



INDIA HUMAN DEVELOPMENT SURVEY

March 2018

Welcome to the India Human Development Survey Forum

A monthly update of socio-economic developments in India by the IHDS research community.

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In this issue...

- Using two waves of the Indian Human Development Survey (2005 and 2011), Ishita Chatterjee and colleagues track *the progress of enrolment and learning outcomes in primary school in India*.
- *While comparing the determinants of children's school progression and academic achievements between children with and without disabilities in India*, Lamichhane and Takeda find that *one of the important contributions of the IHDS is its attempt to identify the respondents' disability status*.
- Media Mentions
- Recent publications using IHDS

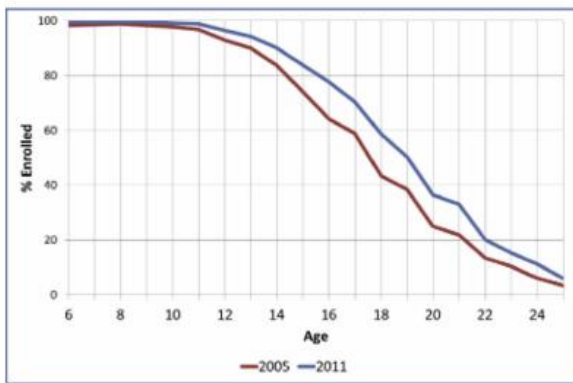
Research Findings Based on IHDS Data

An overview of India's primary school education policies and outcomes 2005-2011

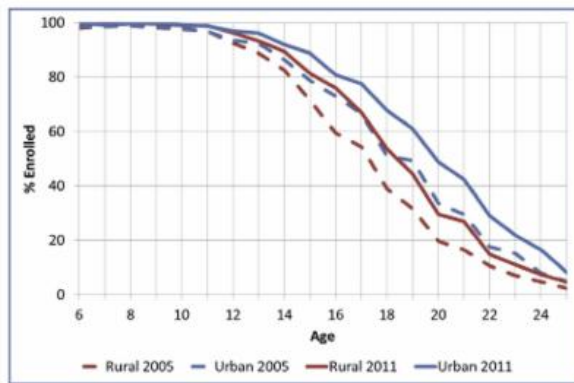
by Ishita Chatterjee, Ian Li and Marie-Claire Robitaille

The commitment to universal school enrolment of children aged 6–14 years has been enshrined in the Indian Constitution since 1950. To attain this goal, the Central Government has set up a range of incentive programmes, teacher grants and infrastructure grants, while state governments share the responsibility of implementing those educational policy initiatives. This paper reviews the progress of India's primary schools over the period 2005–2011 during which the Right to Education (RTE) Act was implemented in the country. Using two waves of the India Human Development Survey (2005 and 2011), the authors track the progress of enrolment and learning outcomes in primary schools in India. They find that while progress has been made in terms of infrastructure provision and enrolment, other aspects like numerical and reading skills of children aged 8–11 years have either seen no progress or have been worsening over time.

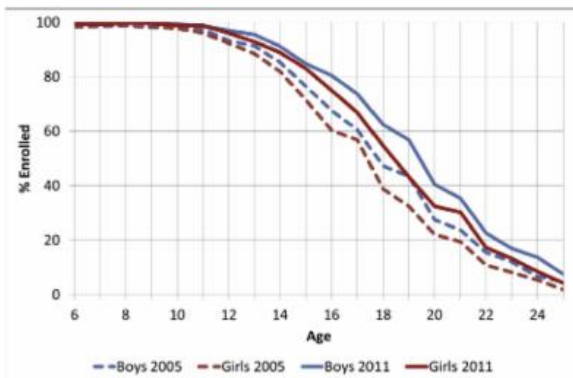
A: All



B: Urban/Rural



C: Gender



D: Caste

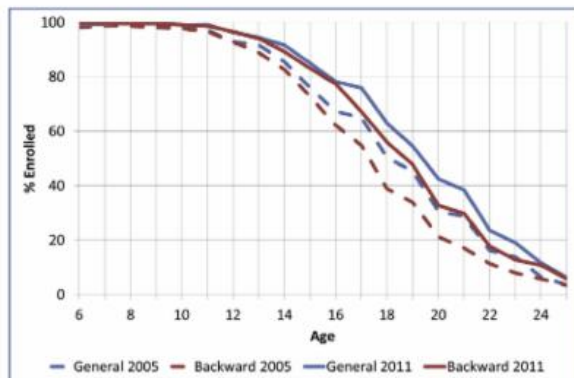


Figure:- Enrolment Rate by Age and Socio-economic Group. Sources: IHDS 1 and 2 (authors' calculation).

[Full Paper Here](#)

Ishita Chatterjee is an Assistant Professor in Economics at the University of Western Australia. She is an applied micro-economist with interest in institutional, demographic and development economics. Her current research focuses on the issue of son preference in India as also the gender gap in primary educational outcomes in India. Her work has been published in journals such as *World Development*, the *Journal of Development Studies*, *Indian Growth and Development Review*, *Economic Modelling*, *Economic Letters*, and *Applied Economics*. Ishita received her PhD from Monash University, Australia, her MPhil from Indira Gandhi Institute of Development Research, Mumbai, MA from Jawaharlal Nehru University, Delhi, and BSc from Presidency College, Kolkata.



Ian Li is an economist based at the School of Population and Global Health, The University of Western Australia, where he teaches and coordinates undergraduate and postgraduate health economics and policy units. He has research interests in health and labour economics. His recent work has focused on the Australian higher education policy, disadvantaged children and life-cycle outcomes, and economic evaluations of health programmes in the areas of hearing loss and cardiovascular disease. He is a chief investigator on multiple competitive research grants, including grants from the National Health and Medical Research Council, the National Centre for Vocational Education Research and the National Centre for Student Equity in Higher Education. Ian has published his research in well-regarded Australian policy and international academic journals such as the *Australian Economic Review*, and international journals such as *Education Economics*, and he has consulted for industry and government, including the Australian Department of the Prime Minister and Cabinet. He has a PhD in Health Economics from Curtin University, Western Australia.

Marie-Claire Robitaille is an Assistant Professor in Economics at the University of Nottingham Ningbo China. She is a development economist,

working mostly on gender issues, health, education and children in developing countries, and on international trade. She has published in journals such as *World Development*, *Journal of Development Studies*, *World Economy* and *Economic Records*. She holds a PhD from the University of Otago, New Zealand, and MA from the Centre d'Etude et de Recherche sur le Developement International (CERDI), Clermont Ferrand, France.



Determinants of schooling and academic achievements: Comparison between children with and without disabilities in India

By Takaki Takeda and Kamal Lamichhane

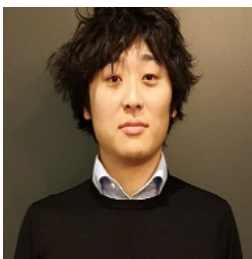
Using nationally representative data from the 2005 India Human Development Survey (IHDS), the authors examine the determinants of children's school progression and academic achievements. One of the important contributions of the IHDS is that it attempted to identify the respondents' disability status. The questions mostly focused on activities of daily living; they asked about the difficulties that respondents faced in seeing, hearing, walking, self-care, and speaking. However, they lacked a question on remembering and concentration. In this study, a person is considered to have a disability if he or she has difficulty in any of the aforementioned domains. The results show that disability and income are both associated with low levels of educational attainment. Based on this study, the authors recommend policies for addressing disability-based discrimination, accessibility of the school environment, and social protection schemes to help improve the education of children with disabilities in India.

[Full Paper Here](#)

Kamal Lamichhane is Associate Professor at the Center for Research on International Cooperation in Educational Development (CRICED) at the Faculty of Human Sciences, University of Tsukuba in Japan. He is also a visiting scholar at the JICA Research Institute and an affiliated researcher at the University of Tokyo. His fields of research include disability studies, economics of education, inclusive education, education policy, and disability and disaster risk reduction.



He also studies the association of disability and poverty with a particular focus on low- and middle-income countries. He has written several peer-reviewed articles on the relationships between disability, education and labour markets, which have been published in various journals such as *International Journal of Education Economics and Development*, *International Journal of Educational Development*, *Oxford Development Studies*, *Economics of Education Review*, *International Journal of Inclusive Education*, *Disability and Society*, *Scandinavian Journal of Disability Research*, and *Journal of Visual Impairments and Blindness*. He earned his PhD from the University of Tokyo. He is the first person with visual impairments in his home country, Nepal, to receive the doctorate. Due to his visual impairments, he could not receive education until he turned 12.



Takaki Takeda is a graduate student at the University of Tokyo. He has earlier worked at the JICA Research Institute and Embassy of Japan in Bangladesh. His areas of research interest include the effects of disability on schooling, labour market participation and employment, and intra-household discrimination in Asian countries such as Bangladesh, Cambodia, India, and the Philippines. He has a Masters in International Studies from the University of Tokyo, and a BA in Economics from Keio University, Tokyo.

IHDS in the News

- Desai, Sonalde and Ragini Saira Malhotra. "The power of numbers", *The Hindu*, March 8, 2018. [Link](#)
- Qazi, Moin. "Micro-pension: India Moves to Make Old Age More Secure", *Qrius*, February 27, 2018. [Link](#)
- Mohan, Angel, and Bhasker Tripathi. "Lakshadweep, Meghalaya Have Most Women Land

- Holders; Punjab, West Bengal Fewest”, *IndiaSpend*, February 19, 2018. [Link](#)
 - Khanna, Pretika and Ashwaq Masoodi. “Budget 2018 on Education: Ekalavya Schools for Tribal Children Planned”, *Livemint*, February 19, 2018. [Link](#)
 - Aisling, Irwin. “Mobile Phone Worsens Healthcare Inequality in India”, *SciDev Net*, February 13, 2018. [Link](#)
 - Suarees, Coreena. “Untouchability Low in Telangana, Andhra Pradesh”, *Deccan Chronicle*, February 1, 2018. [Link](#)
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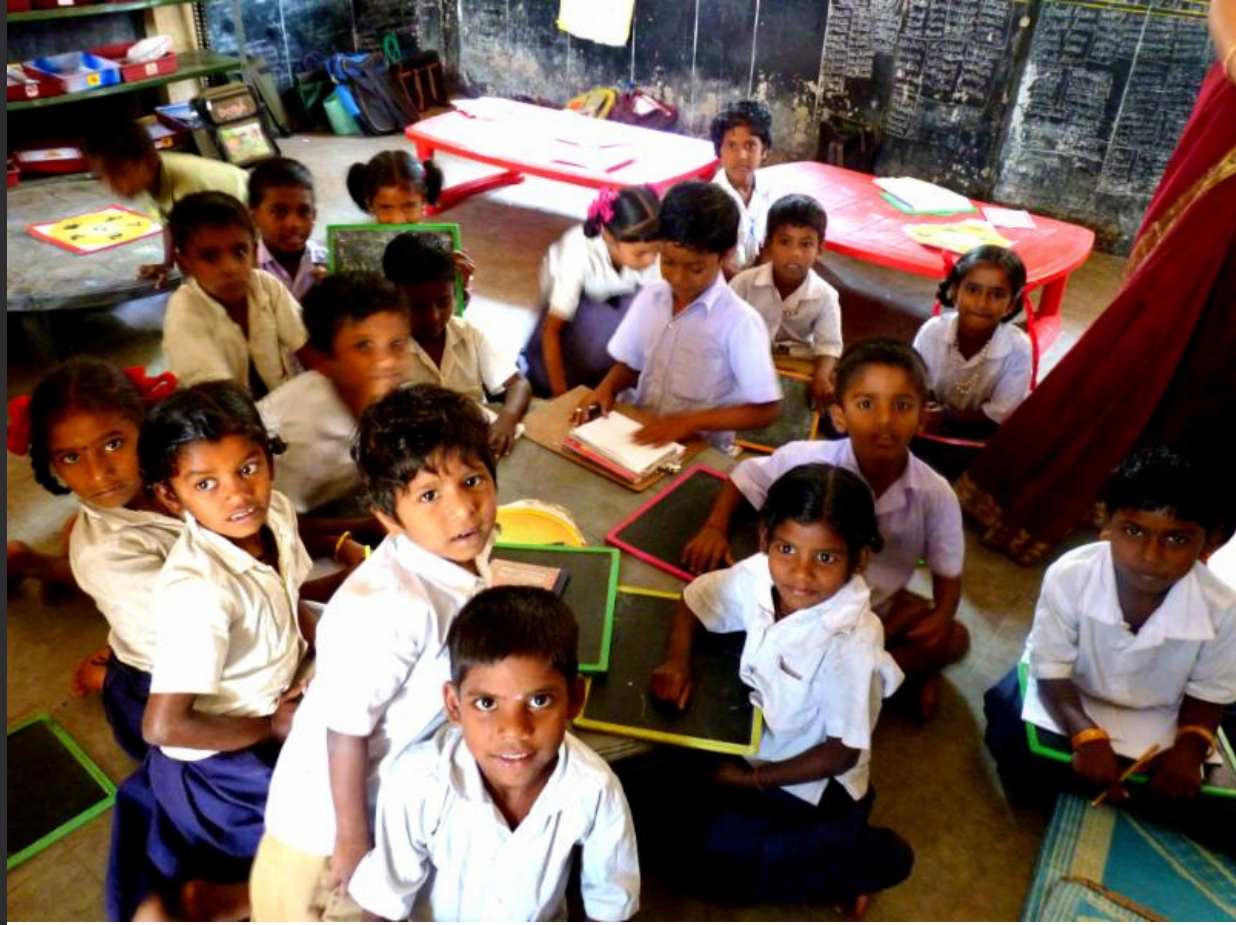
Recent Publications Using IHDS

- Dhanaraj, S., and V. Mahambare. (2017). *Family Structure, Education and Women’s Employment in Rural India*. WIDER Working Paper 2017/195. UNU-WIDER. Accessed on March 6, 2018. [Link](#)
 - Nayyar, G., and K. Y. Kim. (2018). *India’s Internal Labor Migration Paradox: The Statistical and the Real*. Policy Research Working Paper- WPS8356. World Bank Group. Accessed on March 3, 2018. [Link](#)
 - Gradin, C. (2018). *Explaining Cross-state Earnings Inequality Differentials in India*. WIDER Working Paper 2018/24. UNU-WIDER. Accessed on February 24, 2018. [Link](#)
 - Chattopadhyay, M. (2018). “Determinants of Children’s Participation in ICDS Programme: A Cross Sectional Study in West Bengal.” *International Journal of Current Research*, 10(1), 64726-64730. Accessed on February 23, 2018. [Link](#)
 - Handa, R. (2018). *A Lesson in Learning: Improving Learning Outcomes in India Via Pedagogical Innovation*. (Bachelor of Arts Open Access Senior Thesis. 1105), Scripps College. Accessed on February 21, 2018. [Link](#)
 - Taznin, M. M. (2017). *Essays on Human Capital and Social Network Effects*. (Doctor of Philosophy (PhD)), Clemson University. Accessed on February 15, 2018. [Link](#)
 - Chatterjee, I., I. Li, and M. C. Robitaille. (2018). “An Overview of India’s Primary School Education Policies and Outcomes 2005-2011.” *World Development*. Accessed on February 10, 2018. [Link](#).
 - Takeda, T., and K. Lamichhane. (2018). “Determinants of Schooling and Academic Achievements: Comparison between Children with and without Disabilities in India.” *International Journal of Educational Development*, 61, 184-195. doi: <https://doi.org/10.1016/j.ijedudev.2018.01.003>. Accessed on February 10, 2018.
 - De Mattos, F. B., and S. Dasgupta. (2017). *MGNREGA, Paid Work and Women’s Empowerment* ILO Employment Working Paper No. 230. Employment Policy Department. International Labour Organization. Accessed on February 3, 2018. [Link](#)
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About IHDS

The India Human Development Survey (IHDS) is a nationally representative, multi-topic survey of 41,554 households in 1503 villages and 971 urban neighbourhoods across India. The first round of interviews was completed in 2004-05; data are publicly available through ICPSR. A second round of IHDS re-interviewed most of these households in 2011-12 (N=42,152) and data for the same can be found here.

IHDS has been jointly organised by researchers from the University of Maryland and the National Council of Applied Economic Research (NCAER), New Delhi. Funding for the second round of this survey is provided by the National Institutes of Health, grants R01HD041455 and R01HD061048. Additional funding is provided by The Ford Foundation, IDRC and DFID.



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