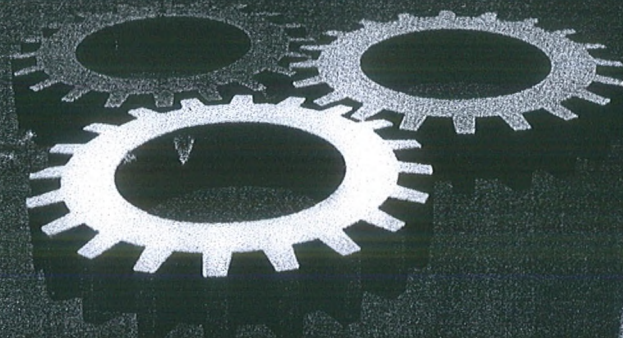


INDIAN ECONOMY

Emerging Issues



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passengers of Air Arabia, Deccan and Spice Jet in Coimbatore. From the study it can be concluded that the overall satisfaction of the respondents with respect to all the aspects of Air Arabia is highly satisfactory and is satisfactory with the domestic airlines.

The customers expressed that they were not satisfied with the extra passenger services and the food of Deccan and Spice Jet. The customers were unhappy about the cancellation and delay of the flights in these airlines. The customers welcome the merger of Deccan and King Fisher with high expectations. The past scenario of most of the mergers has helped the weaker section to develop and grow. Hope this merger also eradicates the problems of Deccan and satisfies the needs of the customer. Since customer satisfaction influences the growth of the organization, the airlines should take necessary steps to eradicate all the areas of dissatisfaction to satisfy their potential customers. Air Arabia, Deccan and Spice Jet has occupied a superior position by offering best price and gained highly satisfied customers. In order to achieve competitive advantage, it has to enhance its existing infrastructure and upgrade services to outperform its competitors. The ultimate aim of customer satisfaction is to gain customer loyalty. The key to success is to sustain customer satisfaction and retain the customers.

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DETERMINANTS OF SECONDARY EDUCATION IN INDIA IN THE POST REFORM PERIOD

K.KRITHIGA & Dr. R. ANNAPOORANI

INTRODUCTION

Education is the most crucial investment in human development. Education brings out improvement in health, hygiene, demographic profile, productivity and practically connected with the quality of life. Education is the key factor in accelerating the pace of development of any society. Education enables human beings to understand the interrelationship among the tangible and intangible phenomena surrounding them and give skill to translate the knowledge into action. Acquisition of education helps workers to take advantage of technical changes, increases their productivity and earnings. (Asok Basu, 2002).

Secondary education is a gateway to the opportunities and benefits of economic and social development. Demand for access to higher levels of education is growing dramatically as countries approach universal primary education. The Global Education for All provides added momentum for the growth in secondary education. Furthermore, globalization and the increasing demand for a more sophisticated labour force combined with the growth of knowledge-based economies gives a sense of urgency to the heightened demand for secondary education. Secondary education is emerging as one of the critical aspects in education-social transformation (Jeffery, 2005). The secondary education in India consists of IX-XII within the overall 10 +2 students of school education catering to 14-18 olds. These are the years during which students need to pay attention to their grades, develop good study habits and plan for the future – in order to provide for themselves and their families, students need to see secondary education as a vital step in their educational journey.

During XI Five year plan the Government of India has allotted Rs 2.70 lakh crores for the development of education. The working group on secondary education for 11th Five Year Plan has recommended that a high school and higher secondary school be provided within a distance of 5 km and 7-8 kilometers respectively from every habitation during 11th Five Year Plan.

However, the participation of secondary education in terms of enrolment was low and uneven across social and economic groups. According to NSS 61st round reports 2004-2005, while 95 percent attend primary school only 40 percent attend secondary school.

In this context a research study on 'Determinants of secondary education in India in the post reform period' was undertaken with the following objectives:

1. To study the trend in enrolment, dropout, number of secondary schools and number of teachers in secondary education and
2. To identify the determinants of secondary education in India

METHODOLOGY

The study was related to the period- 1991-2005. The required data were compiled from the sources- Census of India -2001, Statistical abstract of India -2004 and Selected Education Statistics-2005.

Tools Used: (a) Growth rate: It was used to find out trends in enrolment, dropout, number of schools and number of teachers in the reference period. The formula used was

$$Y = ab^t$$

$$\text{where growth rate} = \text{Antilog}(b-1) * 100$$

(b) Multiple regression analysis:

This was used to identify the determinants of enrolment in secondary education. The estimated regression equation was

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

where Y = Number of students enrolled in secondary education;

X₁ = Number of secondary schools;

X₂ = Number of secondary school teachers;

X_3 = Expenditure for secondary education and

e = Error term

RESULTS AND DISCUSSION

(A) Trend in enrolment, dropout, teachers, number of schools and expenditure for secondary education.

(i) Enrolment in secondary education

The numbers of children who have completed primary school education are enrolled in secondary education. Table I gives the details of enrolment in secondary education from 1991-2005.

Table 1 : Trend in enrolment in secondary education- 1991-2005

(in millions)

Year	Boys	Girls	Total
1991-92	13.5	6.9	20.4
1992-93	13.6	6.9	20.5
1993-94	13.2	7.5	20.7
1994-95	14.2	7.9	22.1
1995-96	14.6	8.3	22.9
1996-97	15.3	8.7	24.0
1997-98	16.1	9.3	25.4
1998-99	16.6	10.1	26.7
1999-00	17.2	11.0	28.2
2000-01	16.9	10.7	27.6
2001-02	18.4	12.1	30.5
2002-03	19.5	13.7	33.2
2003-04	20.6	14.4	35.0
2004-05	21.7	15.4	37.1
\bar{X}	16.53	10.21	26.74
Coefficient of variation	0.16	0.28	0.21
Growth rate	10.91	11.58	11.16

Source: Selected educational statistics 2004- 2005

Averages, Coefficient of variation and growth rate are calculated figures

From 1991-92 to 2004-2005, the enrolment in secondary education increased from 20.4 millions to 37.1 millions depicting the growth rate of 11.16 .On average, the number of boys enrolled(16.53) was greater than that of girls(10.21).

(ii) Trend in Percentage of Girl's Enrolment

The percentage of girl's enrolment to total enrolment is given in Table II.

Table 2 : Percentage of girls enrolment to total enrolment -1991-2005

Year	Percentage
1991-92	33.8
1992-93	33.9
1993-94	34.3
1994-95	35.9
1995-96	36.1
1996-97	36.4
1997-98	36.5
1998-99	37.8
1999-00	38.9
2000-01	38.6
2001-02	39.5
2002-03	41.3
2003-04	41.1
2004-05	41.5
\bar{X}	37.54
Coefficient of variation	0.07
Growth rate	10.40

Source: Selected educational statistics 2004- 2005

Average, Coefficient of variation and growth rate are calculated figures

In the reference period, the percentage of girls enrolled in the secondary level increased from 33.8 to 41.5 However, the estimated growth rate was only 10.40.

(iii) Trend in Dropout at the Secondary Level

When the students enrolled are not able to complete their study, they drop out from studies and this implies wastage of human resources. Table III shows the dropout at secondary level.

Table 3 : Trend in dropout rates at secondary stage 1991-2005

Year	Boys
1990-91	67.5
1992-93	70.0
1995-96	66.7
1996-97	67.3
1997-98	66.6
1998-99	64.5
1999-00	66.6
2000-01	66.4
2001-02	64.2
2002-03	60.72
2003-04	60.98
2004-05	60.41
\bar{X}	65.16
Coefficient of variation	0.07
Growth rate	9.79

Source: Selected educational statistics 2004- 2005

Average, Coefficient of variation and growth rate are calculated figures

Table III implies that in the reference found the dropout rate at the secondary level declined from 71.3 to 61.92. On an average the dropout rate of girls (70.74) was higher than that of boys (65.16). This might be due to the fact that girls dropout from studies due to family responsibility or poverty.

(iv) Trend in Number of Secondary School Teachers

Table IV represents trend in the number of secondary school teachers from 1991 to 2005.

Table 4 : Trend in the Number of Secondary School Teachers -1991-2005 ('000')

Year	Male
1991-92	931
1992-93	941
1993-94	953
1994-95	986

1995-96	1030
1996-97	1069
1997-98	1086
1998-99	1129
1999-00	1142
2000-01	1184
2001-02	1157
2002-03	1221
2003-04	1250
2004-05	1282
\bar{X}	1097.21
Coefficient of variation	0.11
Growth rate	10.60

Source: Selected educational statistics 2004- 2005

Average, Coefficient of variation and growth rate are calculated figures

In the reference period, the number of secondary school teachers nearly doubled. On an average the number of males secondary school teachers was (1097) while the number of females secondary school teacher was (589).

(v) Trend in the Number of Secondary Schools

Table V represents the trend in the number of secondary schools.

Table 5 : Trend in the Number of Secondary Schools 1991-2005

Year	Secondary education
1991-92	82576
1992-93	84608
1993-94	89226
1994-95	94946
1995-96	99274
1996-97	103241
1997-98	107140
1998-99	112050

1999-00	116820
2000-01	126047
2001-02	133492
2002-03	137207
2003-04	145962
2004-05	152049
\bar{X}	113188
Coefficient of variation	0.20
Growth rate	10.77

Source: Selected educational statistics 2004-.2005

Average, Coefficient of variation and growth rate are calculated figures

The number of secondary schools increased from 82576 in 1991-92 to 152049 in 2004-05. The average number of schools was 113188 in the reference period.

(vi) Trend in Expenditure on Secondary Education

The increase in expenditure on education brings out improvement in the quality of education. The trend in expenditure for secondary education is given in table VI.

Table 6 : Trend in Expenditure on Secondary Education-1991-2005 (Rupees in Crores)

Year	Expenditure
1991-92	7400.56
1992-93	8574.97
1993-94	9371.34
1994-95	10835.33
1995-96	12530.38
1996-97	14164.00
1997-98	15663.50
1998-99	20100.97
1999-00	25447.89
2000-01	26057.50
2001-02	25163.47

2002-03	27498.97
2003-04	28475.89
2004-05	31506.08
\bar{X}	18770.78
Coefficient of variation	0.45
Growth rate	10.77

Source: Selected educational statistics 2004- 2005

Average, Coefficient of Variation and Growth Rate are Calculated Figures

In the reference period, the education expenditure for secondary education increased from Rs7400.56 crores to Rs31506.08 crores, depicting the growth rate of 10.77.

Identification of the Factors Determining Secondary Education

The study tried to identify the determinants of secondary education with the help of multiple linear regression analysis. The estimated multiple regression equation of enrolment in secondary education as related to number of secondary schools, number of secondary school teachers and secondary education expenditure was

$$Y = -7.255 + 0.578x_1 + 0.474x_2 - 0.056x_3 + e$$

(2.220*) (2.407*) (-0.329)

The estimated regression equation indicates that number of students enrolled in secondary education is influenced by number of secondary schools and number of secondary school teachers. Number of secondary schools and number of secondary school teachers have got positive impact on enrolment. The estimated equation is statistically valid as indicated by R² value (0.98) and F value (202.05).

CONCLUSION

1. In the post reform period there had been increase in enrolment in secondary education. However, there exists gender gap in enrolment and
2. Enrolment in secondary education is basically determined by number of secondary schools and number of secondary school teachers.

Recommended measures

- There is need to introduce Universal and compulsory secondary education.

- Steps should be taken to reduce dropout of girls at secondary level by providing awareness to the parents about the value of female education and
- There is need for establishing more number of secondary schools in all the States.

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