



## Dismantling Public Secondary Education: A comparative study of Government and Private Schools in the State of Andhra Pradesh

Dr.M. Roja Lakshmi,  
Assistant Professor, Center for Studies in Social Management, Central University of Gujarat, Gandhinagar

### Abstract

*Education is a fundamental right to every citizen in India. Despite several commissions appointed to improve the literacy level and education from primary to secondary levels. The increased intake in private secondary schools happens despite the fact that the performance of those schools is poor compared to the public schools (e.g. Residential schools in the South Indian state of Andhra Pradesh), with the aim to deliver social and economic justice by educating poor and talented rural children. Nevertheless, the State Government has made concerted efforts to dismantle the public residential schools that perform far better and answer to the demands of social justice. How does this seemingly irrational outcome normalized in Andhra Pradesh? This is the paradox, which this paper aims to answer by comparing private and public residential schools, and by studying government policies pertaining to secondary education in the state of Andhra Pradesh.*

### Introduction

In 1972, the state of Andhra Pradesh established A.P. Residential Educational Institutions Society as an autonomous body with the Secretary to Government, Education Department as Chairman. The first Residential School started by the Government of Andhra Pradesh at Sarvail in Nalgonda District to cater the needs of Telangana pupils during 1971-72 in the buildings and land donated by Sarvodaya Trust Board. To facilitate the maintenance of Residential Schools free from the normal restraints in Government Department, the Government have constituted A.P. Residential Schools Society (Regd.), later permitted the opening of 2 more residential schools in the other two regions in the State at Tadikonda in Guntur district and Kodigenahalli in

Anantapur. At present the Society is managing 136 Schools, 13 Junior colleges and 1 Degree college, 200 KGBVs in order to do social and economic justice to the poor and talented rural children in the state of Andhra Pradesh.

The Salient features of A.P. Residential Schools are: Strength of the section is limited to 40; Teacher-Pupil ratio is 1:20, Personal attention to the individual needs of students such as slow learners and fast achievers. Highly qualified and talented staff provided for instruction. Teachers with M.A/M.Sc., B.Ed qualifications shall teach for the classes VIII to X and teachers with B.A/B.Sc; B.Ed shall teach for classes V to VII. This ensures quality education. Self-discipline is developed. Lastly, emphasis is laid on Co-curricular activities and development of moral values.



Admissions are made into class V, every year by conducting entrance test. Admission is provided to the students with parental Annual income not exceeding 60,000 rupees. Admissions are made based on the merit in the entrance test. Rule of reservation is followed as per the Government norms.

Access and Equity to education in India remains widely problematic, with great variations of between and within states, and large differences in participation between vulnerable sections such as Schedule Castes and Tribes (SCs and STs), girls and minorities etc. In Andhra Pradesh there are 11,028 Government High Schools and 6,348 Private High Schools, in which total enrolment at Government High schools is 18.1% and 45.6% enrolment is in Private High School. The critical role of secondary education in fostering social change and economic development was well recognized by the committees and policy pronouncements. However, the numerous policies are implemented for the universalizing elementary education, which are progressive steps for the development of secondary education.

The Scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) recently launched is aimed at expanding and improving the standards of secondary education-classes VI-X. The HRD Ministry has taken note of SSA, now plans to implement a secondary education scheme called RMSA during 11<sup>th</sup> plan at a cost of Rs.20,120 crore, in order to achieve the goal of universalisation of secondary education (USE). World Bank (2009), '*Secondary Education in India: Universalising Opportunity*' report emphasis on the challenges of the Indian Situation, to

improve access, equity and quality of secondary education and it should be on simultaneous basis. It is Pointed out the role government should be to universalize opportunity to attend secondary school, rather than to universalize access. The World Bank has suggested, India to make efforts towards the qualitative investments in teaching education and accountability, curriculum reform, quality assurance, examinations reform, national assessment capabilities and significant institutional capacity building to succeed in the education discipline.

With the new Right to Education Act (RTE) comes an exciting opportunity to change the way private unaided schools are regulated and gain recognition in India. The role of the private unaided sector in India is crucial for achieving "Education for All". The RTE Act provides an opportunity for state governments to explore ways in which to assure even better quality from private unaided schools. The RTE Act was launched in 2009, but came to force by April 1<sup>st</sup> 2010. After two years of implementing the RTE, there is no allocation of 25% seats for the poor and deprived section children in the Private unaided schools, the entrance test for kids and interviews for parents are going on, in the private unaided schools which are against to the constitution of India.

#### Objectives of the Study

- ❖ To Find out the access and equity in secondary education in A.P. Residential Schools
- ❖ To Explore the reasons for the dismantling of the A.P.R.E.I. Society in the State
- ❖ To Prove the A.P.R.Schools have better performance than Private High Schools through SSC results



❖ To Elucidate the critical perspectives of Government Policies on Secondary Education

#### Review of Literature

After the partial success of universalization of elementary education, the Government of India along with the state governments is taking stock of secondary education and working out strategies to infuse fresh life into it. It is imperative because in the present scenario the secondary education constitutes the nucleus of the edifice upon which rests the structure of higher education. There is lack of seriousness which effects quality education and hampers its revamping. The Paucity of resources available at secondary level forced the authorities at the national level to devise a scheme namely, RMSA for the universalization of Secondary Education throughout the country.

Lewin (2011), make a note, in his article. *'Expanding access to secondary education: Can India catch up?'* explained the participation in primary education has improved greatly in India in the last decade. Less than 50% of all school age children attend secondary school and he compared India with China regarding access to secondary education and schooling. He suggested the national Scheme Rastriya Madhyamic Shiksha Abhiyan (RMSA) on secondary education needs to keep costs to household low and encourage more or the poor transit into secondary schools.

Hara Gopal (2011) in his article *'Right to Higher Education: An Overview'* rightly pointed out that education is a democratic right of the individual, deprived groups and vulnerable sections of the society. Secondary Education is one

of the equalizer of opportunities and facilitator of social mobility. It is a massive experimental ground where a society can transform its younger generation to take up the tasks of building a humane democratic and harmonious society. Further he added that, secondary education should be treated as a human right and be access to the weak and the vulnerable sections of the society.

GOI report (2007) *11<sup>th</sup> Five Year Plan*. Government of India, the Ministry of Human Resource Development received the report of the committee of central Advisory Board of Education (CABE) on the universalisation of secondary education through 11<sup>th</sup> Five Year Plan (GOI, 2007) had complemented SSA with a new program designed to universalize access to secondary schools called Rashtriya Madhyamic Shiksha Abhiyan (RMSA), but unfortunately the scheme is facing several criticism from the intellectual side.

Wani (2011) in her article *'Why have different schemes on education failed on the ground?'* criticized the government policies which were implemented from the last decade SSA to RMSA. The ideas of the schemes *'Sarva Shiksha Abhiyan'* and (RMSA) *'Rashtriya Madhyamic Shiksha Abhiyan'* is comprehensive and both the schemes aim at roping in all children in the age group of 6 to 16 to complete ten years of primary education and secondary education by 2016. She emphasized that, if these *'Abhiyans'* are carried out seriously and sincerely, it may lead to new chapter in the history of primary and secondary education. But she explained the nation has had a very bitter experience with regard to the viability of such schemes and operations.



Wani suggested improving the number and standards of Kendriya Vidyalaya's and Navodaya Vidyalaya's will fetch the purpose of universalizing the secondary education.

Govinda and Bandyopadhyay (2010) in their article '*Social Exclusion and school participation in India: expanding access with equity*', analyzed the school participation and the process of exclusion in the Indian context, based on the access and equity. They mentioned more number of Scheduled caste and scheduled tribe children are excluded compare to upper caste children, specifically from the secondary schools, in the name of work (such as child labour and manual labour in the place of adults), he mentioned the dropout rate is high in secondary school level compare to primary level education.

Siddhu (2011) in his article '*Who makes it secondary schools? Determinants of transition to secondary schools in rural India*', examined factors effecting to secondary level education in rural India. He used logistic regression to examine the effect of distance and cost on the transition to secondary schools and the negative impact of increased distance and cost are detrimental for girls and children from minority groups.

Halai (2011) in his article '*Equality or equity: Gender awareness issues in secondary schools in Pakistan*', focused on gender awareness and dimension of addressing the quality of education in Pakistan from the social justice perspective. Beyond access there are several factors that compromise quality of education and raise issues of equity and social justice. He also examined on the issues policy and practice in school education and teacher education in the

schools where minority sections are concentrated.

### Methodology

In this study, we have taken the State of Andhra Pradesh as the Study Area, which is ranked 28<sup>th</sup> Rank in literacy in 2001 and it is fallen down to 31<sup>st</sup> Rank according to 2011 census. The study entirely based on the pilot study of unpublished PhD work purely based on empirical data, and researcher carried out the study based on both Primary and Secondary sources. The Primary sources are mainly the data collected by the researcher from the A.P. Residential Schools of Sarvail (General Boys) and Ramannapeta (General Girls), and two Private Residential schools (Sri Chaitanya School of Excellence and Alpha High School) of Nalgonda District with Semi-structured Interview Schedule through Purpose Sampling method. The Interview schedule has both open ended and close ended questions, and questionnaires was prepared separately for students and teachers, in order to avoid fearful circumstances to students from their teachers. The main official information and SSC results collected from office of the Director and Commissioner, School of Secondary Education, Government of Andhra Pradesh, Hyderabad; and The Board of Secondary Education, Hyderabad, Andhra Pradesh. Additional resources we gathered from the Legislative Assembly Library, Hyderabad and the Ministry of school education, AP Secretariat, Office of the Commissioner Government Examinations. The Secondary sources are collected through a survey of literature both published and unpublished, books, articles, and vernacular newspaper essays.



The data is analyzed by both qualitative and quantitative techniques, such as SPSS was operated to get the accurate values of the results, pass percentage and infrastructure in both the systems. The cross tabulation explains variation in terms of discrimination and dismantling process of government attitude towards poor and rural talents in secondary education. The field study notes of present work permits the researcher to understand, how the dismantling process started through various curriculum, academic practices and work experience; by introducing English Medium in class VI during 2007-08 with State syllabus and later during 2008-09, CBSE (Central Board of Secondary Education) syllabus was introduced for class V with English as a medium of instruction. The Introduction of 'Lottery' (Based on Name) system instead of entrance test was totally collapsed the A.P.Residential School System.

**Field Notes Analysis**

Sarvail-A.P.Residential School

(First Government Residential School in India)

In 1971 the first Residential School started by the Government of Andhra Pradesh at Sarvail in Nalgonda District to cater the needs of Telangana Pupils in order to provide quality Education to the Rural Talented children from the below poverty line families. Later the Government have decided to extend the scheme to Intermediate (Higher Secondary) and Degree (Graduation) college. At present APREI Society is managing 136 schools, 13 junior colleges, 1 Degree college and 200 KGBV (Kasthurba Gandhi Balika Vidyalayas).

Category of Schools	Boys	Girls	Co-ED	Total	
General	32	34	1	67	136 Schools
B.C.	29	16	0	45	
Minorities	15	9	0	24	
General Jr.Colleges	5	3	1	9	13 Jr.Colleges
Minorities Jr.Colleges	4	0	0	4	
Degree College	1	0	0	1	01 APRDC
Total	85	62	2	150	
KGBV		200		200	200 KGBVs

\*Source APREI Society – Hyderabad

At Present, the Sarvail A.P.R.School strength 403 of General Boys School. It is imparting quality education to the first generation students for the last four decades. Students passed out from the Residential Educational Institutions are

serving the Society in various capacities across the Country and abroad. School Daily routines starts from 5.00A.M to 9.00 P.M. and the results 100% except in 1999, due to one failure it was 99%. The Sarvail School bagged State Top Rank in



1996, 2004, 2007 in SSC Exams. Children from this school actively participated in various Co-curricular (NCC, Scouts) and Extra-curricular (Sports and Games, Cultural, Essay writing, Debate and in Drawing as well as Hindi Exams) activities in the district and state levels. I was really surprised when I came to know the basic per capita for one day on one child is only Rupees 15.32 Ps for 5<sup>th</sup> -7<sup>th</sup> class pupils and Rupees 17.25 Ps for 8<sup>th</sup> - 10<sup>th</sup> Students. Up to 8<sup>th</sup> Standard there is no fee under RTE Act, only 9<sup>th</sup> and 10<sup>th</sup> class pupil are paying the nominal fee of 63 rupees to every academic year. The Admissions up to 2008-09 are made by conducting entrance test. From 2009-10 and 2010-11 the lottery system introduced, about lottery system the institution is unsatisfied. Apart from lottery system, the state government introduced and changed medium of instruction from Telugu to English. Due to this reason many children are unable to cope up the English medium standard and dropping out in the middle of their schooling. The teachers from schools are teaching in Telugu medium and SSC Public Exam should be faced in English medium.

The Sarvail School after four decades of its successive history does not have the compound wall and library and lab facilities. Students from this school who passed out donated carts in dormitories and mess benches made with cement. The State of Andhra Pradesh Government unable to provide the basic necessities since from 1990's due to privatization of schooling in the state neglected taking care of A.P.R.E.I Society, despite in all these circumstances students from these institutions performing far better than private Residential Schools. If the government

has given proper funds to these schools, definitely pupils from deprived sections and poor background will shine than their other counterparts in all the subjects and in English as well.

Sarvail school has very serious infrastructure problem, there are 7 dormitories and 25 toilets serving 403 strength, dormitories and school building do not have proper roof and it covered with Ash buster Sheets. There is an urgent to react and respond towards these schools development.

Every Five Year plan allocates huge amount to cater the needs of education by the central government. The State allocations for these schools are very minimal compare to corporate education in the state. This is the paradox, we would like to highlight and how the government is planning to demolish and dismantle the public education, which was meant to the BPL (Below Poverty Line) family children and rural talent with which the society motive and it will be fulfilled by government's interest and active involvement.

Ramannapeta - A.P.Residential School

(A.P Residential School for General Girls)

The Ramannapeta A.P.R.School consists of 391 girls, without compound wall and dormitory facility. Here girls are using open place for toilet purpose which was covered by the forest. Ramannapeta School has one specialty regarding results. No school has broken the record of this school in SSC public Exams. Though they don't have basic amenities, such as scarcity of living rooms (dormitories, toilets, study hall etc) apart from all these problems, their performance is outstanding in the state. It is an interior



village which makes schooling to poor rural girls.

Girls from these schools demand for Lady Teachers and Lady Principal. School requested government, 5 years back to sanction funds to construct a compound wall for the safety and security of girls. Last year the state sanctioned partial allocation, with this the management tried to start to build a compound that finished only two sides of the wall. Due to this reason, parents of these girls students are not interested to continue their girls education within those unsecure circumstances. Finally this leads to the close down of school and students may scatter either to household work or to work outside in the form of drop out.

There is a great demand for dormitories, library and lab facilities. Girls are using library and computer labs as living rooms. Only Principal is having quarters in this school remaining all the teachers are staying outside the Residential School Premises. Study hours and disciplined curriculum making children to achieve the record level percentages in the state. Only PET (Physical Education Teacher) and one Science Guest Teacher are staying at campus in order to take care of girls needs.

Problem with transfer and promotions of Female Teachers in Boys schools and Male Teachers in girls school are creating new problems regarding security and in understanding problems of gender sensitivity.

There is no failure in this school record moreover all first class all the years except 2007-08 and in 2009-2010 with single second class. Government's

initiation in promoting A.P. Residential Schools should be bias free.

### **Private Residential School in Nalgonda District**

We have taken two Private Residential Schools, Sri Chaitanya School of Excellence and Alpha Public School. The fee structure per annum varies from school to school but not less than thousands. The state government has given permission to these schools without any standards, morals and ethics. Majority are from elite section of the society availing schooling from these schools.

Parents from these pupils are employed and well educated background. These students are from third and fourth generation learners. Despite all the facilities students from private schools are not reaching the standard of pass percentage. In the field work, what they said regarding results is wrong compare to A.P. Residential Schools. These timings and study hour starts from 4.45 AM to 10.00 PM. The mess charges per month per head are around 1000-1500 rupees. The infrastructure they have better than A.P. Residential schools and there are no Co-curricular or Extra-curricular activities. They have foundation coaching for IIT and EAMCET Exams. No moralities were taught, only studies in order to clear the competitive exams. Related to much emphasis on competitive exams, pupil under goes much stress and strain from private and corporate schools attending suicides.

The Private Residential Schools do not have PET teacher, Staff Nurse or clinic. Teachers have greater number in these schools and failures also more due to



more number of students in each section. Private schools have more than 4 sections in each class, this leads to imbalance of Teacher Student ratio and finally led to more failures with lot of stress on children.

The State of Andhra Pradesh should stop to give permission of establishing mushroom private schools, which ultimately led to low quality of outcome with high expenditures. Private and corporate schools are imparting education only to Elite sections of the society, but government should take care of majority of poorer and deprived sections.

**Data Analysis**

It's a comparative study which differentiates the system of education and norms of social justice and equity in the society. Out of our work, A.P.Residential Schools are promoting inclusive growth and education based on morals, discipline and better performance. It is an important observation in my field work that, students from Public Residential Schools have balanced attitude, discipline and good commonsense notion.

Social Category of the Respondents \* Type of School

Social Category	Government Residential	Private Residential	Total
General	4	23	27
OBC	20	14	34
SC	14	2	16
ST	2	1	3
Total	40	40	80

The above table enumerates the social category of the respondents and their schooling availing in type of school. In General Category around three-fourth of the respondents are studying in Private Residential Schools, followed by one-fourth in Public Residential Schools. Majority of the OBCs and SCs are engaged in government residential schools which indicates their poverty level and annual income of the family as well as parental educational status. In Private residential schools the general category students

share lion's share followed by the other category pupil.

The Tables explains Annual Income of the family and school fee per annum of the respondent. Around 90% Children from 10,000-20,000 rupees of annual income families are studying in Government residential schools and paying 63 rupees of yearly fee. In contrast to this the higher income level families joined their children in private residential schools and paying high fee.





Annual Income of the Family \* School Fee per Annum to Respondent

Annual income of the family	63 rupees	11,000-20,000 rupees	21,000-30,000 rupees	31,000-40,000 Rupees	Total
10,000-20,000	30	3	0	0	33
30,000-35,000	5	5	3	1	14
36,000-40,000	3	6	6	2	17
41,000-50,000	1	4	3	0	8
51,000-60,000	1	5	1	1	8
Total	40	23	13	4	80

Type of School \* Tough Subject you feel

Type of School	Maths	English	Science	Social	Total
GOVT Residential School	6	23	7	4	40
Private Residential School	11	5	13	11	40
Total	17	28	20	15	80

The above statistics explains, majority of 57% of the respondents in Government Residential Schools feel English as a tough subject, followed by science, mathematics and social sciences. In contrast, only 32% of the respondents felt

English as tough subject and they have problem with science and social science subjects. Majority of the pupils are feeling English as a tough subject follows by Science, Maths and social sciences in both the institutions.

Type of School \* Events Participated in Competitions

Type of School	Arts and Culture	Science and Technology	Sports	Maths Exams	Total
Govt Residential School	17	4	19	0	40
Private Residential School	2	19	0	19	40
Total	19	23	19	19	80



The above cross tabulation shows the difference in participation in co-curricular and in extra-curricular activities in both the schools. Around 47% of the respondents from Govt Residential schools participated in Sports events, and 42% won in Arts and Culture competitions and very less percent participated in National science fairs. The respondents from private residential schools participated only in Maths and Science –Technology tests based on their future competitive exams. Not even a

single respondent turned up for sports participation from private schools.

With this, the researcher came to know the social outlook, discipline and all round development of a child. One important observation made from this analysis the more participated in sports, arts and culture are more active even in lifetime. This promotes the inclusive education of Government Residential School children compare to Private or Corporate school pupils.

Type of School \* Educational Status of the Respondents Father

TOS	Illiterate	Primary	Middle	High school	Inter	UG	PG	Total
GRS	12	4	7	9	2	5	1	40
PRS	6	4	5	4	8	11	2	40
Total	18	8	12	13	10	16	3	80

The Respondents type of school and their father's Educational Status shows the variation that majority of 70% of the Government Residential School children father's education level ranging from Primary to Post Graduate level and 30% are completely illiterates. Here in Private

School children's 85% fathers have better educational qualifications compare to A.P.R.School children's father's education level, in terms of higher secondary, graduation, and PG. A meager portion of illiterate fathers children are studying in Private Residential.

Type of School \* Educational Status of the Respondents Mother

TOS	Illiterate	Primary	Middle	High School	Inter	UG	PG	Total
GRS	25	4	3	4	2	1	1	40
PRS	3	1	2	9	15	10	0	40
Total	28	5	5	13	17	11	1	80



Majority government residential school children's mothers are illiterate compare to Private residential school children mothers. Regarding admission there is criteria that mother should be a graduate and house wife in majority private school admissions. Mothers from private residential school children are visible more in high school, higher secondary education, and in graduation.

### **Conclusion**

The study reveals the successful story of APREI (Andhra Pradesh Residential Educational Institution) Society. It has been serving with the main motive to provide quality education to the rural talented children from the below poverty line. Due to privatization and government's negligence these model schools are going to close down lack of maintenance and simultaneously, opening doors to the privatization. The APREI society has been imparting quality education to the first generation students for the last decades.

Let the state of Andhra Pradesh be in favor of private institutions. At least it should take care of the public education system and its development. It is revealing the concept of Ivan Illich's Deschooling society where the discrimination creates within society through the basic human and fundamental right of education. If the discrimination and exclusion occurs through any system; it's better to demolish the system of and replace the new concept and theory of social justice equity and equality through common education system. In India, the education system is totally based on two sections survival such as Basic education for deprived and higher education for Elite

section. This system should be replaced by common and equal education from mass to class. If the education is common for all then only the concepts of equity, social justice and equality will exists in society in the name of secularism.

### **MAJOR FINDINGS**

- The Study reveals government's attitude of discrimination towards poorer and deprived sections of the society
- In order to encourage the state government introduced SSA and Mid-Day Meal (MDM) scheme to arrest the dropout rate due to the poverty
- Girls education is a very important and serious issue to be concerned in the Indian context, the state of Andhra Pradesh is planning to dismantle public free education by recruiting the male teachers in girls school
- Girl student parents are worried about the security in which hostel does not have proper toilet facilities and dormitories in the public residential schools
- By encourage private institutions state government playing a dual role in order to dismantle the public education system through two ways- Insufficient facilities of public schools and introducing various unnecessary courses in a systematic curriculum
- Major important issues of introducing Lottery system, English medium and non-recruitment of permanent teachers during academic years
- Recruiting and promoting the male teachers to girls schools and female teachers to boys



- residential schools creating problems of gender sensitivity
- After four decades of their service, there is no provision of basic or minimum facilities in these schools such as compound wall, dormitories, roof of the class rooms, safe drinking water and clean toilet facility
  - With minimum facilities, low quality food, lack of government support, through right efforts the rural talents attaining miracles
  - A.P. Residential schools are roll model to the nation as well as society and they should be encourage and promoted by establishing each and every mandal of the district.

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