

Project update on October 15 2014

**Study on access, provision and learning in Secondary Education: A two block study in Hardoi district (Uttar Pradesh) and Sambhalpur district (Odisha)**

**Funded by: Kusuma Trust, UK**

While India has made a lot of progress in ensuring universal access and enrolment in elementary education, very little data exists on similar indicators in secondary education. As states move towards universalising secondary schooling, the lack of empirical evidence on key issues creates a particular imperative for understanding the corresponding situation at higher levels of education. Understanding the provision of post-primary and secondary schooling, choice of type of education institutions and the transition of students from upper primary to secondary schooling will provide inputs that will be vital to the successful implementation of Government of India's universalisation of secondary education initiative (Rashtriya Madhyamik Shiksha Abhiyan RMSA). Comprehensive planning on how to educate India's youth at higher levels will require knowledge of current trends in education provision, factors that enable participation in school, and the learning outcomes of children and youth.

Given this background, the objective of the study is to understand factors affecting the successful transition of students into secondary education. The study explores the issues of provisioning and access of secondary schools along with factors within the school and household including learning levels of children at the end of the elementary cycle. The study is located in 2 blocks each of Hardoi district (Uttar Pradesh) and Sambalpur district (Odisha). The aim is to do a census of all children in these blocks who are currently in Std 8 but likely to go to Std 9 in the next school year.

The study has three parts. In the first phase, a GPS mapping of all educational institutions including schools, tuition centres and vocational institutes will be conducted in project sites. This is to understand the geographical dimensions of access to education. The second phase of the project involves conducting a survey of all schools offering Grade 8 (mapped in the phase above) along with administering learning assessment to all children enrolled in Grade 8 in the study areas. These assessments will be conducted in the vernacular languages (Hindi/Oriya), arithmetic and English in each site. The third phase of the study, conducted roughly one academic year later, will involve tracking sample children to record transition/drop out patterns. An end line assessment in the same subjects will be administered to the students at this stage.

For more information, contact: Purnima Ramanujan, [purnima.ramanujan@asercentre.org](mailto:purnima.ramanujan@asercentre.org)