

Intergenerational Transfer of Education among Socialgroups in India



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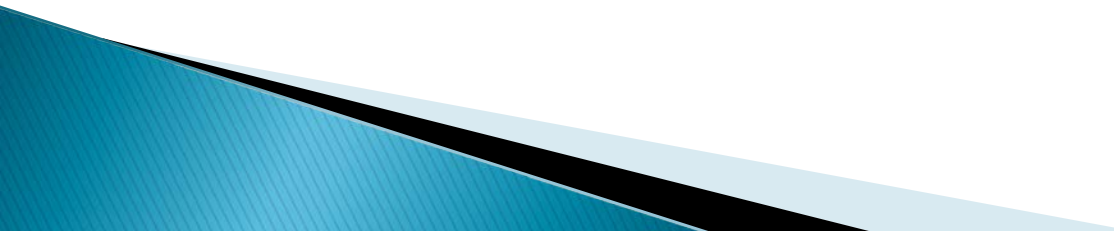
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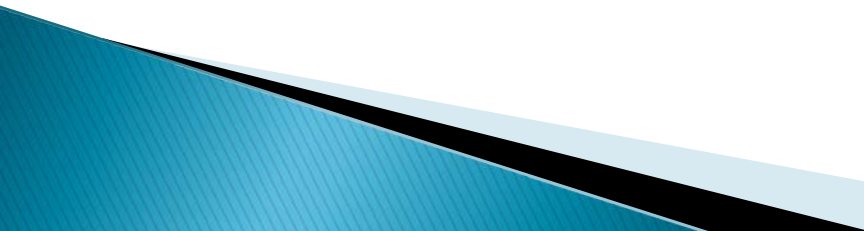
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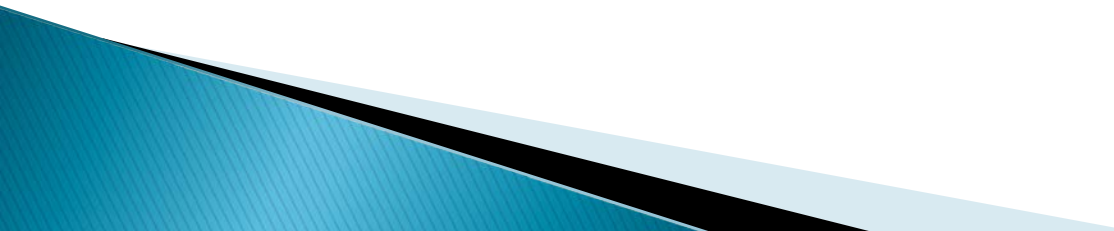
Introduction

- ▶ The World Bank (2000) has accepted the overlapping generational impact of social exclusion by stating :

“ Discrimination on the basis of gender, ethnicity, race , religion, or social status can lead to social exclusion and lock people into long run poverty traps”
 - ▶ This exclusion from the avenues of capability formation (say, education) leads to poorly endowed in terms of human capital accumulation that transcends the boundary of current generation and perpetuates across future generations.
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- ▶ It is particularly important for India which stands out as a society deeply stratified by caste and gender discriminated which has historically been associated with poor outcomes and very low mobility.
 - ▶ There is a vast literature(Black and Devereux,2011) that shows that higher education leads to capability expansion resulting in higher earning , better health, other economic outcomes , rendering a measure of intergenerational mobility based on education a reasonable proxy for mobility in overall economic status and capability formation(Azam and Bhatt, 2013)
 - ▶ Thus, we focus on the manifestation of the long-standing social discrimination in India , in term of capability formation captured by educational attainment across families ,over generations.
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Objective

- ▶ To see the extent of intergenerational mobility in educational attainment across families in India
 - ▶ Given deeply rooted division along caste line, to see if there is differential patterns of educational mobility for different social groups
 - ▶ To see if there is any difference across gender line
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Literature Review

- ▶ A paper by *Dickson(2013)*, studies the *intergenerational effects of parents' education on their children's educational outcomes* is addressed by exploiting the exogeneous shift in education levels induced by the 1972 Raising of School leaving Age (RoSLA) from 15 to 16 years in England. It is found that increasing parental education has a positive causal effect on children's outcomes that is evident at the age 4 and continues to be visible at age 16 years.
- ▶ Another study by *Oreopoulos, Page, Stevens (2006)* examined the influence of *parental compulsory schooling on children's grade progression*, where it is found that a one year increase in compulsory education of either parents reduces the probability that a child repeats a grade by between two to four percentage points.
- ▶ In *contrast* to the above findings, paper by *Ermisch , Pronzato(2010)* focuses on "*how do parents influence their childrens' schooling attainment ?*" One important channel is parental education: do more educated parents influence their children's education "better". Results show that an additional year of either mother's or father's education increases their children's education by as little as one-tenth of a year .

- ▶ A study by **Jalan and Murgai(2008)** investigate the educational mobility among age group 15-19 using 1992-1993 and 1998-1999 NFHS data .They found that education mobility for the age group has increased significantly over time in India.
- ▶ According to **Dreze(1999)**, school outcomes or the educational achievements of the children ,in developing countries ,like India, is mainly influenced by parental education, particularly that of mother and hence the motivation to send the children to school.This factor is further influenced by **a) the structure of dependence between the members within the household and the need of a child to work as a child labour b) social background c) village development and administration d)economic opportunities**

Research Question & Data

1. How is caste playing role in transfer (mobility or persistence) of education from one generation to another for different levels of education?
 - ▶ The India Human Development Survey (IHDS) (Round II) is a nationally representative, multi-topic survey of 42,152 households in about 1474 villages and 988 urban neighbourhoods across India. This round was conducted in 2011-12

Methodology

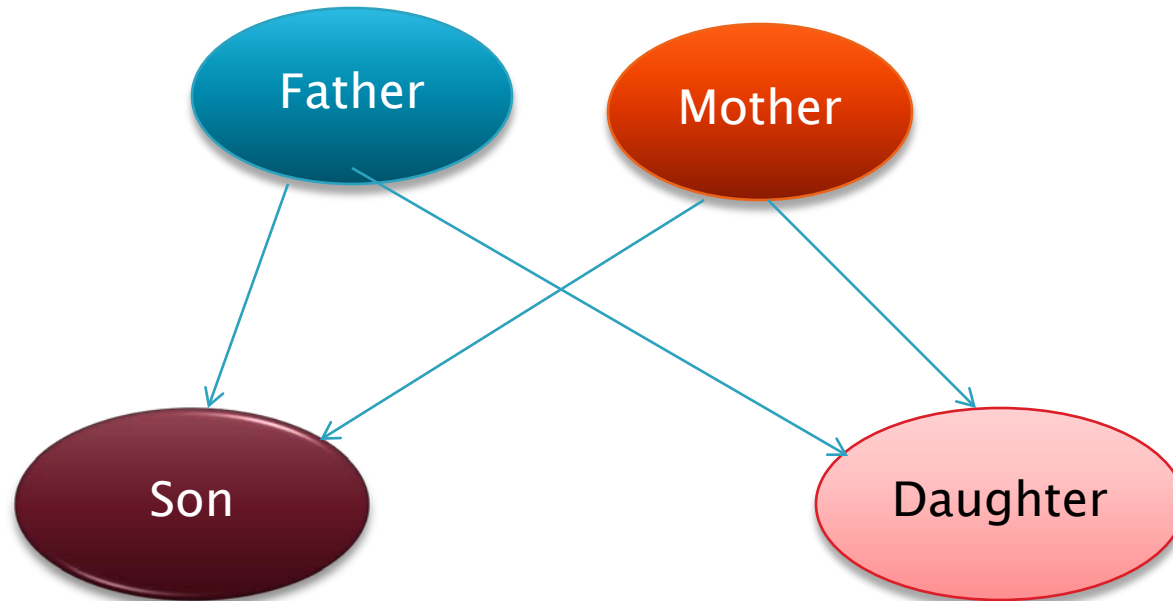
- ▶ Four different levels of education:

Elementary (1), Secondary (2), HS and Above (3),
No Education(4)

- ▶ Four pathways of transfer:

1. From Father to Son(F-S)
2. From Father to Daughter (F-D)
3. From Mother to Son(M-S) ,
4. From Mother to Daughter(M-D)

Pathways of Transfer Mechanism



Logit Model and Variables generated

Sameedu = f (father's / mother's level of education) for each Social group (General Caste , OBC, SC, ST, Others)

Sameedu = 1 , implies persistence or, no intergenerational mobility in the level of educational attainment

Sameedu = 0 , implies mobility or, different level of educational attainment between generations

- ▶ **Sameedu1** (to find if level of education is *same* or *different* between **father & son**) -**(F-S)**
- ▶ **Sameedu2** (to find if level of education is *same* or *different* between **father & daughter**)- **(F-D)**
- ▶ **Sameedu3** (to find if level of education is *same* or *different* between **mother & son**)- **(M-S)**
- ▶ **Sameedu4**(to find if level of education is *same* or *different* between **mother& daughter**)- **(M-D)**

Level of Education	Social group Ref : General Caste	Father-Son	Father-Daughter	Mother-Son	Mother-Daughter
<u>Elementary Education</u>	OBC	1.14***	1.18***	1.25***	1.32***
	Other	1.5 ***	1.06	1.88***	1.4***
	SC	1.34***	1.07**	1.57***	1.31***
	ST	1.44***	1.36***	1.63***	1.60***
<u>Secondary Education</u>	OBC	1.03	.87***	.92	.83***
	Other	.81	.46***	.77	.14***
	SC	.92*	.84***	.68***	.82**
	ST	.85**	.90	.69***	1.22**
<u>HS & Above Education</u>	OBC	.63***	.64***	.40***	.58***
	Other	.43***	.65***	.46***	.54***
	SC	.48***	.52***	.34***	.46***
	ST	.40***	.58***	.47***	.59***
<u>No Education</u>	OBC	1.2***	1.2***	1.38***	1.39***
	Other	.85	.84	1.24***	.85
	SC	.96	.97	1.39***	1.33***
	ST	1.32***	1.35***	1.71***	1.51***

Conclusion

We find that there are evidences of :

- ▶ There is intergenerational education mobility across all caste groups in India, for all the four pathways F-S, F-D, M-S, M-D
- ▶ As the level of education increases like Secondary , HS and above , intergenerational education mobility is more.
- ▶ Higher intergenerational mobility among SC and ST, than OBC.
- ▶ Intergenerational mobility is higher among girls than boys, both for F-D and M-D, at higher levels of education(Secondary and HS and above)

»» **Thank you**