most priority has been given to primary education as well as higher education. Secondary Education has not received its due attention. A review of the various requirements regarding education in the Indian constitution would reveal that there is Article 45 of the Constitution concerning primary education, entries 62, 63, 64, 65 and 66 of List I

include higher education. It is therefore obvious that the Secondary Education has been rather neglected, and it has remained as the weakest link.

12.11. The Eleventh Five Year Plan (2007-12) Focus on Education

The Eleventh Plan (2007-12) aims at increasing the minimum level of education to class 10th, accordingly universalise access and ensure good quality to secondary education. It is targeted to majorly reduce social, gender, and regional gaps in enrolments, minimise dropouts and enhance school retention. The plan has directed that a secondary school should be within 5 kilometres and a higher secondary school should be within 7-8 kilometres of every habitation. The gross enrolment ratio (GER) in secondary education is planned to increase from 52 per cent in 2004-05 to 75 per cent by 2011-12 and the collective secondary and senior secondary GER from 40 per cent to 65 per cent in the same period.

Education is the most significant tool for economic, social and political transformation. Highly civilised population, having with relevant knowledge, skills, and attitudes is essential for overall development in the twenty-first century (GoI 2013). Developmental policy objectives have been given a high priority on education in India. The twelfth plan focus will be more on implementing the RTE Act as directed by the constitution and providing quality school education for all children without any discrimination until they complete 14 years of age. Employment and skill development are the main objective of the 12th five year plan hence, the plan has constructed girl's hostels, and introduced Teacher Eligibility Test (TET) to provide good quality of education through learning out comes. The Twelfth Plan has emphasized that improvement of the quality of education is linked with the academic support to the teachers, classroom processes, textual materials physical space, and valuation procedures and community participation. All these areas will continue to receive support during the twelfth plan period.

12.12. The Twelfth Five Year Plan (2012-17) Focus on Education

The twelfth five year plan (2012-17) has raised the focus on improvement of quality in secondary and higher education. The key objective of the 12th plan was to improve secondary education and to increase qualitative and quantitative expansion in education through quality. Ensure quality with relevant skills with basic ability in mathematics, science, language and communication. Common syllabus in all schools national wide standards for science, maths and English. Develop life skills of critical

and constrictive thinking. Another important point is that, use of information communication and technology. The plan aims to reduce regional and gender gap and improve the quality in secondary education.

13. Scheme for Universal Access and Quality at the Secondary Stage (SUCCESS)

Indian educationists have been argued about there is a need to ensure universalisation of secondary education and universal access to quality education in the country (Kumar and Sujatha 2010, Sarangapani 2010). Quality education helps students as well as nation as to achieve the aims of education. The above mentioned schemes of Vocational Education (VE), Information and Computer Technology (ICT) in schools, Integrated Education for Disabled Child (IEDC), girl child incentive, etc. will be considered under a new umbrella CSS named SUCCESS. The main aims of SUCCESS are (i) universalising access by reducing gender and regional gaps in enrolment, and retention and dropout, (ii) focusing on improving quality in Science and Maths. Following are the specific interventions of SUCCESS:

"Setting up 6 thousand model schools with high quality at Block level to serve as benchmark for excellence in secondary schooling.

1) Upgrading 15000 existing Primary Schools to Secondary Schools.
2) Strengthening infrastructure in existing schools with 3.43 lakhs additional classrooms and additional 5.14 lakhs teachers.
3) Encouraging establishment of good quality schools in deficient areas in both public and more in Public Privet Partnership mode.
4) Expansion of Kendreya Vidyalayas and Navodaya Vidhyalayas in rural creamy underserved areas.
5) Revamped ICT in secondary and higher secondary schools".

14. Summing up

In this chapter, it is clearly explained that the quality of school education and outcome of various policy issues in pre- Independent India. It has discussed about Tara Chand committee to recent Act universalisation of primary school education. Kothari commission has made a wonderful development of school education, it is also called as Education Commission. The major contributions for quality improvement programs framed by central and state governments have been discussed in this

chapter. The chapter clearly mentioned about policy framework, budgetary allocations and hurdles in implementation of schemes. Meanwhile, the study has explained, various basic educational projects designed and implemented by state governments. This section also clearly explained about development of school education under various Five Year Plans.

It has attempted to explain the implementations on National Policy on Education 1968, National Policy on Education 1986, and review committee on 1992 has been discussed and several aspects of quality improvement programs in secondary school education have been mentioned. Finally, the chapter concludes with detailed review about the major policy issues made by the Government of India which deal with Constitutional provisions for school education and recent trends in the educational progress in rural areas.

Chapter-5

Quality of Public School Education in Hyderabad

The present chapter deals with the data analysis which was collected through the structured questionnaire from the respondents. The respondents are 360 students and 36 teachers from various schools located in six *Mandals* from Hyderabad. The data collected from the sample respondents on various aspects of the quality of education was analysed systematically using an appropriate statistics. The tables and graphs will give the detailed picture of the study and they also make it easy to understand the analysis. The chapter is divided into three major sections. Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analyses of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools.

Section 1

Demographic profiles of the Respondents

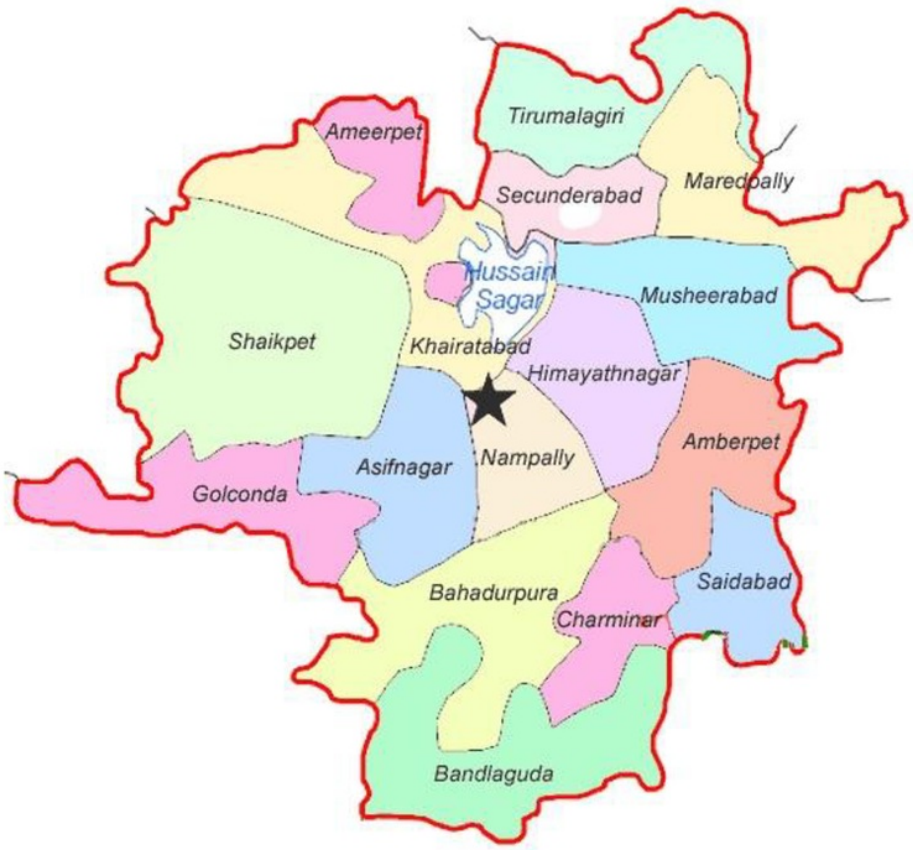
The present section includes the socio-economic background of the students. The data compiled and presented in this section is based on the data collected from the field and this would help to understand the issues related to quality of education in schools. Before going into the detailed analysis of the major objectives of the study, it is worthwhile to understand the demographic profiles of the sample respondents i.e. students and teachers.

1. School Education in Telangana

Telangana state is newly bifurcated from combined Andhra Pradesh. It is a south Indian state and its capital is Hyderabad. The state's official and regional language is Telugu. Telangana education is accessible over a number of schools increase across the state. In order to develop the new state, improve the literacy rate, and enhance the quality of school education the government of Telangana has launched number of schemes and projects. The enrolments of the students during the period of 2015-16 are 61.53 Lakh in Telangana government schools. Out of these, 23,14,787 are enrolled in primary schools, 10,61,902 in upper primary and 22,23,292 were in secondary schools (GoT 2016).

Before going into the details of demographic profiles of the respondents in section-1, we have to understand the structure and status of school education in Telangana and particularly in Hyderabad. Hence, let us understand the education process that is being implemented in the state of Telangana. Hyderabad is the capital city of Telangana state and the area of the Hyderabad is 650 KM. sq. and population is 6.81 million according to census report 2011. 6.81 million according to census report 2011.

Map 5.1 Hyderabad Map with *Mandals*



Source: (http://www.indiagrowing.com/Telangana/Hyderabad_District)

Hyderabad is known as education hub, students from the entire country come to the city to pursue the best quality of education. The secondary school education system in Telangana state affiliated to the Indian Certificate of Secondary Education (ICSE), or the Central Board of Secondary Education (CBSE), nor the Board of

Secondary Education (BSE) Telangana which is the state board. The BSE designs the syllabus, sanctions grants and approves recognition to the schools. However, the literacy rate of the city is 82.96 per cent, higher than the national average of 74.04 per cent. As it discus about quality of school education in selected six *Mandals* (namely Secunderabad, Saidabad, Golconda, Shaikpet, Tirumalagiri, and Nampalli) of Hyderabad, it has to know about geographical area of the sample *Mandals*.

Hyderabad located in the Hyderabad district consisting 16 *Mandals,* the study has selected six *Mandals* in purposive sampling technique (Secunderabad, Saidabad, Golconda, Shaikpet, Tirumalagiri, and Nampally). Secunderabad is a *Mandal* located in Hyderabad it is also known as twin city of Hyderabad. The radios of this *Mandal* is 37.62 KM. sq and population is 204,182 which is heist populated *Mandal* in Hyderabad. The literacy rate of the Secunderabad Mandal is 73 per cent. The Secunderabad *Manda*l has one Zill Parishad high school and nine govt high. However, Saidabad *Mandal* is south zone of the Hyderabad and having population 345,722 and 85 per cent of them are literates. The radios of the *Mandal* is 29.94 KM. sq. Four govt high schools are there in this *Mandal* is very less. When it comes to the Golconda *Mandal* is east zone of the Hyderabad and having population 213,359 among this 83 per cent of them are literates. The radios of the *Mandal* is 37.621 KM. sq. Four govt high schools are there in this *Mandal* and within four schools one school is about merge in edge sent school.

Then it would like to discuss about Sheikpet *Mandal,* which is west zone of the Hyderabad and having population 250,932 among this 80.45 per cent of them are literates. The radios of the *Mandal* are 40.82 KM. sq. having three govt high schools are there in this *Mandal*. All three schools have good number of enrolment. Then it would like to discuss about Tirumalagiri *Mandal,* which is north zone of the Hyderabad and having population 217,910 among this 85.07 per cent of them are literates. The radios of the *Mandal* are 44.92 KM. sq. which is highest radios in the sample *Mandals* of Hyderabad having 11 public schools, within 11 schools six are govt high schools and five belongs to Zill Parishad high school. The Nampally *Mandal* is 41.026 KM. sq. and population is 189,378 and literacy rate is 84.94 per cent according to census report 2011. Previously, it has 22 govt. high schools due to less enrolment 12 schools are merged in neighbouring schools presently it has come down 10 schools. When compared to the all six *Mandals* Tirumalagiri *Mandal*, Govt.

High School Mud fort is having highest number of enrolment (422 students) whereas Nampalli *Mandal*, Govt. High School, Sultanbazar is having lowest number of enrolment (302 students).

2. Socio Economic Conditions of the Respondents

Empirical research confirms theoretically and experimentally that the importance of education is through economic growth of the country (Banerjee 1997, Venkateswarlu 2000, Mythili 2002). Similarly, the ability of countries to develop and improve education system is strongly influenced by demographic and economic circumstances. According to 2011survey (GoI 2011) Indian has reached 243.95 million house households. Out of which 31.0 per cent of rural households depend on agriculture and majority of them i.e 51.14 per cent are manual casual labour. The role of the family is more important through which our social heritage is conveyed. If the family is economically well, parents will encourage their children to get proper education (Chevalier and Lanot 2002). In a research conducted by Kontos (1991) found that secondary education plays a major role to build socio-economic growth of society so that people will take part in democratic institutions. Hence, society will also be aware of the community participation and involve in politics and it helps to reduce criminal activities in the society. Several studies (Venu 2010, Rana, Kumar *et.al* 2003, Mehrotra 2006) have documented that secondary education aims to secure the essential level of professional intelligence and technical knowledge. While addressing the GDP (Gross Domestic Product) of the country, it is necessary to discuss large pool of work force with secondary education.

The present study is carried out in public schools (which are run by government, known as government schools) located in Hyderabad which is the capital city of Telangana state. The target respondents are the students who are perusing 8^{th}, 9^{th} and 10^{th} classes and teachers in various government high schools from six different *Mandals* of Hyderabad.

Among the six *Mandals*, selected the schools based on purposive sampling technique to cover entire Hyderabad. The class wise distribution of target sample respondents in which the students are pursuing their education is shown in the table 5.1. The total number of sample size is 360 students from 8^{th}, 9^{th} and 10^{th} classes, and 36 teachers were selected simple random sampling technique. The total strength of the

selected sample schools is 1685 out of this those are pursuing 8th to 10th class is 1175. Out of the total sample of students, sixty students from each *Mandal* namely; Nampalli, Saidabad, Secunderabad, Golkonda, Thirumalgiri and Shaikpet were selected with an equal representation. Out of 60 students, 20 are selected based on purposive sampling technique from each class. Thus the proper care was taken to have sufficient representation from all three classes while selecting the sample. The total strength of the selected sample school teachers were 114, out of the sample school teachers 36 teachers were selected from the above mentioned six *Mandals* (who are available at the time of data collection). This section presents the analysis of data collected through structured questionnaire from along with 360 students, 36 teachers from various schools located in six *Mandals* of Hyderabad. The structured questionnaire consists four sections: Demographics, Quality Indicators of School Education, Quality of School Education and its Indicators and Good Practices in the School, administered among the target student and teacher respondents.

To validate the data collected from the student's respondents, the major demographics covered in the questionnaire are age, gender, educational qualification of the parents, occupation of the parents, economic-status, social background religion, and also distances to be covered to reach school. Also the teacher's questionnaire includes age, gender, qualification, experience, social background, religion, distance travel to reach school. The study covered total six *Mandals* in Hyderabad. The below table presents the six *Mandal*s and the responses collected from six teachers from each *Mandal*. Sufficient care was taken to collect valid data from the respondents. The collected data was analysed systematically using descriptive statistics, chi-square test, t test and ANOVA. The results were tabulated and presented using graphs and charts.

The Table 5.1 presents the details of selected *Mandals* and respondents (students and teachers) from each *Mandal*, however map 5.1 shows the location of selected *Mandals* in Hyderabad. Discussion is made to continue the analyse demographic profiles of the respondents.

Table 5.1 *Mandal* wise Percentage of the Sample Respondents

No.	Name of the School	Name of the Mandal	Total strength of the school	8th, 9th and 10th strength	Sample						Total	Teachers	Grand total
					8th		9th		10th				
					M	F	M	F	M	F			
1	Gov. High school Sultanbazar	Nampalli	203	117	10	10	10	10	10	10	60	6	66
2	Gov. High school Bagmoosarambag	Saidabad	354	207	10	10	10	10	10	10	60	6	66
3	Gov. High school, Seethaphalmandi	Secundera bad	382	233	10	10	10	10	10	10	60	6	66
4	Gov. High school, Mudfort	Tirumalag iri	329	210	10	10	10	10	10	10	60	6	66
5	Gov. High school, Golconda	Golconda	422	256	10	10	10	10	10	10	60	6	66
6	Gov. High school, Shaikpet	Shaikpet	371	223	10	10	10	10	10	10	60	6	66
Total			1685	1175	60	60	60	60	60	60	360	36	396

Source: Compiled from field data.

M= Male, F= Female

2.1. Age of the Respondents (students)

After implementation of universalisation of elementary education, dropout rate is decreased. The scheme RMSA was launched in 2009 to enhance access to secondary education and to improve its quality (GoI 2009). The analysis of the study is observed that there is equal distribution of male and female ratio in sample *Mandals* of Hyderabad. The selected sample is equal distribution of the both male and female respondents of the study. Hence, the data reveals that the representation of male and female ratio is almost similar. Out of 360 total students' respondents, 50 per cent respondents are females and 50 per cent are males.

Table 5.2 Ages of the Student Respondents

Age (in years)	Number of students
12	6
13	47
14	108
15	99
16	79
17	20
18	1
Total	360

Source: Compiled from field data

The Table 5.2 presents the age of the respondents. It shows that the average age of the respondents is 14 years. It was observed during the course work that the age of the students falls between 12 years to 18 years. The majority of the respondents are 30 per cent with the age of 14 years followed by 27.5 per cent with the age of 15 years. The rest of the respondents, 21.9 per cent of the respondents with 16 years, 13.1 per cent with 13 years, 5.6 per cent with 17 years, 1.7 per cent with 12 years and 0.3 per cent with 18 years of age at the time of the data collection. While examining the data, 40.55 per cent of the fathers and 58.05 per cent of the mothers are illiterates (refer Diagram 5.1 and Diagram 5.3), so they cannot concentrate on their child's education and also they do not join their children in schools at right age. Most of the parents are migrated to Hyderabad for construction work, because of safety and security of girl child and provision of mid-day meals they have admitted their children in the schools, which clearly shows that they have given importance to meet their ends but not bothered about their children's education. This lines are in line with Chevalier and Lanot (2002) which they conducted a study in UK and found that huge gap between the parental education and children educational choice. This would help to the study to verify the quality of education in Public schools.

2.2. Age of the Respondents (Teachers)

The analysis of the study is observed that out of the total sample, 36 teachers were selected from six *Mandals* majority of them are female ie. 24 are female remaining 12 are male. The Table 5.3 shows that, out of 36 teachers' 11 belong to 35 to 40 years, which is highest number, only one teacher belongs to 30-35, she/he is from very recent recruitment. Seven teachers are belongs to 40 to 45 years of age.

Table 5.3 Ages of the Teacher Respondents

S.no	Age (in years)	Number of teacher
1	30-35	1
2	35-40	11
3	40-45	7
4	45-50	9
5	50-55	6
6	55-60	2
Total		36

Source: Compiled from field data

Nine of the respondents belong to the age group of 45 to 50 years. In the rest of the teachers, six are belong to 50 to 55 years and two teachers belong to 55 to 60 years of age those who are closer to retirement. All the 36 teachers, the highest number (12) of them are teaches science subject, Mathematics (6) and Social subjects (6) to the students in their respective schools. When it comes to the languages, six of them teach English, five of them teach Telugu and one teacher is teaches Hindi. At the time of data collection Science teachers are found friendly and enthusiasm to fill the questionnaire in all the schools.

2.3. Qualification of the Teachers

The educational qualification of the teachers presented in the Table 5.4 highest number of the respondents i.e.11of them have done M.Sc, B.Ed, whereas, six of them have B.Sc, B.Ed, five are from having B.A, B.Ed and three of them have done their MA English. One has done M.A Telugu. The data was collected from those who are having free time at the time of data collection interacted with them in all sample schools. Interestingly, male respondents did not spend time to fill the data. They are engaged with other then academic activities.

Table 5.4 Qualification of the Teachers

S.no	Qualification	Number of Teachers
1	B.A, BE.d	5
2	B.Sc., B.Ed.	6
3	M.A (English)	3
4	M.A (Telugu)	1
5	M.A, B.Ed.	3
6	M.A., M.Ed.	2
7	M.A., TPT	2
8	M.A.,HPT	1
9	M.Sc,. B.Ed	11
10	M.Sc, M.Ed.	1
11	M.A. M.Phil	1
Total		36

Source: Compiled from field data

2.4. Work Experience of the Teachers

Experience of a teacher is a very important factor in students achieving the learning out-comes (Rockoff 2004). The study has revealed that experience teacher can maintain the classroom disciple the way of explanation will helps the student better academic achievement. The Table 5.5 presents the work experience of the Teachers. Whereas, in the sample schools, out of 36 sample 10 respondents are having five to 10 years of teaching experience, seven respondents are having 10-15 years of teaching experience and nine respondents are having 15-20 years experience. While collecting the data it has observed that classrooms are quite salient when senior teachers are teaching their pedagogy also different from the less experience teachers. The respondents who are having less than fivers are found two. While interact the students, they expressed that, they afraid of senior teachers, the reason they said that "senior teachers are very prompt to take classes, asking questions while teaching, and give punishments frequently. Whereas, junior teachers and Para-teachers were move friendly with the students.

Table 5.5 Work Experience of the Teachers

S.no	Work Experience (in Years)	Number of Teachers
1	0-5	2
2	5-10	10
3	10-15	7
4	15-20	9
5	20-25	8
6	25-30	0
Total		36

Source: Compiled from field data

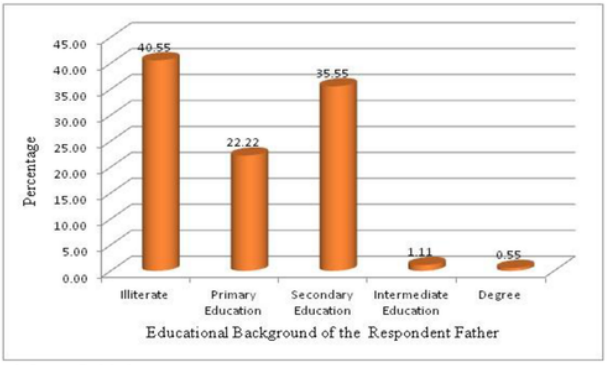
3. Parental Education and Occupation of the Student Respondents

The family system plays a significant role in moulding children's attitude and their growth. Parents and family environment influence and motivate the child towards academics (Drissen *et al.* 2005). Several Economists have found that the effect of parental economical background, social class will show impact on their children's education. In addition, these studies have found a strong link between the wages of the father and his children. Moreover, the common phenomenon is that, more educated

parents provide an academic environment which improves their children's opportunities in their future.

The educational qualification of the parents of the sample students is quite interesting. The majority i.e. 40.5 per cent of the students' fathers are illiterates. Though, 35.5 per cent of them have completed their secondary education, whereas 1.1 per cent of them have completed their intermediate education. And not even one per cent of the respondents' fathers are Degree holders (0.5%). Even though, 35.5 per cent respondent's fathers were having secondary education their work culture is not much deferens when compared to the illiterate persons and primary education holders. Since they migrated from several parts of Telangana and Andhra Pradesh states, they were completely new to the city culture. While interacting one of the student's father (P. Sangaiah father of P. Ashoke studying 9th class in Golconda Govt. high school) said that they came from Nizamabad district Budimi *Mandal* there was no work to do for family endurance (bread and butter) the better lifestyle they relocated to the city. While coming to the city they experienced cultural shock, and then they started working as they already familiar. The Diagram 5.1 shows the educational qualification of the respondents' fathers. The main reason for this circumstance (migration) is poverty and illiteracy, lack of land holding, reduction of natural resources and low wages in rural areas. So they migrated to Hyderabad for their livelihood. These lines are in line with White and Robert (1980) stated that causes for migration was poverty and illiteracy, less land holding, less lively hood opportunities in rural areas and low wages are causes to the migration.

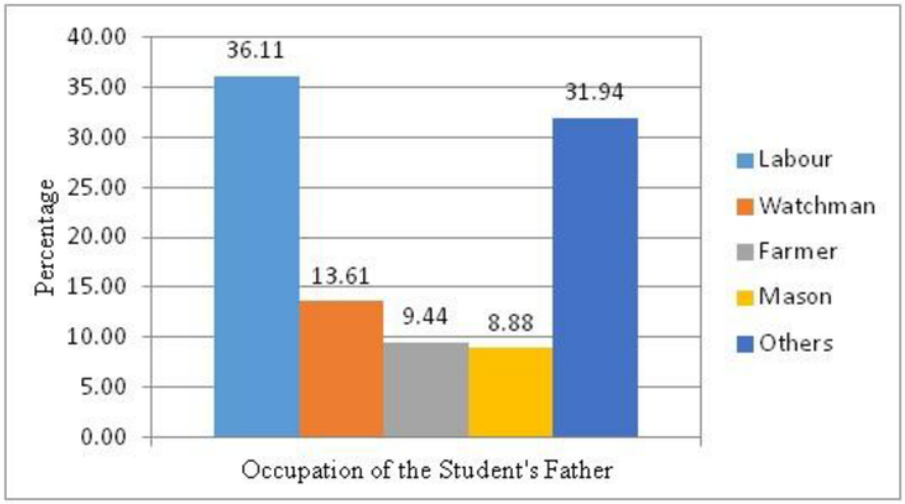
Diagram 5.1: Educational Qualifications of the Respondents' father (in per cent)



Source: Compiled from field data

Parents' education and their occupation show economic condition of the family, and its influence on the education of their children (Killer 2006). It is tear-jerking to say that most of the students' father i.e. 36.11 per cent is working as the labourers due to their illiteracy they did not get any employment, hence, they working as daily wage labourer. Out of the total students' fathers, 9.44 per cent are farmers and 8.88 per cent are mason. However, 31.94 per cent are belonging to others category in which 6 per cent is auto drivers. One of the most striking points, as presented in the Diagram 5.2 is that 5.94 per cent of the students' fathers are no more, due to several accidents are occur in the place of construction. The others occupations of the students' fathers includes, 12 per cent of the respondents were salient about their father's nature of job (the reason was they simply sitting at home and depend on wife's salary) and some are doing business (8 per cent) i.e running a movable tea stalls (seasonal work), housekeeping. It clearly indicates that the head of the family of the sample students' are much backward in terms of educational qualification. Moreover, all of them are daily wage workers, and they are busy with earning money for their daily survival. No one is from private/Govt. employee due to their less educational qualifications. This indicates public schools are meant for below poverty category sections. The discussion is continuing to know the educational qualification of the mother.

Diagram 5.2: Occupation of Student's Father (in per cent)

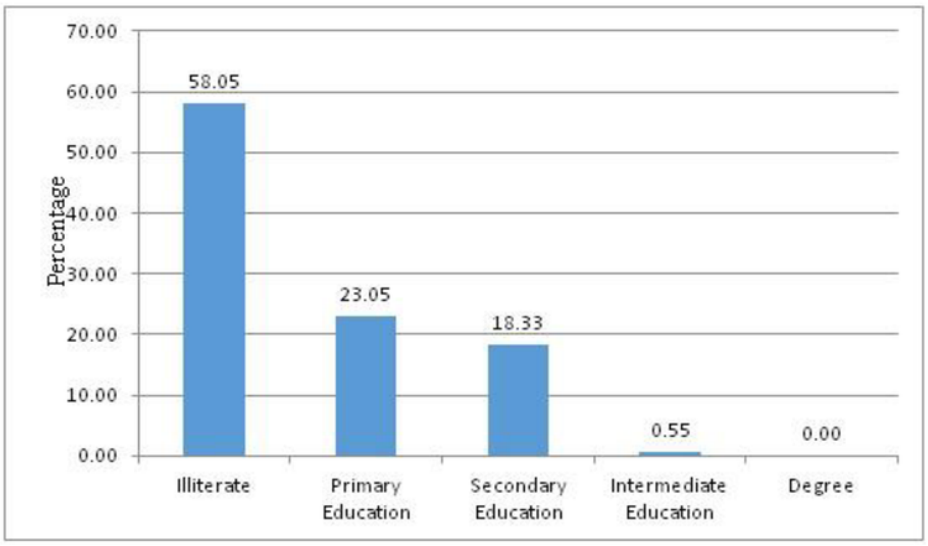


Source: Compiled from field data.

Others: Rickshaw puller, Tea makers, Vendors, Drivers.

If a mother can involve and supervise their children homework's, and take part to communicating with school participation gives more influence to child education. Findings of Ho and Willms (1996) there is a very strong influence of a child's parental education on the child's academic performance. But unfortunately, here the data can be revealed that nearly 59 per cent of the respondents' mothers are illiterates (58.05 per cent), 0.55 per cent of them studied intermediate. One of the most striking points as presented in the Diagram 5.3 is that none of the respondents' mothers are qualified for Degree.

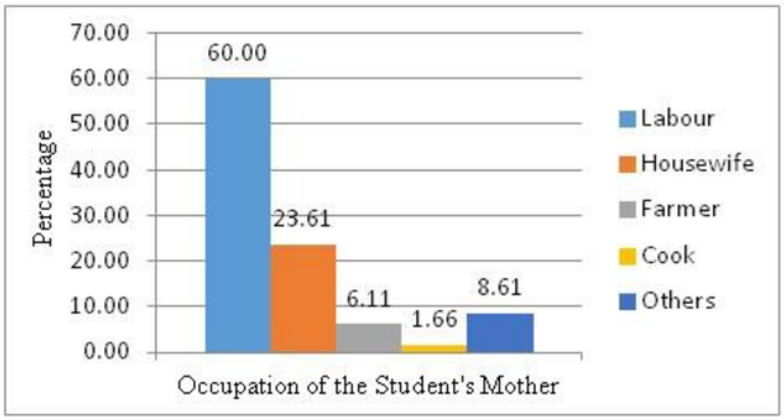
Diagram 5.3: Educational Qualifications of the Respondents' Mother



Source: Compiled from field data.

However, 18.33 per cent of the respondent's mothers have completed secondary education but they are also daily wage worker. Since they have migrated from different places of Telangana and Andhra Pradesh states (people hvae migrated all over the country, students who are studying in the government/public schools are from both Telangana and Andhra Pradesh) from rural area to urban they affected the cultural shock, they did not use their secondary education for the employment and continuing as daily wage basis.

Diagram 5.4: Occupation of Student's Mother



Source: Compiled from field data
Others: Housekeeping, babysitting, tailoring and gardening.

Further, when it comes to the occupation of the respondents' mothers, 60 per cent of them are labourers (constriction). Very low percentage i.e. 1.66 per cent of the respondents mothers are cooks. The others occupations of the students' mothers are as shown in the Diagram 5. 4. However, 18.33 per cent of the respondent's mothers are having secondary education, but they are also doing daily wage labours or housewives. At the time of data collection one of the student class (B. Anuradha, who is studying 9th class in Nampalli govt. high school) mother B. Laxmi, visited to enquire about her daughter's result.

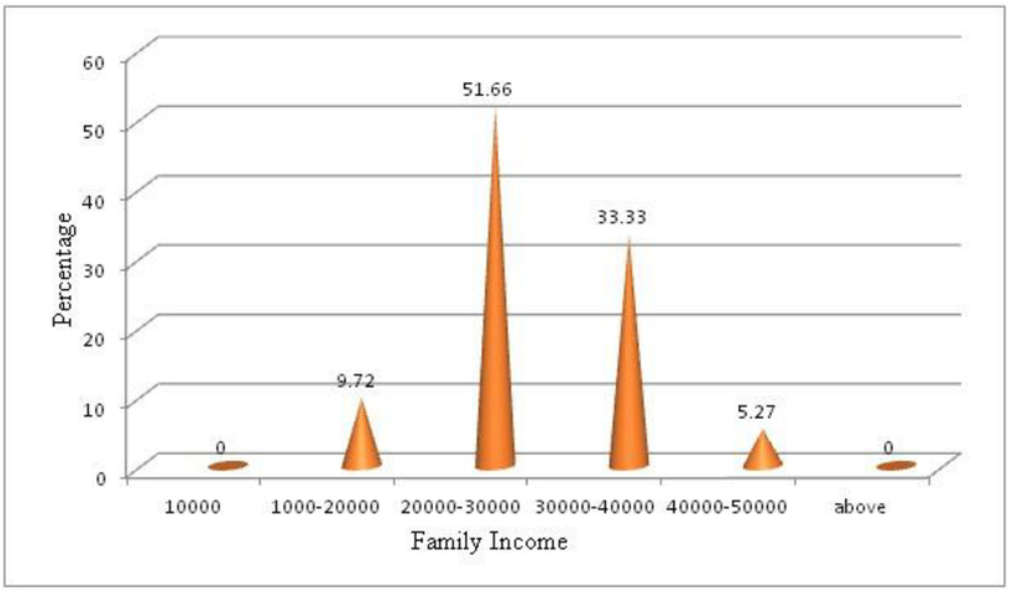
> "While interacted to her she said that "when I complete secondary education got married and family process started up to 4th my child studied in my village, then we moved to city. Here the work culture is different from my village so, I simply sit at home and taking care of my children education. Even though, we produced secondary grade certificate, they take as a housekeeping job".

Most of the respondents parents go to work at 8 AM and they will return home in the evening at 7.00 PM. Respondents are reaching home from school in the evening at 5.00 PM, the gap between parents come to home and children reaching was two hours. These two hours they will not be monitored by any one. They spend their time by watching Television, playing with friends and spending their valuable time in non-academic activities. While collecting the data most of the female respondents are expressed that by the time parents reach they have to complete cooking and most of the household work. One of the pathetic situations revealed by D. Padma studying 9th class, Mudfort Govt. high school, if parents came by 7 or 7.30 pm most of the fathers

were drunk and fight with mothers, unnecessarily beat children, then there is no interest to study at the time so, did not complete home work every day, even teacher did not ask the status of home work, whomever complete he/she will correct.

It has observed at the time of data collection, 90 per cent of respondents families are migrated from both states of Telangana and Andhra Pradesh. It is found from the data analysis presented in Diagram 5.5 that more than fifty per cent of the respondent's families i.e. 51.6 per cent fall under the 20000 to 30000 income category per month, the reason is 36.11 per cent of the respondents fathers and 60 per cent of the mothers were working as labour. Daily income for them is rupees 350, so, per month their salary is rupees 10,500, along with elder son/daughter father and mother their income goes to this category. Next highest income is 33.3 per cent, those are belong to 30000 to 40000 income categories per month, which is under babysitting, auto drivers, rickshaw pullers. The rest of the respondent's families fall in other income categories such as 9.7 per cent families belong to 10000 to 20000, in this category mother are house wife's fathers nature of job for livelihood is moving tea stall and seasonal business. Very lowest 5.2 per cent families belongs to 40000 to 50000 highest income categories who are working like father as mason and mother cooks several places every day were got highest salary.

Diagram 5.5 Income Level of the Respondents' Families



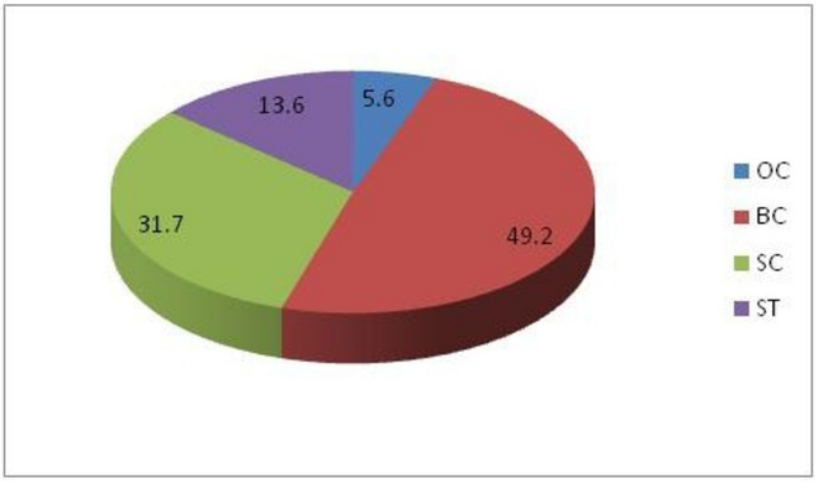
Source: Compiled from field data

It can be found from the Diagram 5.5 that not even a single family of the respondents falls under the income group of above 50000. It clearly indicates that most of the respondents are from below poverty line, due to the poverty they migrated for their livelihood from the rural area to urban areas. They need financial support to continue their education. This is one of the major reasons why government has introduced scholarships and reservations to uplift them in their education.

4. Social Background of the Student

As a part of the demographical information, the study also identified the social background of the respondents.

Diagram 5.6: Social Background of the Students

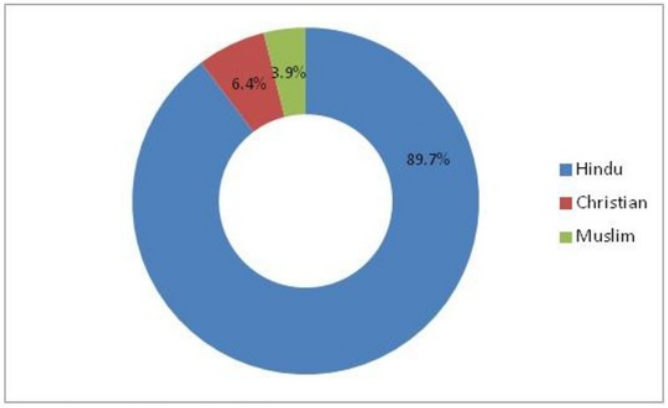


Source: Compiled from field data

Out of the 360 respondents, nearly fifty per cent of the respondents i.e. 49.2 per cent belong to the BC social background. Very lowest i.e. 5.6 per cent are belongs to the OC category. The next follows the SC category with 31.7 per cent; ST Category with 9.7 per cent and the remaining respondents. All four category people were migrated to city due to non-availability of jobs at their native place, drought and poverty. These findings are in line with Gupta (1991). India, caste is the crucial component to determine the social background of the individuals (Prasad 1961). The Diagram 5.6 presents the social background of the students. During the course of field work and in the data analysis, it was observed that government schools are meant for marginalised people. Present study is confined to Hyderabad where Muslim minority

population is more in the city. The Golkonda *Mandal* having more Muslim community where the Urdu medium schools are run by the government. Except Golkonda *Mandal,* the remaining five *Mandals* namely Nampalli, Saidabad, Secunderabad, Shakpet, and Tirumalagiri are located in the centre of the city.

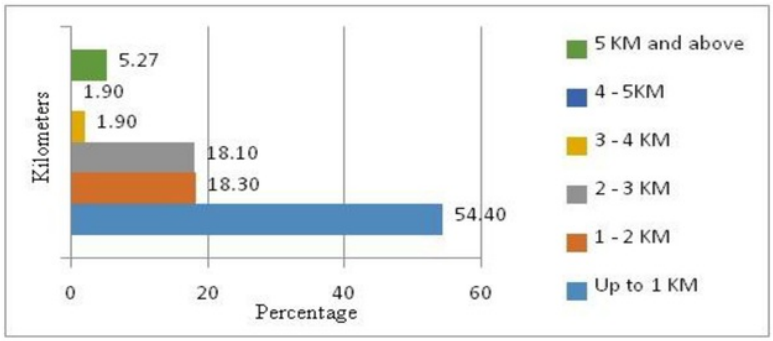
Diagram 5.7: Religion of the Students



Source: Compiled from field data

As shown in Diagram 5.7, out of the total respondents, nearly ninety per cent i.e. 89.7 per cent of the respondents are from Hindu religion, followed by 6.4 per cent from Christians and 3.9 per cent from Muslim religion. Hyderabad has the highest Muslim population among big cities in India. As announced by Telangana Social Development Report (2017) 17.13 lakh people are living in Hyderabad district. Whereas, the data analysis showing that 3.9 per cent Muslim community is studying in the sampled schools, those are from migrated families. However, most of the Muslim community children were joined in Urdu medium schools. It was observed during the course of field work religion of the respondents more or less are same.

Diagram 5.8: Distance between Students' Residence and School



Source: Compiled from field data

It can be found from the Diagram 5.8 that the distance between the students' residence and the school is one kilometre far for majority of the students i.e. 54.4 per cent. It can also be found that 18.3 per cent and 18.1 per cent of the students stay away from 2KMto 3KMrespectively from their schools. It is important to notice that the rest of the students have to travel 5 and above kilometres to reach the school. The details of the distance between students' residence and schools are presented in the Diagram 5.8. The govt. has giving opportunity for school going children, the age group five years to 16 years there is no transport free they can travel in any public transport (Bus) at free of cost. Minimal numbers of respondents (5.27 per cent) are staying far away from the school, the reason they revealed that they relocate their residence due to parents work place.

Table 5.6 Distances between Residence and School

Statistics	Distance Between Residence and School (in KM)
Mean	2.20
Median	1.00
Mode	1
Std. Deviation	2.566

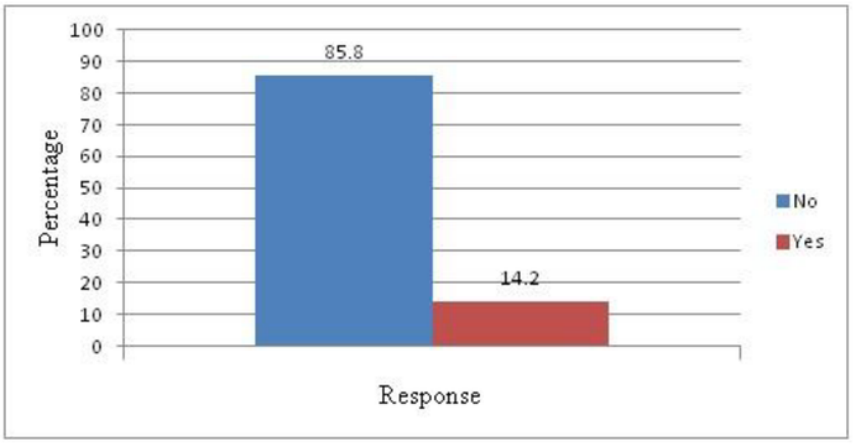
Table 5.6 presents the mean, median, mode and standard deviation(equation 1) of distance between students' residence and their respective schools.

$$\text{Std. Deviation} = \sqrt{\frac{\Sigma(X-\bar{X})^2}{N}} \qquad (1)$$

The Mean distance is 2.20 KM, whereas the Median and mode is 1KMeach and the standard deviation (SD) is 2.566 KM. Most of the students have reach school by walk; students who are having seven to eightKMdistance from home to residence are come by RTC bus with free of cost.

It was observed from the Diagram 5.9, that out of the total respondents, 14.2 per cent of the students reported that they have the difficulty in reaching the schools. However, majority of the students i.e. 85.8 per cent have reported no such issue.

Diagram 5.9. Difficulty in Reaching School



Source: Compiled from field data

Students who are staying far away from the school get free bus passes (public transport). Interestingly, those who stated difficulty to reach schools, are expecting that the government should provide bicycles for them.

5. Social Background of the Teacher Respondents

While knowing the social background of the teachers, it has found that there is equal distribution of OC, BC and SC social background, whereas there are no ST teachers in the selected sample. When it comes to the religion of the respondents 30 are belongs to Hindu religion and six of them are from Christian religion, whereas no Muslim teachers found from the sample which is tabulated in Table 5.7.

Table 5.7 Religion of the Teachers

S. no	Social Background	Number of Teachers
1	Hindu	30
2	Christian	6
3	Muslims	0
Total		36

Source: Compiled from field data

5.1. Distance between the Residence of the Teacher and School

If the teacher stays in school surroundings, it may possible to monitor the student's activities at home. Students should maintain the discipline. Teachers probably will reach school on time. Although the result of the study found that 15 teachers are stays

within five to 10KMfrom school. Very small number of the teachers (3) is stays 25KMto 30KMaway from the school, due to their child education.

Table 5.8 Distances between the Residence of the Teacher and School

S.No.	Distance (in Km)	Number of Teachers
1	0-5	3
2	5-10	15
3	10-15	11
4	15-20	4
5	20-25	1
6	25 and Above	2
Total		36

Source: Compiled from field data

There are three teachers who stay within five kilometers radius from the school. While interact students of Shekpet government school S. Kaveri (10th class) said that Padma teacher (who taught English subject) is stays very near to my home but, she did not have any interaction with local community. It was observed at the time of data collection, teachers how far stays from school, they will reach school on time and monitoring morning routine at the school at all sample schools. The details of the distance between teacher's residence and school are presented in the below table 5.8. The study focuses on quality of school education with reference to public school children in Hyderabad. The present section discusses about demographic profiles of respondents and also discussed about socio-economic profiles, with reference to public school students and teachers issues related to quality of school education in the selected sample public schools. The analysis is made to continue in section-2 and it deal with quality of education with respect to student's perception.

Section-2

6. Assessing Quality in Selected Public Schools of Hyderabad through Children's Perspective

The Right of children to free and compulsory Education Act, 2009, has made wider change in Indian education system. All the developmental schemes and policies have taken place to increase literacy rate but not in terms of quality (Aggarwal 2010). It is clearly indicating in census reports. But the literature is showing there is a

huge gap in students test scores. In the last two decades there is a general criticism by the educationalists that India is losing from the quality of education. A number of reports have revealed that there is an urgency to address the quality concerns on a priority basis. The present research is trying to assess the quality of secondary schools of Hyderabad in terms of infrastructure and by testing children's abilities and basic subject knowledge.

Assessing quality is difficult and demands the use of holistic methods. According to Alam and Farid (2011), in light of different parameters of quality in singular objects, quality is defined by the overall evaluation of examination scripts. This view is reflected by Jere and Birdsall (1983) from the quality of schooling perspective. He observed that an individual's overall performance or excellence defines its quality. The uncertainty of quality is demonstrated especially in the interpretation of facilities because quality is hardly implied from singular transaction. Carron and Chau (1996) observed that the word quality in education is globally consistent, however, parent's satisfaction is dependent on their child achievement in academics and school quality. Thus, the two concepts are interrelated because prolonged satisfaction develops the awareness of overall good quality from the point of student's achievements. The study has concluded that illness and poor health conditions are one of the key factors for absenteeism that affects the quality.

7. The Relationship between Learning Activities and Quality

Teaching-Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic of teacher. One of the best practices of teaching is enlightening students outside the classroom i.e. taking them into laboratories, science exhibitions, museums, etc. The sample students were asked to respond to the quality indicators of the school education in a structured questionnaire. The details of the indicators and the results of the data analysis are presented in Table 5.6. Out of the total student respondents, 44.2 per cent reported that the teachers are not conducting learning activities outside the class. The reason is teachers don't have much time to arrange classes outside the class room, so they rush to complete the syllabus in time. Present curriculum is designed by State Council of Educational Research and Training, it was completely project based education, every lesson ends with related project, so students must do the projects in all the subjects. Researcher poses the question to the question of whether the teachers are explaining the lessons clearly or not, 100 per cent

of the students are positively responded because, all the teachers are well qualified, trained and also seniors. Teachers encouraged students to clarify doubts while teaching the lesson.

The effectiveness of the teachers gives raise to creative methods of teaching-learning, the use of teaching aids and new technology can improve the learning abilities rather than the formal teaching. A teacher can use the Teaching Learning Material (TLM) for benefit of the poor (academically) and talented students in the class (Rennie 2014). Hyderabad is the capital of the state, and all the sample schools are well equipped with teaching-learning material. However, teachers are habituated to taking class with the support of TLM. They start lessons with a short summary of the previous lessons. As per the students' perspective, the homework books were corrected on regular basis by the teachers. Researcher has observed that the text book itself has lot of exercises given in every lesson end, therefore teachers are monitoring and correcting the work books on daily basis. Since the study focuses on school level quality, it was found that many of the students stated that teachers conduct sudden tests. To cross check the findings about sudden tests, they said that they have their own assessment tests and evaluations other than that they do not have time to conduct sudden tests. Hence, the students are confused if those are sudden tests or regular assessments. Hence, there was no sudden tests conduct at the public schools. This is the one of the indicator (sudden tests) to improve the student learning capacity which leads to improve the quality in education.

The relationship between student and teacher has a great significance in academic achievement, during the school years the child can acquire social and emotional competencies (Levin and Lockheed 1993)). According to Dewey (1915) the friendly relationship will improve learning abilities in the class room. The present study made an attempt to analyse the relationship of the teacher towards students. Teachers place a vital role in students overall development (Schommer 1993). They motivate and develop students in all aspects. But unfortunately, 16.7 per cent of the students responded that the teachers are not friendly with them. But during the course of the data collection it was found that teachers are treating all the students' equally as if they are very much concerned about students. Nampalli *Mandal* Sulthan Bazar govt. school social teacher Prameela Kumari has provided stationary items and transport charges to needy students. Whereas, in Shaikpet govt high school mathematics teacher

Kamalaker views about students was different. While interacting him he said that "every class hardly four/five academically interested students remaining were simple they attend the school.

Another question asked to the students, are teachers finishing the syllabus on time? All the respondents have said that the syllabus was completed on time. It is true, because the sample schools are very near to district educational office and so there will be very frequent monitoring of DEO, MEO so it is mandatory for teachers to finish syllabus on time. During the course of data collection it was also observed that every teacher should come before school prayer starts. After the prayer everybody should go to class rooms as per their scheduled time table. Hence, the classes are commencing regularly on time.

The present study is concerned with the issues regarding the quality in school education. All individuals may not have same IQ levels, some are having quick grasping power and some are having low level of learning abilities, since pupils have different characteristics on learning. School should provide remedial class for slow learners to improve the quality as per the guidelines of National Policy on Education 1986. The study is trying to know whether the teachers conducting remedial classes for slow learners. It was found from the observations that no sample school has any remedial classes system. But students are responded positively, which is not true. After school 10^{th} class students were having extra classes to the benefit of pass percentage for school. Moreover, the fact is that teachers are paying extra attention to slow learners with in the class timings. Therefore, it leads to improvement in the quality of school education. Even though, the classes commence regularly, teachers do complete syllabus on time, teachers are using TLM, correcting exercise books, they explain the content clearly, giving project works, and accessing online resources 40 per cent of the students were struggling to read their language text book. However, all the above practices are support services to improve quality.

8. Infrastructure Facilities

All sample schools are located in the middle of the city. Except Bagmoosarambag school which is located in Saidabad *Mandal* every school has sufficient class rooms, staff room, principal's room, libraries, sports room, playground,

compound wall, separate toilets for boys and girls, and also separate toilets for male and female teachers.

Present education system gives more importance to online learning. SSA has streamlined its focus on quality by developing infrastructure introducing Information and communication technology (ICT) in primary and secondary school level education. Moreover, government has put forward several measures to improve learning outcomes and improve skills for jobs. The Right of children free and compulsory Education (RTA) Act has been focusing on infrastructure development along with learning activities (GoI 2009). Hence, researcher has raised one of the important points to be noticed regarding the indicators is that, fifty per cent (50.6%) of the students reported that the teachers are not teaching how to access online resources. Every school equipped with laboratories consisting eight to ten computers with internet connection though, there are many computers with net connection, but students themselves do not use.

9. The Relationship between Learning Activities and Quality

Teaching-Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic in the teacher's hand (Timperley *et al.* 2007). They mould children, develop warm, supportive relationships, and create enthusiasm about learning. One of the best practices of teaching is enlightening students outside the classroom i.e. taking them to laboratories, science exhibitions, museums field trips, etc., to break the monotonous classroom teaching.

Table 5.9. Quality Indicators of School Education

Quality Indicators	Yes	No
Teachers arrange learning activities outside the class	201	159
Teachers give project works related to lessons	360	0
Teachers explain clearly	360	0
Teachers encourage you to ask doubts while explaining the lesson	360	0
Teachers use teaching learning material	360	0
Short summary of previous lesson at the beginning of lesson	359	1
Teachers correct exercise books regularly	360	0
Teachers conduct sudden tests	360	0

Teachers move friendly with you	300	60
Teachers treat all the students equally	360	0
Teachers complete syllabus on time	360	0
Classes commence regularly	360	0
Teachers conduct remedial classes for dull students	360	0
Teacher teach how to access online resources	178	182
Satisfied with your school meals	38	322
Eat everybody same place	360	0
Get books and uniforms from school	190	170
Find any difficulty in getting government benefits	359	1
Government educational schemes are good	85	275
Give feedback to your teachers	360	0

Source: Compiled from field data

10. Infrastructure Facilities Verses Quality Improvement

All sample schools are located in the middle of the city. During the course of field work and in the observations of the researcher except Bagmoosaram school which is located in Saidabad Mandal every school has sufficient class rooms, staff room, principal room, libraries, sports room, playground, compound wall, toilets separate for boys and girls, and also separate toilets for male and female teachers. Classrooms are fixed with chalk boards, lights and fans. Drinking water is available on each school, where as Saidabad, Secunderabad, Tirumalagiri, Mandal schools are having water purifiers. Every school is having library room, contains 2000 to 3000 books available for use. Unfortunately, Nampalli, Saidabad, Shaikpet *Mandal* schools are having common room for library, sports room, store room and also staff room. Which is the situation happens in the capital city Telangana state. But, the study has contradicting to the Directorate of Economic and Statistical Report (GoI 2016). The report has mentioned that there is lot of development in infrastructure facilities and 72.81 per cent school are having ramp facility for physically challenged people. Whereas, present study found that there is no ramp facility in the sample schools.

Table. 5.10. Infrastructure Facilities in School

S.no	Facilities in Schools	Number of schools (%)
1	Drinking water	97.05
2	Separate Toilets for Boys	94.56
3	Separate Toilets for Girls	95.18
4	Health check availability	70.57
5	Ramp availability	72.81
6	Play ground	74.66
7	Library	82.80
8	Electricity connection	81.50
9	Compounds	53.05
10	Own building	97.38
11	Boundary walls	68.59
12	Separate room for Head Master	68.02

Source: GoT.2016

11. Corporate Social Responsibility of Software Companies

Corporate Social Responsibility is the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large", Lord Holme and Richard Watts. Corporate Social Responsibility is a responsibility of all the corporate to ensure the wellbeing of the society at a large scale. Although, the main objective of any corporate entity is to earn profits, it is their duty to take a step for the welfare of society.

The word Corporate Social Responsibility (CSR) was coined in 1956 it has been re modified on Gazette in 2013. The CSR major concerned about society's values, goals, environmental goals and economical goals. Companies are acceptable to spend on to construct buildings and training to the people to required areas. The expenditure should not be exceeding five per cent of the CSR. Whereas, Medford Govt. School located in Tirumalagiri Mandal, Seethaphalmandi Govt. School from Secunderabad *Mandal*, Golconda Govt. School from Golconda Mandal are has good condition of laboratories established by Infosys (Cyient) company, through their CSR initiative. The basic objective of Infosys is to train the students from below poverty line background, so they started providing laboratories, two teachers for each school,

and school bags for every student. As per the school requirement, the company has been providing the facilities. The company has paying those two teachers salary and their work nature is lab instructors, and they take classes assigned by head master.

There is another agency called Red Bus, the objective of which is to educate children about cleanliness, food habits and punctuality. Two teachers are assigned by the agency to the chosen schools. The teachers take classes as per the school scheduled and they teach cleanliness by singing songs and playing small skits. They look after the students during the time of school meals. Another interesting point has observed in the part of course work of field work is that, there are mobile laboratories for physics, chemistry, biology, and computers labs are available in the sample schools. The instructors explain the practical aspects of the syllabus by YouTube lectures, taught them basic computer applications on weekly basis.

Present education system is giving more importance to online learning. SSA has streamlined its focus on quality through developing infrastructure introducing ICT in primary and secondary school level. Moreover, government has put forward several measures to improve learning outcomes and improve skills for jobs. The Right of children free and compulsory Education (RTA) Act focuses on learning. Hence, researcher has raised one of the important points to be noticed regarding the indicators fifty per cent (50.6%) of the students reported that the teachers are not teaching how to access online resources. Every school equipped with laboratories consisting eight to ten computers with internet connection though, there are many computers with net connection, but students themselves do not use. Schools doesn't have instructor, teachers how have basic computer knowledge they teach. While interacting Dr. Srinivasulu, principal of Mudfort govt. school said initially govt. has provided two instructors' through the agency for two years. The agency stop founding the salary to the instructors, there is no maintenance found for the lab, there is no use with lab, so we locked. This is the situation where capital city of Telangana.

12. School Meal

According to Global Hunger Index (2012) India is home to one-fourth of the world's hunger which leads to under nourishment, linked with school dropout. The school meal which is launched in 1995 had a great impact on increasing enrolment (Khera 2006). Especially, children from disadvantaged sections, including girls,

marginal communities, and Dalit's saw a great improvement in attendance and retention. Mid-day meal has helped in preventing classroom starvation, and improved the school participation. It has been improving the education, health and nutrition of disadvantaged children. The present study made an attempt to analyse the quality of school education with respect to the school meal program. It can be found from the Table 5.6 that nearly ninety per cent (89.4%) of the students are not satisfied with school meal which is an alarming issue. It is also happen in the Mumbai schools. The Daily mid-day meal monitoring system (2016) has found that about 207 schools have stopped providing mid-day meals in Mumbai. The reason is again the quality. Parents provide home cooked food for their child due to several health reasons. The study also observed that, mid-day meals are one of the great facilities to the public school children. Every student is consuming school meal from the sample schools. The observations of the field has discovered that, student are not carrying their lunch boxes, that reduces their mothers work and financial support.

One of the eyes blinking situation accrue in the sample school of Saidabad *Mandal*. The school follows the shift system (Morning 7.30 AM to 12.30 PM run by primary school and 12.30 PM to 5.30 PM run by high school). Then the time was 12.30 PM, a student studying in 8th class named G. Ramesh fell down in the Assembly due to giddiness. The teacher who was conducting Morning Prayer (Prasanna Lashimi as a physical teacher) enquired about issue. The reason was, Ramesh came to school by empty stomach, it is happens in every day. Unfortunately, he has a single parent, his mother goes early morning for her work place, and hence Ramesh first meal is the school meal at lunch. Since that day Ramesh has been permitted to have school meal twice a day. This shows teachers are having more concerned towards students. However, mid-day-meals is taking more support to reduce class room hunger.

Whereas, Shaikpet *Mandal* Shaikpet government school respondents are `stated that they are fully satisfied with school meal. The reason they are shared was that, they need not carry their lunch box every day and by the lunch they took hot food weekly twice with egg, every day one variety of pickle. During the course of field work it was observed that the sample schools located in Hyderabad have centralised kitchen, every school receives hot meal by lunch. Teachers and non-teaching staff also taste the meal regularly. Every student from the sample schools, take food with friends as much as they can.

Another alarming issue is that 47.2 per cent of the students reported that they were not getting books and uniforms from school. For which while interviewed Mudfort school social Teacher Mr. Srinivasarao. He said that children are getting benefits from Government according to their financial eligibility. Moreover, 76.4 per cent reported that the government educational schemes are not good. Because they are expecting more and more benefits to the government for example distribution of bicycles, good number of scholarships etc. However, 0.3 per cent of the students expressed that the short summary of previous lesson at the beginning of lesson is not provided by the teachers and 0.3 per cent of the students reported that they were facing difficulty in getting government benefits. During the course of the data collection it was found that the public school students are not at all found any difficulty to getting the government benefits from school office. Everyone is appreciated government benefits in their words but they were not satisfying with present schemes expecting more.

Government school teachers are more qualified and trained, after training also they have to write Teacher Eligibility Test (TET) and District selection committee (DSC) exams to get the teacher jobs. All the above tests are testing the teaching abilities in the teachers. So, definitely these teachers are good in teaching. Hence, 100 per cent of the respondents are positively responded towards their teachers with respective their teaching abilities and attitude.

13. Good Practices in Government Schools

The study tried to identify the extent to which the schools have been following the good practices. These good practices include: School routine (morning) activities, School Safety/vigilance measures, School Governance and monitoring activities, School Health and Hygiene, Co-curricular activities in the school (CCA), Extra-curricular activities in the school, School Teaching-learning Processes, School Sanitation and gardening activities, Learner's Performance monitoring activities and School Hobby development programs. Earlier literature also debating that location of school and effective school practices are also influence the quality of education (Lokheed and Verspoor 1991, World Bank 1997). If the schools are located in rural areas, no transport facility leads to teacher absenteeism (Ramachandran, 2001). Such a way that school discipline is more important to improve the quality in education.

13.1. School Routine (Morning) Activities

Each school has its own discipline, usually every school has start with the morning Assembly. It is a stage to exhibiting the inherent talent of the students. It develops the spirit of team building, leader ship qualities and shapes the value system. And also it is an opportunity for the students to express their sensitivity and social responsibility and social bonding towards the school. The below Table 5.8 provide the responses of the students regarding the School routine (morning) activities. The highest per cent of the students i.e. 53.6 reported that the school routine (morning) activities are very good, whereas 23.6 per cent reported as good and 6.1 per cent reported neither good nor bad. However, it is important to be note that 16.7 per cent of the students reported that the school routine (morning) activities are very poor. During the course of data collection it was observed that every sample school has its own disciple to conduct Assembly. Teachers and students should attend the assembly on time, if any student got late to attend the assembly; he/she would be punished by the physical education teacher.

Table 5.11. School Routine (Morning) activities

School routine activities	Frequency	Percentage (%)
Very Good	193	53.6
Good	85	23.6
Neither Good nor poor	22	6.1
Poor	0	0
Very Poor	60	16.7
Total	360	100.0

Source: Compiled from field data

Interestingly, a sample school in Saidabad *Mandal,* (Government high school, Bag Musarambag) had no sufficient space for conducting Assembly, no sufficient class rooms, and insufficient infrastructure, run with 14 teachers about 354student strength. However, the school represents the toper of the *Mandal*. Moreover, it indicates that quality needs several factors not just infrastructure.

13.2. School Safety/Vigilance Measures

The sample schools are from Hyderabad, and it was found in the course of data collection that the schools were paying a lot of attention to the safety and vigilance. All the sample school have compound walls with a gate, Gates were closed by the Assembly time. There is no interaction with outside public. Opinions of the respondents were taken on the school Safety/vigilance measures. The majority of the students i.e. 72.5 per cent reported that the school Safety/vigilance measures are good whereas 26.9 per cent of the students reported neither good nor poor. Table 5.8 presents the details of the school Safety/vigilance measures.

Table 5.12 School Safety/Vigilance Measures

Safety/Vigilance Measures	Frequency	Percentage (%)
Very Good	2	0.6
Good	261	72.5
Neither Good nor poor	97	26.9
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.3. School Governance and Monitoring Activities

All the sample schools had a code of conduct for students and teachers. The Display boards were filled with day-to-day information. The schools were maintained daily records for the school maintenance. Uniforms were mandatory for all public schools in Hyderabad. The Table 5.9 provides the responses of the students on the school governance and monitoring activities. It is found that majority of the students i.e. 56.7 per cent reported that the school governance and monitoring activities are neither good nor poor. 26.4 per cent of the students reported that the school governance and monitoring activities are good, whereas 16.7 per cent reported poor. But the observed fact is that each class is monitor by the class teacher.

Table 5.13 School Governance and monitoring activities

Governance and monitoring activities	Frequency	Percentage (%)
Very Good	1	0.3
Good	95	26.4
Neither Good nor poor	204	56.7
Poor	60	16.7
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.4. School Health and Hygiene

Heath is an essential to acquire knowledge if the student is healthy she/he actively participate in learning. During the course work it was observed that every school had having dustbins in every classroom, teachers are regularly monitoring cleanliness and minimum required first-aid kits were available in all sample school of Hyderabad. In Table 5.10, it can be found that the majority of the students i.e. 74.2 per cent reported that the school health and hygiene was neither good nor poor, whereas 25 per cent of them reported school health and hygiene was good. Only 0.8 per cent of the students reported that school health and hygiene was very good.

Table 5.14 School Health and Hygiene

School Health and Hygiene	Frequency	Percentage (%)
Very Good	3	0.8
Good	90	25.0
Neither Good nor poor	267	74.2
Poo5	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.5. Co-Curricular Activities in the School

Co-curricular activities lead to overall development of each and every student. It is schools responsibility to provide such kind of education. It develops on both the academic and as well as co-curricular activities. During the course work of data collection it was observed that all the sample schools were encourage student's participation in co-curricular activities. Regarding the Co-curricular activities in the school, most of the students i.e. 73.1 per cent reported as good, whereas 17.5 per cent reported as very good. 8.3 per cent of the student reported that the co-curricular activities in the school are neither good nor poor and 1.1 per cent reported them as poor. Table 5.11 shows the results of Co-curricular activities in the school. The study has revealed that except the Golgonda government school, all the five *Mandals* sample schools students participated in science the exhibitions, and participated games, and also won the medals. The students from Shakpet School said that, they win medals in their respective games. The medals were displayed in the office room.

Table 5.15. Co-Curricular Activities in the School

Co-curricular activities	Frequency	Percentage (%)
Very Good	63	17.5
Good	263	73.1
Neither Good nor poor	30	8.3
Poor	4	1.1
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.6. Extra-Curricular Activities in the School

Extra-curricular activities like debate, math lab, language lab, dance, music, and drama are improves the mental health of the students. It strengthens the mind. When it comes to the Extra-curricular activities in the school, 41.7 per cent of the students reported them as neither good nor poor, whereas 39.2 per cent of the students reported as good and 17.2 per cent reported as very good. Only 1.9 per cent of the students reported the Extra-curricular activities in the school are poor as shown in the Table 5. 12. At the time of data collection, it was revealed that some interested students are participated in debate and essay writing competitions district level. The

majority of the sample schools were silent (they did not have much interest to participate in co-curricular activities). It was observed that at the time of data collection there are two schools namely Sheik pet govt school and Mudfort govt schools were displayed students owned mementoes at the office room display board. It was observed that all the sample *Mandal* teachers were hurry to complete their syllabus but they did not pay much attention to encourage students towards co-curricular and extra-curricular activities.

Table 5.16. Extra-Curricular Activities in the School

Extra-Curricular Activities	Frequency	Percentage (%)
Very Good	62	17.2
Good	141	39.2
Neither Good nor poor	150	41.7
Poor	7	1.9
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.7. School Teaching-Learning Processes

Effective teaching brings intended learning out comes. Among other activities Teaching-learning process is a very essential part of in the educational institutions. During the course of field work, the study has observed that all the sample school teachers were providing better knowledge while importing quality education. The Table 5.13 provides the responses of the students on School Teaching-Learning Processes. It was found that 61.4 per cent of the students reported that the School Teaching-Learning Processes was very good, whereas 38.1 per cent reported neither good nor poor. Overall, only 0.6 per cent of the student reported that the School Teaching-Learning Processes was very good. However, all the sample schools were in a rush to complete their given syllabus on time. In the part of teaching learning process these schools have conducting parent-teacher meetings once in three months. But, parents were not willing to attend the parent-teacher meeting due to several reasons. One among them was that they had to take leave for their work, therefore no salary paid for that day. Interestingly, all sample schools teaching aids, globe, chart, maps and basic required instruments were available.

Table 5.17. School Teaching-Learning Processes

School Teaching-Learning Processes	Frequency	Percentage (%)
Very Good	2	.6
Good	221	61.4
Neither Good nor poor	137	38.1
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.8. Sanitation and Gardening Activities

The school is a place to learn all the abilities at a time even issues like health, sanitation, and school environment (Hujala e*t al.* 2012). The minimum facilities as well as the school backgrounds play a very vital role in any school activities. Regarding the Sanitation and gardening activities, it was found that 77.5 per cent of the students reported that the sanitation and gardening activities were neither good nor poor, whereas 22.2 per cent reported them as good. Only 0.3 per cent of the student reported that the sanitation and gardening activities were very good in schools. Schools like Madfort, government school in Tirumalagiri *Mandal*, and Bag Mosarambag government school in Saidabad *Mandal* have water purifiers, whereas, the remaining four *Mandals* students got water from home to school. Poor facility of drinking water, poor hygiene and lack of sanitation facilities courses to various communicable diseases. However, it is the schools responsibility to take care of every student health and hygiene. During the course work of field it was observed that the surrounding of all the sample schools was maintained very poor in three *Mandals* namely Seethaphalmandi govt. high school, Mudfort govt. high school and Golconda govt. high school.

Table 5.18. Sanitation and Gardening Activities

Sanitation and Gardening Activities	Frequency	Percentage (%)
Very Good	1	0.3
Good	80	22.2
Neither Good nor poor	279	77.5
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.9. Learners' Performance Monitoring Activities

Effective teaching-learning implies monitoring and assessing every student on day today basis, it is the schools responsibility. From the Table 5.15 it can be found that that 77.2 per cent of the students reported that the Learners' performance monitoring activities were good in schools, whereas 21.9 per cent of the respondents reported as neither good nor poor and only 0.8 per cent reported Learners' performance monitoring activities were very good. It was observed at the time of data collection teacher are paying more attention to the tenth class students rather than other students. All the sample school teachers were correcting their work books, also additional care was provided to the slow learners in class itself.

Table 5.19. Learners' Performance Monitoring Activities

Learners' Performance Monitoring Activities	Frequency	Percentage (%)
Very Good	3	0.8
Good	278	77.2
Neither Good nor poor	79	21.9
Poor	0	0
Very Poor	0	0
Total	360	100.0

Source: Compiled from field data

13.10. School Hobby Development Programs

The children in the age group 6-16 years exhibit different abilities and talents shaped in the school environment. Interestingly results found regarding the School hobby development programs as shown in the Table 5.16 is almost hundred per cent i.e. 99.7 per cent of the students reported that the School hobby development programs were very poor in the schools. Only 0.3 per cent students reported the School hobby development programs as very good. The reason which the study has found at the time of data collection students were showing enthusiasm to participate in the programs like sports club, literary club, nature club, wildlife club and also theatre and movie club but there was no facility to run these kind of activities in selected public schools of Hyderabad. School focuses mostly on completion of syllabus and conducting assessments.

Table 5.20. School Hobby Development Programs

Hobby Development Programs	Frequency	Percentage (%)
Very Good	1	0.3
Good	0	0
Neither Good nor poor	0	0
Poor	0	0
Very Poor	359	99.7
Total	360	100.0

Source: Compiled from field data

However, the above discussed ten dimensions lead to improvement in the school quality, and it influences the quality of education in public schools. The present study focuses to find out the indicators which are effecting in improving the quality of education. It has measuring the quality through infrastructure facilities, and student academic achievement levels. All the sample schools are located in Hyderabad and it is the capital of Telangana state. Hence infrastructure facilities and good practices in schools are better than the other districts in Telangana state. The study further examines on student reading, writing skills and also simple arithmetic abilities through the test. The questions which were given for the test basic introduction lesson from their prescribed text books. Each subject carries five marks.

14. Student's Test Score

However, conducting examinations is one of the best practices of measuring the quality of the students. To measure the quality of education in selected schools of Hyderabad, the test conducted to the sample school students of 8th to 10th. The above mentioned indicators show that the quality in public schools is good. But, the test scores reveal that 50.4 per cent of the sample students did not qualify the basic test conducted by the researcher. It clearly indicates that providing infrastructure, sufficient qualified teachers, and physical facilities are not enough to measure the quality in public schools, there many other reasons to improve the quality in school education.

14.1. Student's Secured Total Marks in Test (30 Marks)

The total marks secured by the students in all subjects are shown in the following Table 5.17. Out of the total students, a majority of the students i.e. 38 students were secured 21 marks, whereas 31students have secured 20 marks and 27 student's total marks are 19. However, 6 students have got heist marks i.e 28 in which four students are from 10th class, two students belongs to 8th class and none of the 9th class students have got 28 mark. Five is the lowest mark scored by five students. The details of the students' total marks can be seen in the below table (Table 5.17). Interestingly, 189 students have got first class marks (students how are gained 18marks out 30 marks were into first class). It is very biggest number. Whereas, who have secured second and third class is very lowest both the numbers were very nearby (second-54 students, third-55). Moreover, students how have got less than 10 marks been under failed category the study has found that 62 students were failed in the test.

Table 5.21. Student's Total Marks (Max. Marks 30)

Students Secured Total Marks	Number of students
5	5
6	4
7	4
8	11
9	14
10	17
11	16
12	12
13	16
14	18

15	15
16	15
17	24
18	21
19	27
20	31
21	38
22	23
23	15
24	6
25	5
26	6
27	11
28	6
Total	360

Source: Compiled from field data

14.2. Marks Procured in Languages by the Sample Students (Marks 5 in Each Subject)

At the time of reading the test marks secured by the students in Telugu subject 159 students secured 5 out of 5 marks in the test, whereas 99 students have secured 4 marks and one student secured 1 mark in the test. Except, Golconda Govt high school remaining five *Mandals* local language is Telugu. Hence, all the respondents' mother tongue is Telugu, so they have gained good marks in Telugu. Muslim population is very less (3.9 per cent) in the sample schools. Urdu medium schools are run for the Muslims, these 3.9 per cent respondents migrated from different parts of both Telangana and Andhra Pradesh. Even though, 2 students have got failed in the test, they not pronounce spelling properly. The reason which was observed at the time of data collection, those how have failed were irregular. While interacting them, there is one student D. Lashimi how is studying 10^{th} class in Golconda Govt School said that her mother is having severe health problem she need to accompany with her. So she should not concentrate on studies whereas, in the English subject 52 students secured five out of five, followed by 130 students secured four marks and 9 students were failed in English. Respondents who are studying 10^{th} class have good reading and writing skills only 9 students have secured 1 mark in the basic reading test. The students who are scored highest marks were from 10^{th} Class.

Table 5.22. Students Marks in Languages (Marks 30)

S. No	Secured Marks	Telugu	Hindi	English
1	1	1	35	9
2	2	13	77	74
3	3	88	112	95
4	4	99	95	130
5	5	159	41	52
Total		360	360	360

Source: Compiled from field data

All the public schools concentrate on the 10th class students to improve the pass percentage of their schools. But in the Hindi students scores were very low, 95 students have secured 4 marks and 41 students have got five out of five marks. Moreover, 35students have got failed in Hindi 50 per cent of them could not even recognise the words. There four at the language point of view there is a little improvement when compare to the Pratham report (2014).

14.3. Marks Procured in Mathematics, Science and Social Subjects by the Sample Students

The students were tested for the basic knowledge in Maths, Science and Social subjects and the test scores are as following.

Table 5.23. Students Marks in Maths, Science and Social (Marks 30)

Marks	Maths	Science	Social
0	62	50	19
1	40	97	81
2	76	101	92
3	123	70	89
4	50	40	62
5	9	2	17
Total	360	360	360

Source: Compiled from field data

The marks secured by the students in the Mathematical test show that out of the total students, 123 students secured 3 marks in the test, 76 students secured 2 marks, 40 students secured only 1 mark. It is notable that 62 students have got 0 marks in the mathematics test. Out of 120 samples of 10^{th} class (in all *Mandals*) only two are failed. Whereas, from 9^{th} class 28 students got failed and horribly in the 8^{th} class 72 students were failed. It indicates schools did not castrate on 8^{th} and 9^{th} class students education, they only focus on 10^{th} class students to improve the pass percentage respected *Mandals*.

It can be found that, 147 students failed in science test. Out of the total sample 360, there are 123 students who have secured three marks in which 101 students are from 10^{th} class it indicates in all the subjects class 10^{th} students are performing well. Only two students have got five out of five marks. While interacting Y. Dhanalakhimi who teach science subject for class 8^{th} students in Sulthan Bazar govt school in Nampalli *Mandal*, she said that the major mistake has done by the government was the removal of 7^{th} class public examination system, So students and parents are not worried about their education up to 8^{th} class. We (teachers) are trying to motivate the parents but they don't pay attention on their children education. We almost beg the parents to send their children regularly and pay attention at least half an hour per day. Moreover, we are trying to provide the quality of education to the students. At the time of data collection it was observed that there was no free time to the teachers,

everybody busy with their classes' especially female teachers. This is also indicates they (teachers) are putting efforts to improve the quality in education.

Whereas, the marks secured by the students in social test. It can be found that out of total 360 students 17 students have got five out of five marks in social subject, whereas, 19 students have got zero marks. Highest, number of student's have secured are secured 2 marks. While interacting students of Golconda govt. school said that, we do not have regular classes, hardly per day three or four classes. Even at the time of data collection it was observed that children are roaming in the school corridors in school time. Out of the total *Mandals* Golconda govt. school is not proper condition.

Section- 3

15. Quality of School Education Teachers Perspective

The present section is made to analyse of the quality of education from the teachers' perspective. A teacher plays a major role in developing in all levels of growth in students. In order to teach, they can teach life lesson and inspires the children various situations. At the time of data collection, while interacting the teachers out of 36 teachers all of them have said passionately they have joined in teaching profession. So they have to love to teach the children. While asking about learning levels of students, 25 teachers have said that they do not pay interest on studies they simply come and go. In each class hardly five or six students pay interest on studies, they attend classes regular and complete homework's performing well in studies. Teachers have not much time to spend more time on slow learns, while teaching they explain clearly two three times to cope up slow learners. But 15 teachers are said that they have spent extra time for slow learners. All the sample schools are sufficient teaching-learning material. To enquire about the usage of teaching-learning material (TLM) to the teachers, 100 per cent of them were responded positively. It was observed that at the time of data collection 100 per cent of sample schools are using TLM in the public schools it is mandatory to teach classes with the support of the TLM.

Teachers were asked about wether their students were disciplined? 100 per cent of teachers said that they are more indiscipline and also they said that we put our maximum efforts to keeping them to calm and create concentration on lessons. However, 22 teachers have said that students were listening quietly the lessons.

Table 5.24. Quality Indicators of School Education: Teachers Perspective

Sl. No	Quality Indicators of school education	Opinion	Number of teachers	Percentage
1.	Do you love your job?	Yes	36	100.0
		No	0	0
2.	Are you enjoying your job?	Yes	36	100.0
		No	0	0
3.	Do students pay interest to learning?	Yes	11	30.6
		No	25	69.4
4.	Do you spend more time to explain for slow learners?	Yes	15	41.7
		No	21	58.3
5.	Do you use teaching- learning material?	Yes	36	100.0
		No	0	0
6.	Does the school have sufficient teaching- learning material?	Yes	36	100.0
		No	0	0
7.	Are students disciplined?	Yes	0	0
		No	36	100.0
8.	Do your students listen quietly while you are teaching lesson?	Yes	14	38.9
		No	22	61.1
9.	Do you prepare models to create interest in the lesson?	Yes	36	100.0
		No	0	0
10	Do you use audio-visual aids while teaching	Yes	36	100.0
		No	0	0
11.	Do you give punishments to the students?	Yes	0	0
		No	36	100.0
12.	Do you conduct sudden tests after completion of the lesson?	Yes	11	30.6
		No	12	33.3
		Sometimes	13	36.1
13.	To promote competitive spirit among the students, do you give rewards to the Topper of the class?	Yes	36	100.0
		No	0	0
14.	Do you promote co - curricular activities?	Yes	36	100.0
		No	0	0
15	Do you prepare lesson plan?	Yes	36	100.0
		No	0	0
16	How often do DEO visit the school?	Once in a year	6	16.7
		Twice in a year	6	16.7
		> 6 times in a year	6	16.7
		Convenience	12	33.3
		No time bound	6	16.7
17	How often do MEO visit the school?	2-3 times in a month	6	16.7
		Based on need	12	33.3
		No time limit	6	16.7
		Convenience	12	33.3
18.	Do you find any discriminative practices among the children?	Yes	0	0
		No	36	100.0
19.	How often does the school conduct parent – teacher meeting?	2	6	16.7
		3	30	83.3
20.	Do parents feel free to discuss about their child's academic performance with teachers?	Yes	6	16.7
		No	6	16.7

		Warden will take care	18	50.0
		Not attending	6	16.7
21.	Do community people involve in the school activities?	Yes	18	50.0
		No	18	50.0

Source: Compiled from field data

Teachers were asked about preparation of models to create interest in the lessons 100 per cent teachers have said 'yes'. It was observed at the time of data collection, teachers were prepare models in mathematics and sciences, whenever, students were straggle to understand the concepts.

> "While interact J. Srinivas how teaching is physical science in Nampalli *Mandal* Govt. School Sultanbazar is said that, my 25 year experience with students it is tuff to streamline the situation in public schools as well as improve the quality. We are straggling to teach them how importance of education, even we call the parents on phone explain them their child academic performance and attitudinal issues. Even we found donors to supply the note book minimum require academic things within one month they are empty hands. Recently, school got an opportunity to train the student from 8^{th} to 10^{th} through the police department, these trained students should get an opportunity to join directly as a police constable. There are several schemes to uplift the marginalised community. But the students and their parents were unable to understand the importance of education, due to illiteracy and poverty".

It can be noted that out 36 teachers 36 have said that they have use audio-visual aids at the time of teaching which is not true at the time of data collection it was observed that the equipment was not in working condition. The discussion was continuing to know whether, the students get punished by the teachers due to academic and disciplinary reasons 100 per cent of the teachers said that no, because there is a GO if an student has punished by teacher /parent, he has a right to lodge a complaint against to them. So, there are no punishments in the public schools.

It can be found that there is no sudden tests conduct in the sample schools. The reason they said that we were interested to conduct sudden tests, we have to rush to complete the syllabus in time. There was no time to conduct extra test rather than their regular SA1, SA2, FA1and FA2. While interact Ch. Kamala teacher has been working as social teacher, had 22 years of experience said that sometimes any new concepts students may feel tuff to understand then, so, they conduct test for them which is rarely happen. Moreover, 11 teachers have said that they have conducted sudden tests.

It can be noted that no single sample schools have a culture to give rewards to the topper of the class to promote competitive sprite on them. However, out of total 36

sample 100 per cent teachers have said yes. All the sample schools have prepared lesson plan which is mandatory to write in every public schools. To enquire about how often DEO visits schools in a month or year. Teachers have responded that 12 of them are said the DEO has come to school with his convenience time. Whereas six teachers have responded that there was no time bound some time he/she may visits once in a year. It can be found that MEO visits to school are very frequently happen. Whenever he has to share the information he/she comes to school.

The major component which was posed to the teachers is that did you find any discriminatory practices among the schoolchildren, 100 per cent of the teachers have said that there was no such kind of practices among the school children, Even though, most of the sample school children are below poverty line and their socio-economic levels are almost similar, so there was no discrimination practices at school level.

It can be found that depending upon the schools they will conducted parent teacher meeting. However, 90 percent of the teachers have said that meeting should be conduct two times per year. Interestingly, there were hardly attended 10 parents to know about their children performance. While asking about involvement of community people in school activities 50 percent of the respondent has responded positively. Remaining has said that there are no community involvements in schools. Above mentioned all the indicators have discussed about the improvement of quality in school education. The study has concluded that there is minimal improvement in the school education interims of infrastructure and students performance in the test sources'.

Table. 5.25. Frequency and Percentage for Indicators of Quality of School Education

Sl. No.	Quality Indicator	1	2	3	4	5	Total
1.	Basic Infrastructure has a significant effect on Quality of School Education	0	3	18	15	0	36
2.	Physical Environment has a significant effect on Quality of School Education	0	11	20	5	0	36
3.	Teaching-aids has a significant effect on Quality of School Education	0	0	18	18	0	36
4.	Classroom Dynamics has a significant effect on Quality of School Education	0	3	21	12	0	36
5.	Quality Parameters have a significant effect on Quality of School Education	0	5	15	12	4	36
6.	Work Culture has a significant effect on Quality of School Education	0	8	20	8	0	36
7.	Monitoring and Supervision has a significant effect on Quality of School Education	0	0	19	17	0	36
8.	Curriculum has a significant effect on Quality of School Education	0	0	19	17	0	36
9.	Syllabus has a significant effect on Quality of School Education	0	0	20	16	0	36
10.	Pedagogy has a significant effect on Quality of School Education	0	8	17	11	0	36
11.	Examination has a significant effect on Quality of School Education	0	0	22	14	0	36

Note: 1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree;

Source: Compiled from field data

Table 5.21 shows the analysis of percentage and frequency for every item of the Indicators of quality of school education. Total 11 indicators that measure the quality of school education used to collect teachers opinion. Hear they mentioned that 18 teachers are neutral about basic Infrastructure has a significant effect on quality of school education where as 15 teachers are agree with there is a significant effect on

quality of education with respect infrastructure. Moreover, not only the infrastructure is to improve the quality there are another several factors are influence to improve the quality in education. While asking about is physical environment has a significant effect on quality of school education out of 36 teachers only five teachers are agree with physical environment has significant effect on to improve quality on school education. Whereas, 20 teachers have neutral about only physical environment can improve the quality in education. This is true that it is not possible to improve quality through only the physical environment.

The another important aspect about where teaching-aids has a significant effect on quality of school education, out of total sample 50 per cent of the teachers have agree with teaching aid has plays a major role on to improve quality on education, whereas, 50 per cent of the sample respondents were neutral about this statement. While asking about class room dynamics, 12 respondents are agree with the classroom dynamics has a significant effect on quality of school education, whereas 21 respondents are neutral about this statement. There four, this is true that class room dynamics also one of the major factor to improve the quality in school education. Whereas, schools have only quality parameters there is no way to improve quality in education. This is possible with infrastructure facilities, TLM, sufficient number of teaching staff. However, 12 respondents are agree with quality parameters can improve the quality and 15 respondents are neutral about these parameters can only improve the quality in school education. While asking about work culture, monitoring and supervision, curriculum syllabus and pedagogy have significant effect on improve the quality in school education. Work culture places a major role to improve the quality in school education. Out of 36 respondents total respondents 8 respondents are agree with work culture is improve the quality in education. Another important factor that monitoring and supervision is also can help the quality improvement in school education where as it is not possible to improve quality through monitoring and supervision only. There are several another factors are to improve quality on education. Hence, 19 respondents have neutral about this statement. However, curriculum, syllabus and pedagogy have significant improvement to improve the quality, whereas, 17, 16 and 11 respondents have agree with syllabus, pedagogy and curricula to improve the quality in education. While asking the respondents, whether the examination has a significant effect on quality of school education 22 of the

respondents have said that they were not excepting this statement there are several (teaching staff, TLM, physical infrastructure etc) factors influencing to improve the quality.

16. Summing Up

The present chapter *Quality of Public Schools in Hyderabad* is an attempt to understand the socio-economic background of the sample school students, infrastructure facilities in schools and test results of the students as discussed in the study. The chapter is divided into three major sections. Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analyses of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools. The data compiled and presented in this section is based on the data collected from the field and this would help to understand the issues related to quality of education in schools. It has been found that 50 per cent of the parents are illiterates and their occupations are 36.11 per cent fathers and 60 per cent of the mothers are daily wage labourers. As per the data concerned out of 360 students nearly 50 per cent i.e. 49.2 per cent are from BC community and almost 90 per cent i.e. 89.7 per cent are from Hindus by religion. The study has revealed that majority of the students residency was within five kilometer radius. It has been found that majority of the respondents are from below poverty line due to the poverty they migrated to city for their lively hood. Present public school conditions are very well with respect to the physical infrastructure. The study has proved no significant relation between physical infrastructure physical infrastructure and children test scores. It has concluded that parental socio-economic condition has reflected in their child's academic performance.

The second section deals with the quality of school education with respect to students perspective. The study has revealed that socio-economic background of the respondent is not an impact on quality improvement in school education. The study has drawn the conclusion from the data.

The third section deals with quality of school education with respect to teacher's perspective. The study has revealed that socio-economic background of the respondent is not an impact on quality improvement in school education. The study draw the conclusion from the data, the teacher and their teaching abilities and

experience of the teacher is the major reasons for the improvement of the quality in school education.

The major finding of the study is that academic and economical background of the parents is more influence to the child performance and simultaneously, teacher and their teaching abilities and experience are major factors to improve the quality in school education.

Chapter-6

Conclusion

The present study is proposed to examine the quality of public (government founded) school education in Hyderabad. The study also made an effort to understand the socio-economic background of the respondents, issues which are related to the school quality, infrastructure facilities at school level, and teacher's opinion among the public school students. Certain quality indicators have studied in selected schools and it also tries to analyse the quality in public schools. Education plays an important role in overall development of an individual and it is a key tool for social transformation and source of individual and community emancipation. The state and central governments have aimed to provide good quality education to the nation with minimum expenditure.

The study has tried to bring about four specific objectives. Firstly, to review the existing literature on the status of the secondary school education in India, especially the public schools of Hyderabad and discussed about methodological aspects. Second, to study the conceptual understanding of quality, with reference to various national and international educationalists perspective of quality in education. Third, is to review the various educational polices in India pre and post- Independence and also have discussed about inclusive policies to address the quality of school education in India. Fourth is to discuss about the various steps to ensure the quality of school education so far implemented through different educational programs at macro level and how those schemes were secured by implementation fifth is to understand the socio-economic background of the respondents in the study area and to evaluate the quality of public school education in Hyderabad.

The study was conducted in Hyderabad with a sample of 360 students and 36 teachers. The sample 360 students those who are from 8^{th} to 10^{th} classes were selected for the study from six *mandals* namely, Golconda, Maredpalli, Nampalli, Saidabad, Secunderabad and Shaikpet *Mandals*, of Hyderabad. Both purposive and simple random techniques were used to draw the sample of the study.

The major objective of the study is to understand the quality of education with reference to public schools of Hyderabad. The purpose of the study is to analyse how

the public schools are running to improve the quality. Keeping this as one of the main focus areas of the study, the following objectives have been framed

- To understand and define the concept of quality in school education,
- To review the school education policy in India.,
- To examine various steps to ensure the quality of school education so far implemented through different educational programs at macro level,
- To study the socio-economic profile of the respondents and to analyse and interpret the quality of school education in Hyderabad at micro level.

The study is organized into six chapters. The first chapter is an introduction to the whole research in general and review of related literature with reference to the quality issues in public schools in India. It deals with importance of education and defining the concept of quality in general perception and relating it to school education. On the whole, chapter tries to introduce the long history of school education and its background. The discussion is made to understand the present situation of secondary school education and the importance of quality of education is also discussed in this chapter. Improvement of enrolment in present days, dropout rates, development of girl child education, for improvement of quality of education, various measures taken by the government and so on. On the whole chapter tries to introduce the larger theme of the study. The problem definition, challenges in school education, significance, and focus of the study, have been mentioned. Including related review of literature. The literature reviews show the concepts of quality in secondary school education, with reference to school accessibility, dropouts, teacher absenteeism, lack of infrastructure, household works, parental background, teacher motivation levels about student learning, and children attitude towards learning. This chapter also covers the Research Objectives and Methodology which make an attempt on literature review and also cover statement of the problem, research gap and the need for the study.

The literature is presented thematically with 1) socio-economic conditions, 2) parental involvement at home and school, 3) infrastructure facilities at school, 4) teacher absenteeism, 5) attitude of the teacher among government school students, 6) influence of para-teacher scheme, 7) curriculum development, 8) mid-day meal and quality improvement. The main essence of the review of the literature is lack of parental awareness among their child education is one of the major indicator influence

the quality in school education. Socio-economic conditions of the family are also one of the obstacles to provide quality of education to their children. Since from 60's literature is showing that influence of infrastructure facilities at school level improves the quality in education either primary or secondary school education.

Several research studies conducted particularly in 2013 to 2015 have revealed that influence of mid-day meal scheme is enhancing quality in education through increasing enrolment and decreasing dropout rate. Mainly the scheme reduces the hidden hunger so that the children could concentrate on their studies, these situation leads to enhance the quality in education.

Another important factor identified in the review of literature is in-service training and teacher attitude among the government school students. Several studies pertaining to teacher-student relationship is showing greater impact on improving the quality in education. Training of a teacher is also an important factor to improve the quality in education. Furthermore, the major research studies emphasis on teacher absenteeism being one of the key factors to influence the quality in education. The studies also mentioned that the present curriculum needs to be more child-centric education. All these indicators are found from the literature.

It is observed from the previous literature that, several academicians and research studies have realized that defining quality in education is not a simple thing. It is linked with so many indicators which the study discusses in review of the literature. The present study is trying to examine the quality in secondary school education and it defines the quality of education with respect to infrastructure, Infrastructure facilities at school level, teacher's attitude towards students' learning, opportunity time (teaching learning time), parents and community involvements at school, and also safety measure in school. For which researcher have developed a questionnaire and collected the data from the selected sample schools. And also conducted a test for the students who are pursuing 8^{th}, 9^{th} and 10^{th} standards in government schools of Hyderabad for understanding their reading, writing and simple arithmetic skills from their text books only.

The chapter introduction is made an attempt to understand the importance of quality of education in grass root level. Since the study focuses on quality of secondary school education, it is necessary to know and discuss that growth of public schools and

people teacher ratio in past two decades. It is found from the school education reports, very little improvement in increase of schools in the year 2005 to 2009. From 2009 to 2013 huge number of schools was established. Whereas, 2013 to 2014 the number of schools was downfall, suddenly 854 schools were merged to nearest schools. The pupil teacher ratio set by the NCERT is 1:27; by 2014-2015 the ratio is successfully reached. It also discussed about total allocation for education in different five year plans, but there is not much improvement in allocation of budget in different years as shown in the table 1.3. The introduction chapter tries to analyse education committees and commissions established in post independent India for quality improvement. It gives clarity for statement of the problem, significance of the study. The Introduction chapter includes Research methodology, limitations of the study, and finally ends with the Chaptarisetion. The overall discussion of the introduction concludes that student socio-economic background and parental educational background influence their academic achievement.

The second chapter deal with the Quality of Education through theoretical background. It provides definitions of quality from various educationalists to understand the quality of education. It discussed about aims of quality of education, objectives of educational quality, indicators of educational quality improvement, an analysis of different approaches in quality of education from world wise, a slit discussion on how the millennium development goals shall take part to improve the quality of education, and also provides an outlook of why educationalist and police makers focuses on quality of school education have been provide. It also discussed about quality constraints in education i.e. which kind of barriers influencing the quality in education. From the above literature there are several constraints influencing the quality in education. The major constraints are, Infrastructure facilities: it includes school building, separate toilets for boys and girls, drinking water facilities, sufficient lighting to class rooms, electricity services, computer lab facilities, library services, school boundary walls and playground, etc.

Another important obstacle is teacher and teaching-learning material. The NCERT guidelines suggest that teacher student ratio should be 27:1, but a majority of schools in rural areas are run by a single teacher in India. Even after implementation of DPEP and SSA in Indian school education system, still the country is struggling to provide the infrastructure facilities. Improper access and infrastructure lead to

increased dropout in rural India (lack of sufficient teachers, school is far away from living area, unfriendly environment at school, non-availability of lady teachers and separate toilets etc.). Since the families of public school students are economically poor (Bhadra and Ranjith 1989), they are usually habituated to find alternative source of work (work for wage and salary for helping the household activities). They are also expected to look after younger siblings and help the family economically and in house hold chores. One of the biggest constraints children in rural tribal areas facing is language barrier. Unfamiliar instructional material is another reason for children's lack of interest to attend the school, and subsequently they become unable to cope with and fail.

The second chapter also discussed various dimensions to improve quality in education from national and international perspective. Furthermore, the study has used UNICEF (2000) framework for analysing quality in school education. As per the UNICEF's interpretation of quality of education, the study also discussed five dimensions which are; quality learners, quality environment, quality content, quality process and quality outcomes with respect to the Indian contest. The UNICEF report has concluded that if we provide the above mentioned five dimensions it should be possible to improve the quality in education. It presented a data on education index from 1980-2013 and it provided the data of expected years of schooling male and female ratio. It also touched briefly upon issues of high rates of repetition and dropout in developing countries and further extended to discuss readiness for school by children and parents to improve the quality in education. The readiness for school is one of the major practices in developed countries. It provides maturity levels to the individual that would allow to do focus work. Hence, the school readiness should improve learning capabilities. It also discussed the establishment of DIET's for improvement of quality teaching and implementations and improvement of quality education under SSA and RMSA. Overall, these studies highlight the present scenario of school education and need to improve the quality of education. Improving the quality of education certain indicators (teacher, infrastructure, syllabus, teachings aids) and mitigating financial constraints can reduce the dropouts and increase the enrolment in the secondary school education. Indian Education Commission has advised the Government to implement several polices which improve the enrolment in school

education. These studies have identified several factors influencing the deterioration of quality in public schools.

The third chapter comprises a discussion on reviews of various inclusive policies to address quality of school education in India. It deals with defining and reviewing the school education policy in Indian context. The major policies which are effectively implemented to improve the quality in education were discussed. This chapter provides post Indian education system, an overview of educational policy in India, history of Indian education, education committees and commissions in post–Independent India, policy perspectives in pre-independent India and Inclusive education policies for scheduled caste, scheduled tribes and backward classes. The key focus of this chapter is to provide analysis of National Policy on Education 1968, NPE, 1986 and revised policy 1992.

This chapter also dealt with the education system in India from the beginning of Gurukulas, and analyse their pedagogy and curriculum. During that time, the East India Company had taken over the Indian Autonomy, and made policies to improve the quality of education, the acts and reports starting from Charter Act 1813 to Sargent Report 1944 was discussed. From the beginning these reports have focused on the quality of education. Compared to the quality of education in the Vedic period, the quality has increased rapidly during the British rule. After implementation of Hunter commission recommendations to school education, the progress in primary schools from 1882 to 1901 showed that the number of student enrolment rate rose from 22 lakhs in 1882 to 32 lakhs in 1901. Whereas in secondary schools this number increased from 42,993 in 1886 to 6, 33,728 in 1901 (Jayapalan 2000). The Hunter commission had made recommendations on the lines of university scope, administration, and examinations (Dutta 2008) to improve the quality in education system.

The study also examined various developmental policies and programs to combat the changing socio-economic needs of the country and improve the quality of education after independence. At the time of independence, the total number of secondary schools in India was very less, up to 12,500. Slowly the number had increased to 18,500 within five years. Moreover, the enrolment Diagrams rose from very less in three millions in 1948, it was increased 6 million by 1954. The quality improvement interventions took place by the Indian Government, started teacher

training institutions in every district headquarters (Ghosh and Ghosh 1997). The chapter discussed all the important policies right from University Education Commission (1948-49), Secondary Education Commission (1952-53), National Committee on Women's Education (1958), Committee on Emotional Integration (1961),Education Commission (1964-66), Committee of Members of Parliament on Education (1967), National Policy on Education (1968), Review Committee on the Curriculum for Ten-Year School (1977), Draft National Policy on Education (1979), National Curriculum for Primary and Secondary Education: A Framework (1985), National Policy on Education (1986), National Policy on Education: Programme of Action (1986), National Curriculum for Elementary and Secondary Education A Framework (1988), Central Advisory Board of Education Committee on Distance Education (1992), CABE Committee on Policy, (1992), National Policy on Education 1986: Programme of Action (1992), National Curriculum Framework for School Education (2000), National Curriculum Framework (2005), discussed the Right of Children to Free and Compulsory Education Act (2009). Finally the chapter ends with Inclusive Education Policies for Scheduled Caste, Scheduled Tribes and Backward class and draw conclusions. Moreover, the study has concluded that all these educational policies have improved the quality in secondary school education in India.

The fourth chapter "Quality of School Education: Review of Educational Programs" discusses about the various steps to ensure the quality of school education so far implemented through different educational programs at macro level. The chapter provides starting from the Tara Chand committee to through Kothari commission and the major policies NPE 1968, NPE 1986 and revised policy 1992 which are implemented by the Indian government and how these programs have effected in the development of quality of secondary education. The chapter leads to discuss about improvement of secondary education through the development of five year plans. And also discuss on the best practices adopted by different states to provide good quality of education to the nation. The major contributions for quality improvement programs framed by central and state governments have been discussed in this chapter. The chapter clearly mentioned about policy framework, budgetary allocations and hurdles in implementation of schemes. Meanwhile, the study has explained, various basic educational projects designed and implemented by state governments. Overall the chapter talked about understanding of outcomes of the policy implementations.

The fifth chapter deals with Socio-Economic Profile of the Respondents and Sample Schools in Hyderabad. This chapter is mainly divided into three sections. . Section-1 deals with the demographic profiles of the students and teachers. The section-2 deals with analysis of quality of education with respect to students and section- 3 deals with teachers' responses which analyses the quality indicators of school education and good practices in schools. This is important in terms of understanding various indicators that causes the present situation of the public school education. It focuses on Quality of School Education in Hyderabad. This chapter gives an understanding of quality of school education.

Even after several developmental plans implemented by the Indian government to eradicate illiteracy and poverty still India is victim to such issues. The impact of the decentralisation of education can be better appreciated against the backdrop of its distinct socio-economic context. But present public school participation is not satisfactory in condition. The low level of learning in the public school children is due to lack of infrastructure facilities in schools, lack of parental awareness among the children education due to poverty and illiteracy and lack of motivation among education to the public school children. Further, it has continuing the discussion about inputs of the data; here it is discussed about Socio-economic background of the respondents.

1. Findings from the Data

However, the demographic factors of the public school children are also dealt in the study because they provide the valuable information on social-economic condition of the respondents.

- The study found that out of the 360 students, nearly fifty per cent of the respondents i.e. 49.2 per cent belong to the backward category (BC) social background. The next follows the SC category with 31.7 per cent; ST category with 9.7 per cent and the remaining respondents 5.6 per cent are belongs to the OC category.
- The study included the students whose age was between 14 and 17 years, as they studying eighth to tenth class. Out of which 89.7 per cent of the respondents are from Hindu religion, followed by 6.4 per cent from Christians and 3.9 per cent from Muslim religion

- It is found that 76 per cent of the respondents are from migrated from several parts of the Telangana state. Out of the six selected *Mandals*, except Golkonda and Shaikpet *Mandals*, rest of four *Mandals* i.e. Nampalli, Saidabad, Secunderabad and Musheerabad, are located in center part of the Hyderabad. Therefore, most of the students were from sub urban area and only few students belong to slam areas.
- The study found that 18.3 per cent of the students stay away from 2 to 3 kilometers respectively from their schools. The study found that 43 per cent of the respondents' family size is five.
- It is also found that 58.05 per cent of the respondents mothers and are 40.5 per cent respondent fathers are illiterates respectively. Interestingly 18.33 per cent of the respondents mothers and 35.5 per cent of the respondent fathers are completed their secondary education. Whereas less than one per cent i.e. 0.55 per cent studied intermediate. One of the most striking point is that none of the respondents' mothers is a graduate.
- The study observed that most of the students fathers i.e. 36.11 per cent are working as the laborers followed by 13.61 per cent of the student's fathers are working as the watchmen. Whereas, 60 per cent of the student's mothers are labourers, 23.6 per cent are house wife and 6.11 per cent are 6 farmers.
- It is an observed fact that due to their illiteracy, poverty and lack of educational awareness among the parents, they could not concentrate much on their children's education.
- The changes in economy have made it physically possible for them to look out for other sources of employment, and many of them have been doing precisely that. Dalit girl students' fathers are daily wagers where as mothers are household workers, and they are struggling hard to survive in the society. However, it is not an easily available option to all.
- Majority of the respondents (68.3%) family annual income is between ₹ 50,000 to ₹ 1,00,000
- The study has revealed that, more than 50 per cent of the respondent's families i.e. 51.6 per cent fall under the 20000 to 30000 income category, followed by 33.3 per cent of them belong to 30000 to 40000 income category. The rest of the respondent's families fall in other income categories such as 9.7 per cent

families belong to 10000 to 20000 and 5.2 per cent families belongs to 40000 to 50000 income categories. It is also revealed that not even a single family of the respondents falls under the income group of above 50000. It clearly indicates that most of the respondents are from below poverty line, due to the poverty they migrated for their livelihood.

- Another important point the study has identified is that, these respondents need financial support to continue their education. This is one of the major reasons why government has introduced scholarships and reservations to uplift them in their education.

The major thrust of the study is to analyse the issues and to evaluate the good practices which have been implemented in public schools to improve the quality in education. The present scenario quality of education has become a major area of concern especially in secondary education. Mere quantitative development is not the objective but the attainment of learning skills of similar standards is the main focus of educational system of any nation. The Right of children to free and compulsory Act, 2009, has taken a wider change in Indian education system. All the developmental schemes and policies have taken place to increase literacy rate but not in terms of quality. In last two decades there is a general criticism by the educationalists that India is losing focus on quality of education. A number of reports have revealed that there is an urgency to address the quality concerns on a priority basis. The present research is focuses to assess the quality of secondary schools of Hyderabad in terms of learning activities, infrastructure and by testing their abilities and basic subject knowledge.

2. Learning Activities in the Public Schools

Teaching- Learning is a process which goes ahead in a step by step manner. Learning can accrue its magic of teacher. The present study focused to know the learning situations in the classroom.

- The study found that out of the total respondents 44.2 per cent reported that the teachers are not arranging learning activities outside the class. The reason is teachers doesn't have that much time to arrange classes outside the class room, they rush to complete the syllabus on time. Present curriculum is designed by State Council of Educational Research and Training (SCERT), it was

completely project based education, every lesson ends with related project, so students must do the projects in all the subjects.

- The study reveals that out of the total 100 per cent of the students are positively responded, because, all the teachers are well qualified trained and also senior teachers. Teachers are encouraged to clarify their doubts while teaching the lesson.
- The study found that 41.5 per cent of the teacher respondent were having Post graduation with B.Ed, followed by 30.6 per cent of the respondents are under graduation with B.Ed, whereas 11.1per cent of the respondents are having PG with TPT.
- The study found that 41.7 per cent of the teacher respondents had 10-20 years of work experience, followed by 38.9 per cent of the respondents are had less than 10 years of experience and around 20 per cent of the despondence had 20 years' experience. The findings indicate that Hyderabad public schools are equipped with sufficient teachers.

The findings of the study have proven that the relationship between students and teachers has a great significance in academic achievement, as during the school years the child can acquire social and emotional competencies. It will lead to improve learning abilities in class room.

- The study reveals that 16.7 per cent of the students responded that the teachers are not moving friendly with them. During the field work it was observed that most of the teachers are not maintaining friendly relationship with students.
- The study has observed that almost every sample school were having para-teachers. Interestingly, under corporate social responsibility, the private agencies associated to place two teachers in each sample schools.

3. Infrastructure Facilities in the Sample Schools

All the sample schools are located in the middle of the city. Except Bagmoosaram school which is located in Saidabad *Mandal* every school is having sufficient class rooms, staff room, principal room, libraries, sports room, playground, compound wall, toilets separate for boys and girls, and also separate toilets for male and female teachers.

- The study found that fifty per cent (50.6 per cent) of the students reported that the teachers are not teaching how to access online resources. Every school is equipped with laboratories consisting eight to ten computers with internet connection. Although, there are many computers with net connection, but students themselves are not using.
- The study reveals that nearly ninety per cent (89.4%) of the students are not satisfied with meals provided in the schools which is an alarming issue.
- It is also found that 47.2 per cent of the students reported that they are not getting books and school uniforms from.
- The study revealed that 76.4 per cent of the respondents have reported that the government educational schemes are not reaching them.

Teacher effectiveness gives result of creative methods of teaching- learning, the use of teaching aids and new technology can improve the learning abilities rather than the formal teaching. A teacher can use the TLM to benefit of the poor and talent students equal in the class. Hyderabad is the capital of the state, and all the sample schools are well equipped with teaching-learning material.

- The study observed that 92.8 per cent of the sample school teachers are using the TLM.
- It is also found that 50.6 per cent of the teachers are clarifying the student's doubts while teaching the lessons. This is an observed fact that teachers are rushing to complete the syllabus on time. So, the teachers are not spending much time to arrange classes outside.

4. Good Practices in Public Schools to Improve the Quality

The study tried to identify the extent to which the schools have been observing the good practices. These good practices include: School routine (morning) activities, School Safety/vigilance measures, School Governance and monitoring activities, School Health and Hygiene, Co-curricular activities in the school (CCA), Extra-curricular activities in the school, School Teaching-learning Processes, School Sanitation and gardening activities, Learner's Performance monitoring activities and School Hobby development programs.

CCA lead to overall development of each and every student. It is schools responsibility to provide such kind of education. It develops both the academic and as well as co-curricular activities. During the course work of data collection it was observed that all the sample schools encouraged student's participation in co-curricular activities. Regarding the Co-curricular activities in the school, most of the students i.e. 73.1 per cent reported as good, whereas 17.5 per cent reported as very good. 8.3 per cent of the student reported that the co-curricular activities in the school are neither good nor poor and 1.1 per cent reported them as poor. The results of co-curricular activities in the school. The study has revealed that except the Golkonda government school, all the five *Mandals* sample schools students participated in science exhibitions, and participated in games, and also won the medals. The students from Shaikpet School said that, they win medal in their respective games. The medals are displayed in the office room.

The study has identified overall activities which are practiced by the public schools are satisfied. The sample schools are very near to district educational office and there are very frequently monitored by DEO, MEO. Hence, it is mandatory for teachers to finish syllabus on time. During the course of data collection it was also observed that every teacher should come before school prayer starts. After the prayer everybody should go to class rooms as given by the time table. Hence, the classes are commencing regularly on time.

Government school teachers are more qualified and trained, after training also they have to write TET and DSC exams to get the teacher jobs. All the above tests are to test the teaching abilities in the teachers. So, definitely these teachers are good in teaching. Hence, 100 per cent of the respondents positively responded towards their teachers with respective to their teaching abilities and attitude. All the above situations discussed about are indicating that there is quality in schools. The researcher has conducted a test in the same sample students.

5. Student's Test to Measure the Quality

As a part of the study, the researcher has conducted the test for the students studying 8^{th}, 9^{th} and 10^{th} Classes. The subject wise test was conducted for 5 marks in each subject such as Telugu, English, Hindi, Mathematics, Science and Social. The total marks for the test is 30 (5*6 Subjects = 30). The results of the test are as follows.

- The study was observed that 74.3 per cent of the respondents are not reading properly in languages (Telugu, English and Hindi). Whereas, 44.2 per cent of the sample students are having good reading capacity in Telugu, these sample students are Telugu speakers. But in English there is very low reading capability i.e. 14.4 per cent, followed by Hindi is very low i.e. 11.4 per cent has scored highest marks.

- The study reveals that out of the total students, 34.2 per cent of the student's secured 3 marks in the test, whereas 21.1 per cent secured 2 marks, 13.9 per cent secured 4 marks and 11.1 per cent secured only 1 mark. It is notable to find that 17.2 per cent of the students got 0 marks in the mathematics test and 2.5 per cent secured 5 out of 5 marks.

- The study found that, 28.1 per cent of the students' secured 2 marks in the science test, whereas 26.9 per cent secured just 1 mark, 19.4 per cent secured 3 marks and 11.1 per cent secured 4 marks. It is interesting to observe that 13.9 per cent of the students got 0 marks and only 0.6 per cent secured 5 out of 5 marks in the science test.

- The study found that 25.6 per cent of the students secured 2 marks in the social test, whereas 24.7 per cent of the students secured 3 marks, 22.5 per cent secured only 1 mark and 17.2 per cent secured 4 marks. It can also found that 5.3 per cent of the students got 0 marks in the social test and 4.7 per cent of the students secured 5 out of 5 marks in the test.

- The study reveals that out of the total sample students, 52.5 per cent of the students' secured first division in the test, followed by 17.2 per cent with third and 15 per cent secured second division. Although more than fifty per cent of the students secured first division, 15.3 per cent of the students are failed in the test, which is a concern issue to be focused.

- The study found that there is no gender deference for scoring the marks in all *mandals*. There is a significantly different at the 5 per cent level of significance. Professional

6. Limitations of the Study

The study requires a plenty of time to be spent in the field of research with school going children to study their socio-economic background, learning conditions and to collect their opinion towards quality of education. The researcher has to observe the infrastructure facilities at school and interact with teachers to collect their opinion towards quality of school education. Time constraint is also one of the major limitations for this study. Besides, socio-economic status and city culture status of sample students of selected schools may be different from rural to urban and one state to another state. The difference may rise due to socio-economic and cultural, infrastructure facilities which they provided, Teaching-learning facilities, physical facilities, polices of the state and central governments and so on. Therefore, the findings of the study may not useful to the other areas.

Finally, there might be reliability and validity issues with the information obtained from the questionnaires used in this study because they were self – reported by the respondents. In part, because the data shared common method variance and thus errors in measurement are correlated with each other.

However, the finding of the study suggests that 50 per cent of quality exists in the selected schools of Hyderabad. But one cannot generalise these findings to entire district and state due to small sample size. Since the findings of the study reveals 50 per cent positive results, there is a need to look at the problems like infrastructure facilities in the school, recruitment of teachers, and sufficient budget allocation to the school development programs.

7. Suggestions for Further Research

During the course of exploration on the present study, the researcher has realized the importance of other areas not covered by the study and it may be filled in by further studies. It may be identified and suggested as follows:

- The secondary school education towards job-oriented curriculum.
- To study the curriculum development and the quality of secondary education.
- The attitudes of the teachers towards quality of teaching at the secondary level.
- To study the effectiveness of Mid-day meal program.
- To study the parental attitude towards their children education.
- To study the policy Intervention in secondary school education.

8. Conclusions

The nature of the study hails from the broader frameworks of education and social exclusion and inclusive policy studies that come under the category of interdisciplinary research. Therefore, the present study could make an entry into different disciplines such as sociology, history, educational studies and human rights and so on. The broad nature of the study and the limited time compels for further clarification of some parts of the study. The study tried to consolidate the discussions both from the literature and field work. The study helps to understand the quality in school education with reference to selected schools in Hyderabad and contributes to the body of knowledge in social exclusion and inclusive policy.

It has been observed that, the quality of education being imparted in the government schools. The number of teachers employed is lesser than required. It is also observed that, even those employed teachers did not take their work very seriously. The major impact of the deterioration of the quality in public school is over work load of teachers. There should be minimum two upper division clerical posts and two lower divisions clerical posts are required. They should be taken care of nonteaching affairs i.e. enter into the children marks in the progress sheets etc. Proper plan and policy should be made by the government and the public to improve school infrastructure. All the sample schools are located in Hyderabad and it is capital of Telangana state. Hence infrastructure facilities and good practices in schools are better than the other districts in Telangana state. The findings of this study suggest to the planners, policy makers and educationist to aware and sincerely pursue the quality of education in rural and urban schools and other educational institutions.

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