

BACKGROUND NOTE

Prepared by *ASERF** & *EPSI***

The Background:

India's education system has expanded exponentially over the past five decades, but its current achievements are grossly inadequate for the nation to realize its potential greatness. The net enrolment rate in primary schools is around 77 per cent and in secondary schools it is around 60 per cent. These compare with the 99.9 per cent primary and 69 per cent secondary enrolment for the UMI reference level. The drop out rate was 34.9 per cent at the primary level, 52.9 per cent at the upper primary level and 62.6 percent at High school level in 2002-2003¹. These high drop out rates from both primary and secondary school, combined with low enrolment rates at the higher levels deprive tens of millions of children of their full rights as citizens. Out of approximately 211 million children in the age group 6-14 years on Sept. 30, 2002, nearly 82.5 per cent were enrolled in schools. Further, less than 7 per cent of the children ever pass the 10th standard public examination.

Apart from addressing the needs of a large illiterate population, India's knowledge strategy must also develop innovative approaches to enhance knowledge acquisition among the large community of school drop-outs. Unless something is done to drastically reduce drop-out rates, by the year 2016 there will be approximately 500 million people in the country with less than five years of schooling, and another 300 million that will not have completed high school. In other words, about two-thirds of the population will lack the minimum level of education needed to keep pace with and take advantage of the social changes occurring within the country and worldwide².

Extending the primary school system to over 500,000 villages in India has brought education to the masses. Unfortunately, this huge quantitative expansion has been accompanied by a tremendous dilution in the quality of schooling. High drop out rates in rural areas is one result of single room schools, with few teaching aids and inadequate instruction both in terms of quantity and quality.

“To improve the quality of education by reducing the class size would require a further 20 per cent increase in the number of classrooms. Together, this will necessitate increasing the total number of classrooms by 65 per cent within 20 years. An enormous increase in the number of teachers will also be required to achieve the alternative scenario, i.e., eliminating primary school drop outs and reducing the teacher-pupil ratio from the present high level of 1:42 down to around 1:20, which is the UMI reference level. Together, this will require an additional three million primary school teachers, more than twice the number currently employed. Similar increases will be required at middle and secondary school levels. The training of such large number of teachers will require the establishment of additional teacher training colleges and much larger budget allocations for teachers' salaries. Qualitative

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¹ Selected Educational Statistics, 2002-03, MHRD, New Delhi

² Garry Jacobs “ Vision 2020: Towards a Knowledge Society”, paper prepared for Planning Commission

improvements in education should reflect a change in pedagogical methods and lay emphasis on several dimensions.”³

As far as Vocational education/Training is concerned, the knowledge and skill of our workforce will be a major determinant of India’s future rate of economic growth as well as the type and number of jobs we create. The greater that knowledge and skill, the higher will be the productivity, the better the quality, and the lower the cost of the products and services we generate. Similarly, the better the quality and lower the cost, greater will be the comparative advantage and market potential. Currently only 5 per cent of the country’s labour force in the 20-24 age category have undergone formal vocational training, compared with 28 per cent in Mexico, 60 to 80 per cent in most industrialised nations, and as much as 96 per cent in Korea. A strategy to achieve full employment must include as an important component, a strategy to ensure that all new entrants to the workforce are equipped with the knowledge and skill needed for high productivity and high quality.

The actual State of the Art Situation of school education in India has been presented below

Actual State of the Art Scenario in School Education

Table-1
Number of Primary/Upper Primary /Secondary& Higher Secondary Schools (2002)

Rural/ Urban	Primary Schools	Upper Primary Schools	Secondary Schools	Higher Secondary Schools
Rural	573091 87.98%	193865 79.04%	63633 70.11%	22868 52.03%
Urban	78290 12.02%	51409 20.96%	27128 29.89%	21083 47.97%
Total	651381	245274	90761	43951

Source: Seventh All India Educational Survey, 2002, NCERT

Table-2
Number of Primary/Upper Primary /Secondary/Higher Secondary Schools under different Management(2002)

Class	Govt.	Local Body	Govt. + Local Body	Private Aided	Private Unaided	Total
Primary	47.45	43.47	90.91	3.07	6.01	651381
Upper Primary	47.36	29.05	76.41	7.81	15.77	245274
Secondary	35.16	8.39	43.54	30.91	25.54	90761
Hr secondary	38.35	1.74	40.09	40.67	19.25	43951

Source: Seventh All India Educational Survey, 2002, NCERT

³ Garry Jacobs “ Vision 2020: Towards a Knowledge Society”, paper prepared for Planning Commission

Table-3**Estimated Child Population as on 30.09.2002 (in millions)**

Area	6 to Below 11			11 to Below 14			6 to 14 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Rural	52.3	48.1	100.4	31.2	28.2	59.4	83.4	76.4	159.8
Urban	16.4	14.9	31.3	10.9	9.9	20.8	27.3	24.8	52.1
Total	68.7	63.0	131.7	42.1	38.1	80.2	110.8	101.1	211.9

Source: Seventh All India Educational Survey, 2002, NCERT

Table: 4

Rural habitations/population in India served by primary and upper primary school sections (2002)

Stage	Total Number of Habitations	Number of Habitations having Schooling Facility	
		Within them	Up to 1&3 Km*
Primary Stage	1231391	653076 53.04%	1070863 86.96%
Upper Primary	1231391	227146 18.45%	961899 78.11%

(Source: Seventh All India Educational Survey 2002, Volume 1- Educational Facilities in rural and urban areas, NCERT) * this includes the data of within. *1km for Primary Stage and 3km for Upper Primary stage*

Table - 5**Growth in Enrollment by Stage (in millions)**

YEAR	Primary (I-V)			Middle/Upper Primary (VI-VIII)			High/Hr. Sec./Inter/ Pre-Degree (IX-XII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1990-91	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
2000-01*	64.0	49.8	113.8	25.3	17.5	42.8	16.9	10.7	27.6
2001-02*	63.6	50.3	113.9	26.1	18.7	44.8	18.4	12.1	30.5
2002-03*	65.1	57.3	122.4	26.3	20.6	46.9	19.5	13.7	33.2

*Provisional

Source: *Growth of School Enrolment 1950-2002-03 MHRD, Selected Educational Statistics Govt. of India*

Table-6**Gross Enrolment Ratio (GER) in percentage**

Year	Primary (I-V) (6-11yrs)			Upper Primary (VI-VIII) (11-14 yrs)			Elementary (I-VIII) (6-14 yrs)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
1990-91	114	85.5	100.1	76.6	47.0	62.1	100.0	70.8	86.0
1996-97	97.0	80.1	88.8	65.8	49.2	58.0	85.9	69.4	78.0
1997-98	99.3	82.2	91.1	66.3	49.7	58.5	87.4	70.7	79.4
2002-03	97.5	93.1	95.4	65.3	56.2	60.9	85.4	79.3	82.5
2003-04	100.75	95.67	98.31	66.87	57.69	62.49	86.02	81.51	84.91

Source: Growth of School Enrolment 1950-1993 MHRD, Govt. of India, Selected Educational Statistics 2003-04 of MHRD, GOI.

Table-7**Gross Drop – out rates**

Year	Primary (I-V)			Upper Primary (VI-VIII)			(I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002-03	33.85	33.72	34.89	52.28	53.45	52.79	60.72	64.97	62.58

Table-8

**Retention rates at All-India level cohort in class V and class VIII
of total and girls for the years 1964-65 to 1999-2000
(in percentage)**

Year	Class V		Class VIII	
	Total	Girls	Total	Girls
1964-65	37.10	32.00	-	-
1974-75	36.80	33.30	21.30	16.30
1984-85	50.38	47.54	35.65	29.60
1990-91	61.04	56.41	39.10	34.87
1998-99*	60.26	58.68	43.18	39.91
1999-2000*	61.33	57.72	NA	NA

Notes : * Provisional , NA Not Available

Table-9
Increase in Number of Teachers from 1990 to 2002-03

Number of Teachers in						
Primary Schools				Upper Primary Schools		
Year	Total	% of trained teachers	% of Female Teachers	Total	% of trained teachers	% of Female teachers
1990-91	1616020	85.25	29.24	1072911	88.02	33.24
1991-92	1643701	85.31	29.92	1079034	88.24	33.82
1992-93	1651416	83.54	31.14	1085301	87.32	34.63
1996-97*	1789733	88.00	32.68	1195845	88.00	35.77
1997-98*	1871542	87.00	34.34	1211803	88.00	36.08
2002-03	1912931	86.00	39.02	1581739	87.00	40.80

Source: Selected Educational Statistics, 2002-03, MHRD, Govt. of India

Table – 10
Number of Teachers at different Stage

Sl. No.	State / U.T.	Full-time Teachers including Principal / Headmaster		Para-teachers		Part-time Teachers		% of Female among the Teachers*
		Total	Female	Total	Female	Total	Female	
1	2	3	4	5	6	7	8	9
PRIMARY	Rural	1414975	435660	88183	36057	18000	7949	31.38
	Urban	394686	263454	15087	11185	8715	5264	67.02
	Total	1809661	699114	103270	47242	26715	13213	39.02
UPPER PRIMARY	Rural	1029773	306187	84096	40373	14460	5265	31.11
	Urban	447072	284083	20798	14628	12023	7394	63.84
	Total	1476845	590270	104894	55001	26483	12659	40.80
SECONDARY	Rural	590126	150987	23971	7379	9191	2388	25.79
	Urban	367978	213399	13979	8386	10198	5336	58.07
	Total	958104	364386	37950	15765	19389	7724	38.17
HIGHER SECON	Rural	424623	114427	14163	3986	14183	3131	26.99
	Urban	578921	302278	19748	11271	19920	9509	52.37
	Total	1003544	416705	33911	15257	34103	12640	41.64

Note: * - In Col. 9 and Col. 11 teachers include Para-teachers also but exclude part-time teachers.
 ** - There were no Para-teachers.

Table - 11
Primary Schools according to number of Teachers

State / U.T.	Primary Schools according to Number of Teachers*								% of Schools having Female Teachers*
	0	1	2	3	4	5	More than 5	Total	
Rural	7308	94042	267006	97586	46889	27105	33155	573091	44.48
Urban	1157	3628	14272	10642	10649	12119	25823	78290	85.27
Total	8465	97670	281278	108228	57538	39224	58978	651381	49.38

Source: Seventh All India Educational Survey, NCERT

Note: * - Teachers include Para-teachers also but exclude part-time teachers.

Table-12
Teachers Pupil ratio

Primary Schools			Upper Primary Schools			Secondary Schools			Higher Secondary Schools		
Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
44	36	42	35	32	34	31	29	30	36	34	35

Seventh All India Educational Survey, 2002, NCERT

Table- 13
Pass Percentage at Secondary and Higher Secondary Levels for last 10 years

Year of Exam	S.S.C. Examination (Std. X)			H.S.C. Examination (Std. XII)		
	No. of Students Appeared	No. of Students Passed	Percent-age of Passing	No. of Students Appeared	No. of Students Passed	Percent-age of Passing
1994	11,89,671	5,49,987	46.23	6,52,741	3,47,153	53.18
1995	12,97,859	6,51,379	50.18	7,49,105	3,72,132	49.68
1996	12,46,500	5,36,490	43.03	5,06,104	2,56,047	50.59
1997	12,73,550	5,50,264	43.21	7,60,572	3,16,269	41.58
1998	13,57,586	6,62,925	48.83	7,44,473	3,85,534	51.79
1999	14,11,607	8,00,146	56.68	7,14,287	4,03,957	56.55
2000	14,15,702	7,04,804	49.78	7,80,158	4,72,214	60.53
2001	14,61,984	8,00,692	54.76	8,80,038	5,84,425	66.41
2002	14,42,349	8,84,927	61.35	8,13,449	5,27,031	64.79
2003	14,11,010	9,47,247	67.13	8,64,413	5,42,678	62.78

Source: Selected Educational statistics, 2002-03, MHRD, Govt. of India

Vocational Education/Training

- India has over 4,200 industrial training institutes (ITI) imparting education and training in 43 engineering and 24 non-engineering trades. Of these, 1,654 are government run ITIs, while 2,620 are private.
- The total seating capacity in these ITIs is 6.28 lakh. Most of this training is conducted in classroom style in the form of one to two year diploma courses. In addition, about 1.65

lakh persons undergo apprenticeship vocational training every year in state-run enterprises.

- If a wider definition of applied courses is taken that includes agriculture, engineering and other professional subjects, the total number receiving job related training is about 17 lakh per annum, which still represents only 14 per cent of new entrants to the workforce.
- The nature of vocational skills makes it impossible for vocational schools to fully address the nation's needs. The variety of skills needed by the workforce is far too great. The changes in technology and work processes are too rapid for training courses and their instructors to stay up-to-date. The cost of training is also relatively high as it often demands full time enrolment for a prolonged period. Some vocational fields do not lend themselves to classroom or laboratory study at all.
- A comprehensive strategy is thus needed to enhance the nation's employable skills.
 - It must begin by preparing a catalogue of the entire range of vocational skills needed to support the development of the country.
 - The network of vocational training institutes and the range of vocational skills taught needs to be expanded substantially to impart those skills for which institutional training is most suitable.
 - The private sector, which promoted the rapid proliferation of computer training institutes throughout the country, should be encouraged to recognise the commercial potential of vocational training in many other fields.
 - In addition, it is essential to fashion more effective and efficient mechanisms for disseminating useful knowledge and skills, especially through the TV media and through computerised vocational training. The importance of computer has been widely recognised as a means to improve efficiency in business, government and formal education, but its application in vocational training is not fully appreciated.
 - Although 58 per cent of Indians are engaged in agriculture, vocational training for farmers is one of the weakest links in the Indian educational system.

Financial Implication

According to official estimates, the proportion of out-of-school children in 1999-2000 was around 24 per cent of the total population in 6-14 age group, which amounts to a figure between 4.7 to 5 crore according to the population estimates of the Technical Group on Population Projection (Planning Commission). The HRD ministry is claiming that 3 crore out of the nearly 5 crore out-of-school children have been brought back to school after spending Rs 16,000 crore under the SSA. However, the Tapas Majumdar Committee appointed by the union government had estimated the total financial commitment required to bring all Indian children in the 6-14 age group under the purview of school education to be Rs 1,36,922 crore over a ten year period (1998-99 to 2007-08), which comes to an approximate 0.72 per cent of the estimated GDP during this period. The year-wise estimates are given in Table 14

Table 14
Financial Commitment Needed for
Universalisation of Elementary Education during 1998-99 to 2007-08

Year	recurring (in Rs crore)	non-recurring (in Rs Crore)	total (in Rs Crore)	total expenditure as % of GDP
1998-99	100	0	100	0.007
1999-00	1500	2000	3500	0.24
2000-01	4000	3000	7000	0.46
2001-02	6000	4000	10000	0.62
2002-03	8500	4000	12500	0.73
2003-04	10000	4000	14000	0.78
2004-05	13000	4000	17000	0.9
2005-06	16000	4000	20000	1.01
2006-07	20000	4000	24000	1.16
2007-08	27250	1572	28822	1.32
Total	106350	30572	136922	0.72

Source: India Education Report, A Profile of Basic Education, NIEPA

The government is claiming that it has achieved over 60 per cent of the target in universalising elementary education by spending only 0.11 per cent of the expenditure estimated by the Tapas Majumdar Committee. Here the need is to reflect on the commitment towards universalising elementary education.

According to the Selected Education Statistics published by the MHRD, there were around 18.7 lakh teachers in the primary and junior basic schools in 1998. The government claims to have appointed 4 lakh new teachers and 6 lakh new instructors over the past five years, i.e. a 55 per cent increase in the number of teachers. Even if we take the average salary of the new as well as the old teachers existing in 1998, i.e. a total number of 28.7 lakh teachers, to be a meager Rs 1500/- per month (the salary of a Para-teacher), their annual salary bill would have totalled Rs 5166 crore. The government has claimed that the appointment of all the primary and junior basic school teachers have been covered under the expenditure of Rs 16,000 crore spent on the *Sarva Siksha Abhiyan* (SSA). This implies that either the entire sum of money spent on the SSA went to meet the salary bill of the teachers (that too for a little more than three years) or that the addition of 10 lakh new teachers over the past five years.

In its Interim Budget of 2004 the government has claimed that between 2001 to February 2004 it has approved the opening of 93,028 new schools, the construction of 50,992 new school buildings and 1,09,399 additional class rooms with 1,06,920 toilets and 67,803 drinking water sources. The Selected Educational Statistics published by the MHRD suggests that the number of existing schools till 2000 was 8,45,007. The government's claim amounts to suggesting a highly commendable increase in the number of schools in the country by 11 per cent in the last three years. Here on an average the government has spent Rs 40.25 lakh for building each school under the SSA. Even if we assume that the entire amount of Rs 16,000 crore has been spent only on constructing new school buildings, then the government could have built only around 39,750 new school buildings and not 50,992 as claimed in the Interim Budget

The indicators based on the Analytical Report – 2004, DISE, NIEPA gives an over all picture of the School Scenario in India.**

School Related Indicators

- Of 9,31,471 schools covered from 539 districts across 25 States& UTs, 87.12 per cent are located in the rural areas
- Because of its size, Uttar Pradesh has the highest number of schools (1,34,225), which is 14.41per cent of the total schools across 25 States
- Number of schools distributed by category reveals that majority of schools are independent primary schools
- Increase in Upper Primary schools (during 2003 to 2004) may be because of the DPEP and SSA interventions that would have created demand for Upper Primary schools/sections
- In five north-eastern states, the percentage of Primary schools varies from 7.95 in Mizoram to16.97 in Sikkim
- Average of 539 districts reveals that only 18.92 percent Primary schools are located within one km from the CRC
- In the urban city of Chandigarh, 87.50 per cent of Primary schools are located at a distance of 2 to 5 km from the CRC
- Data reveals that more than half the Primary schools are located beyond10 km from the Block HQ
- Distribution of schools shows that on an average 65.36 per cent primary schools in the country are being run by the Department of Education itself
- In Bihar, more than 99 per cent of the total primary schools are being run by the Department of Education
- As many as 53,560 and 72,282 schools are being managed respectively by the Private Aided and Private Unaided managements
- More than 45.18 per cent of the total 19,531 integrated Higher Secondary schools have the Private Unaided managements
- Assam, Bihar, Chhattisgarh, Himachal Pradesh, Jharkhand , Meghalaya, Orissa, Punjab, Tripura and Uttar Pradesh have above 90 per cent schools located in the rural areas
- A significant difference in ratio of Primary to Upper Primary schools is noticed in schools run by the Government and Private managements
- Despite improvement, the ratio in the states of Bihar (4.52), Jharkhand (4.51) and West Bengal (5.33) is still high
- As many as 1,84,937 schools have been opened across 25 States & UTs since 1994, most of which have the school building
- In Haryana, Kerala, Maharashtra, Tamil Nadu, Uttaranchal and West Bengal, the percentage of schools opened with building was almost hundred
- A good number of Primary schools have been opened in Rajasthan which is 57.22 per cent of the total Primary schools in the state
- Distribution of schools without building reveals that as many as 35,449 schools did not have building in 2004

** Based of DISE - Report, 2004, NIEPA, By Arun C. Mehta*

- Distribution of schools having pucca building reveals that none of the states have provided a pucca building to all of its Primary schools
- All schools together in the rural areas have pucca building in case of 69.40 per cent schools against 74.52 per cent in the urban areas
- Average number of instructional rooms reveals that on an average all schools in general and Primary schools in particular, have an average of 2 classrooms.
- DISE data reveals that still a large number of schools in the country have only one classroom which is termed as the Single-Classroom Schools
- A school imparting elementary education in 2004 had an average of 3.7 classrooms. About 66 per cent classrooms are of good condition and remaining 34.44 per cent need either major or minor repairs
- Rs. 5,000/- made available to schools on account of school repairs under SSA can be best utilized in the north-eastern states
- About 6.70 per cent Primary schools have an average enrolment of 25 and another 18 per cent between 26 to 50
- In view of there being a large number of small schools, there is a need to have separate programme for these schools
- A little less than half of the total schools without enrolment are from the states of Madhya Pradesh, Rajasthan and Chhattisgarh
- Average size of Primary school comes out to be 119; the corresponding figure in the rural areas is 114 and in urban areas 178
- Fairly a good number of schools both in the rural and urban areas have only one teacher.

Facilities in Schools

- Distribution of schools by drinking water facility reveals that even this basic facility has not yet been made available to all the schools
- Percentage of rural area schools that had hand pump installed in the school was 50.09 while this figure in the urban areas was 25.61 percent
- All together only 42 percent schools across 539 districts had common toilets in school, while 28.24 per cent schools had separate toilet for girls in 2004
- As many as 88,577 schools did not have blackboard in school in 2004, which is 9.51 per cent of the total schools that impart elementary education
- As many as 4,07,737 schools arranged medical check-up in 2004. Not much difference in percentage is noticed in schools located in the rural and urban areas
- Number of schools that received development grants is as high as 5,57,217 which works out to 59.82 per cent of the total schools
- Of the total 6,37,469 Primary schools, about 63.88 per cent schools received school development grant in 2004
- It is observed that number of schools that received TLM grant is a bit lower than the number of schools that received school development grant
- Against 95.60 per cent Primary schools that received school development grant in Assam, only 38.71 received the TLM grant.

Enrolment Based Indicators

- Retention rate presented does not represent the state as a whole but gives fairly a good amount of information about there training capacity of the education system in the state

- Average of 539 districts indicates a GPI of 0.90 in Primary classes and 0.82 in case of enrolment in Upper Primary classes
- Analysis presented clearly indicates that boys outnumber girls both at the Primary and Upper Primary levels of education
- Bihar, Gujarat, Jharkhand, Madhya Pradesh and Uttar Pradesh have a very low GPI, which clearly indicates that a large number of girls in these states are still out of school
- Girls share both in the Primary and Upper Primary enrolment is lower in the rural areas than the same in the urban areas
- Schools located in the urban areas have significantly high percentage of girl's enrolment than those located in the rural areas
- About 91.85 per cent Primary schools have Government managements against which enrolment in these schools is only 85.35 per cent
- All Elementary classes together have 20.84 per cent SC and 9.71 per cent ST enrolment
- At all levels; Government is the main provider and caterer of the educational needs of both the SC and ST children
- About 1.76 million disabled children are enrolled in elementary classes across the country of which 1.35 million are enrolled in Primary and 0.41 million in Upper Primary classes
- Of the total enrolment in Classes I-VIII, all Government schools together have 8.90 percent enrolment in single-teacher schools, compared to only 3.15 per cent in Private managed schools
- About 9 per cent Primary schools do not have access to blackboard; percentage of enrolment in such schools is lower at 5.70 per cent
- Schools without building, teacher and blackboard, the number is lower at 2,034; one can imagine the fate of students in such schools
- Mizoram, Nagaland and Sikkim too have a low percentage of enrolment in schools with student-classroom ratio 60 and above
- Average of 539 districts reveals that a large number of children drop out from the system before reaching Grade V which is true both for boys and girls and rural and urban areas
- Unless both the boys and girls survive in the rural areas, the goal of universal retention cannot even be a dream
- On an average about 80.5 percent children were promoted to the next grade and no significant difference is noticed between boys and girls
- Repetition rate in Grade I in the urban areas is almost half of the same in the rural areas
- As many as 12.22 million students repeated Grades I-VIII of which 53.66 per cent were the boys and remaining 46.34 per cent were girls. On an average about 8.3 percent children repeated a primary grade
- Repetition rate in Grade I in the urban areas is almost half of the same in the rural areas
- On an average about 8.3 percent children repeated a primary grade
- Majority of repeaters across Grades I to VIII repeated because of failures
- In Bihar and Rajasthan, the coefficient of efficiency obtained is much lower than the average of 15 states

- On an average a primary graduate is taking 6.5 years to become graduate compared to ideal 5 years. Students in Bihar are taking 10.3 years compared to 11.6 years in Rajasthan
- There are a few states which can easily achieve goal of universal retention in case of Primary level in the near future
- Unless special efforts are made beyond doubt, it will not be possible at least for Bihar and Jharkhand to achieve the goal of universal retention in the near future
- Average of 461 districts suggests that more than 74 per cent children in 2003 transitioned from Primary to Upper Primary level of education
- Percentage of over-age and under-age children in case of Upper Primary level is much higher than in case of the Primary level of education
- A few states have almost achieved the goal of universal primary enrolment. Himachal Pradesh and Tamil Nadu reported a high net enrolment ratio at the Upper Primary level of education
- Examination results shows that barring a few small states, above 80 per cent children passed the terminal Grades V and VIII
- Majority of children of age-group 11-14 years are not enrolled in schools that reported DISE data. Unless all these children are brought under the education system, the goal of universal enrolment is not likely to be realized in the near future
- A steep decline both in Grade V and Grade VIII is observed when pass percentage is compared with the children who passed with 60 per cent and above marks.

Teacher Related Indicators

- Obviously, because of its size, the highest number of teachers is in Uttar Pradesh (0.40 million), that is, 10.90 per cent of the total teachers in the country
- Improvement in average number of teachers in Primary schools may be attributed to the scheme of Operation Blackboard and programmes like DPEP and SSA
- All schools together have 38.18 per cent female teachers. Urban areas have much high percentage of female teachers than the rural areas
- All categories schools together had a pupil-teacher ratio of 39 in 2004. The corresponding figures in the rural and urban areas are 40 and 36 respectively
- All-India average of 539 districts reveals that, on an average, there are 3.94 teachers in a school that imparts elementary education
- About 7.49 per cent schools located in the rural areas have PTR above 100 compared to 4.65 per cent in the urban areas
- Low percentage of young teachers may be because of the teachers' recruitment which has not taken place in many states in the recent past
- States should, undertake thorough analysis of data on teachers and initiate steps for timely recruitment of teachers
- Primary school teachers in position by qualifications reveals that majority of teachers are Higher Secondary and below
- Teachers by educational qualification reveals that a little less than half of the male (49.41 per cent), and 53.38 per cent female teachers are Higher Secondary and below Primary
- Only 25 per cent of the total Primary school teachers are Graduates and another 11 per cent are Post-Graduates
- About 33.09 per cent male and 44.70 per cent female teachers were imparted in-service training during the previous year (2003)

- In as many as 43,655 schools, only Para-teachers were working in 2004. The number of such schools in Rajasthan, Madhya Pradesh and Chhattisgarh was as high as 15,933, 13,530 and 7,139 schools
- Distribution of Para-teachers by school category reveals that Para-teachers are better qualified than regular teachers
- 17.60 per cent male Para-teachers and 12.11 per cent female Para-teachers teaching in Primary schools have B.Ed or equivalent degrees
- Government is the main employer of both the SC and ST teachers as the majority of teachers are employed in schools run by the Government managements

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