

Abstract

Education is one of the major facilitators of economic development. It leads to accumulation of human capital which in turn helps in increasing wages, income and also has an important role to play in informed decision making and hence important policy consequences. In practice there are four widely used indicators of educational development that are used to track the progress of educational development in a country. These are literacy rate, enrolment ratio, educational attainment and achievement. We focus on all these indicators including educational outcome which focuses on depth of understanding and knowledge. Literature has identified a large disparity in educational attainment arising across gender, caste, religion and ethnic groups. This research is an attempt to identify both the qualitative and the quantitative educational achievement gap between the general caste and the reserved castes in India. Chapter 2 is based on IHDS-II data. In particular, we look into reading, writing and mathematics test scores of pre-primary and primary school going children aged 8-11 years. This chapter also focus on the effect of child effort variables at home and school, the environmental factors where the students' lives, policy variables, region and other socio economic variables like parental occupation, education etc. on test scores gap between general and reserved category student using weighted least square(WLS) method. We have identified substantial test score gap between general and reserved categories. The test score gap is highest between SCs, STs and general caste children.

The results of chapter 2 suggests that rather than having reservation for the sake of it, with time it has become more important to expand the opportunity set available to all. The achievement gap motivated us to investigate whether this was a one-point phenomena or whether it was passed down through generations within these reserved categories. In this context, it becomes imperative to trace the efficacy of reservation policy or caste certificate on educational attainment in the

framework of intergenerational educational mobility for reserved categories. So in chapter 3, we focus on the role of caste certificate on multi-generational educational mobility among reserved categories. We have identified two groups of father-son combinations that is first generation father and second generation son, and second generation father and third generation son. We have used transition matrix, Altham metric, and Logistic regression method to explain multi-generational higher educational mobility among reserved category. We observe that possession of caste certificate brings about a change in the degree of association between father and son's educational attainment. Our analysis shows that third generation son is more mobile than second generation son. So overtime intergenerational higher educational mobility of backward castes is increasing. Mobility across generation is only observed if household possess caste certificate. We obtain that the probability of higher education mobility is maximum for the groups having income above median and staying in urban region. Summing up we can conclude that while the possession of caste certificate is necessary at the entry level for the targeted reserved group (income level below median and father's education secondary and below), it is not sufficient to procure a higher education degree.

One cannot ignore the role of government in providing subsidized or free education, offering substantial scholarships, initiating more professional courses etc. We focus the role of public policies on intergenerational educational mobility in chapter 4. To address this issue, we have carried out a primary survey in selected districts of West Bengal. In this chapter, we have also used transition matrix, Altham metric, ordinary least square(OLS), and ordered logistic regression to analyze intergenerational educational mobility between parents and their children (both sons and daughters). We have observed a strong association between parental education and child's mean years of schooling, i.e. the society is largely immobile. Moreover, the analysis shows that the

probability of the ward's attaining tertiary level of education increases if father's education falls in the tertiary level. However, for cross pairs i.e. father-daughter and mother-son the association is more pronounced. Furthermore, disaggregating the data at subgroups the analysis looks into the inter relationship between parental educational attainment and the child's probability of reaching different educational levels across religion, castes, gender, economic condition and region. The results have been varied across different subgroups. Using all three methodologies, we identify that policy variables considered, play a positive and significant role on mobility. All policy variable helps to decrease the degree of association between children and parent's years of schooling.

Keywords: Educational achievement, Test score gap, Intergenerational Educational Mobility, Caste Certificate, Public Policies, India

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