

Development of School Education Status in India

Vishal D. Pajankar¹ and Pranali V. Pajankar²

¹*Department of Educational Survey and Data Processing, National Council of Educational Research and Training, New Delhi 110 016, India*

E-mail: vdp1234@rediffmail.com, vishal1819@gmail.com

²*R.T.M. Nagpur University, Nagpur 440 010, Maharashtra, India*

KEYWORDS Habitation. Enrolment. Gross Enrolment Ratio. Pupil Teacher Ratio

ABSTRACT India has a long history of organized education. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. The current system of education, with its western style and content, was introduced and funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since. Because of these initiatives taken by the States and Centre, education system in India has expanded exponentially over the past five decades, but its current achievements are grossly inadequate for the nation to realize its potential greatness. The present study is an attempt to study the changing scenario of school education in India and educational needs at the various schooling stages. The study also examines the salient features of school education on selected parameters based on the seventh survey data. Tangible comparisons with sixth survey data will also be made to reveal the temporal changes over two points of time covering a period of nearly one decade.

1. INTRODUCTION

India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the guru-shishya system was extant, in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free (and often limited to the higher castes), but students from well-to-do families paid Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Mathematics, Medicine Astrology and "History" ("Itihaas").

The current system of education, with its western style and content, was introduced & funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since.

After independence, education became the responsibility of the States. The Central Government's only obligation was to co-ordinate in technical and higher education and specifies standards. This continued till 1976, when the education became a joint responsibility of the State and the Centre. In 1976, education was made a joint responsibility of the states and the Centre,

through a constitutional amendment. The Center is represented by Ministry of Human Resource Development's Department of Education and together with the States; it is jointly responsible for the formulation of education policy and planning (web site edition).

Natioanl Policy of Education (1986) and revised Programme of Action (1992) envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. The Article 45 of the Directive Principles of the State Policy was committed to ensuring free and compulsory education for all. This did not significantly translate into action and school enrolments and participation remained dismally low for decades after independence. Further, Elementary education being made a fundamental right by the 83 Constitutional Amendment, and the Supreme Court's insistence on States to provide hot cooked meals in schools, are improving enrolments, especially among girls. The Government of India has assigned high priority to the education sector not only to achieve the Universalization of Elementary Education by 2010 but also to improve the quality of education at all levels. Also due to policy of economic liberalization and globalization it becomes all the more

necessary to improve the quality of human capital to face the new challenges and competition in the world of work (Annual Report 2005-06, National Council of Education Research and Training, New Delhi, 2006).

Some of the initiatives such as District Primary Education Programme (1994), the Mid Day Meal Scheme (1995) and the Sarva Siksha Abhiyan (2001) have led some positive impact in elementary education, specifically in rural areas.

The 86th Amendment of the Indian constitution makes education a fundamental right for all children aged 6-14 years. The access to pre-school education for children under 6 years of age was excluded from the provisions, and the supporting legislation has not yet been passed.

Because of these initiatives taken by the States and Centre, education system in India 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 and in secondary schools is not satisfactory. 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 per cent at High school level in 2002-2003 (Selected Educational Statistics 2002-03, 2005).

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 worldwide (Garry Jacobs Vision 2020).

In view to above, the present study is an attempt to study the changing scenario of school

education in India and educational needs at the various schooling stages. The present study will examine the salient features of school education on selected parameters based on the seventh survey data to demonstrate conditions of school education in the country. Tangible comparisons with sixth survey data will also be made to reveal the temporal changes over two points of time covering a period of nearly one decade.

2. METHODOLOGY

The present study is an attempt to discuss the change and development in the school education in India. The study also focused on the contemporary data on some key parameters of school education in India. Many researchers had conceptualized these parameters to measure the changing profile of educational development (Singh 2002).

In this study, secondary data has been taken into consideration. The data has been collected from Seventh All India School Education Survey (AISES), National Council of Education Research and Training, New Delhi - Reports 2005 on the key parameters of school education in India. The data on habitations and habitations with schooling facilities, number of primary, upper primary, secondary and higher secondary, enrolment at different stages (Classes I-XII) in schools, girls enrolment, GER for different school stages, teachers in primary, upper primary, secondary, higher secondary schools, and PTR for primary, upper primary, secondary, higher secondary schools, school buildings for primary, upper primary, secondary, higher secondary schools has been collected from the Survey Reports (National Council of Education Research and Training 2005).

3. RESULT AND DISCUSSION

In the present study, information was collected on different key parameters like habitations and habitations with schooling facilities, number of primary, upper primary, secondary and higher secondary, enrolment at different stages (Classes I-XII) in schools, girls enrolment, gross enrolment ratio (GER) for different school stages, teachers in primary, upper primary, secondary, higher secondary schools, and pupil teacher ratio (PTR) for primary, upper primary, secondary, higher secondary schools, school buildings for primary,

upper primary, secondary, higher secondary schools.

Here, now, present major findings of study in brief regarding changing profile of school education in India. The data has been analysis by using statistical techniques to study the status of school education in India. The various finding out on development of school education in India are discuss below.

3.1 Habitations

The term habitation is belongs to the group of houses occurs in a villages. The definition of habitation as per Guidelines for Survey Officers, National Council of Education Research and Training, New Delhi (2002) is given below:

- i. A habitation is a distinct cluster of houses existing in a compact and continuous manner; with a local name; and its population should not be less than 25 in plain areas and not less than 10 in hilly/desert/sparsely populated areas. In case there exists more than one such cluster of houses in a village, they will not be treated as separate habitations unless the convenient walking distance between them is more than 200 meters.
- ii. Any habitation with population less than 25 in plain areas or with population less than 10 in hilly/desert/sparsely populated areas may not be given a separate status of a 'habitation' and its population be included in the nearest habitation of the same village. But this condition will not apply to a village with one habitation only.
- iii. A village may have one or more than one habitation, except when it is a deserted/ Bechirag village.

According to the definitions of the habitation as defined above, it has been found that there are 1231391 habitations in the rural parts of the country (Table 1). Compare to the last sixth survey report, the growth of 16.10 percent has been found

in the number of habitations. In last survey, there was 528051 habitations had primary stage schooling facilities within the area, these figure increases to 653076 during the seventh survey. The upper primary stage schooling facilities has found in 227146 rural habitations. As per observation found in the seventh survey, the primary stage educational facilities has available upto 1 km in 1070863 rural habitations and upper primary educational facilities available upto 3 km in 961899 rural habitations. The seventh survey reported that coverage of rural habitations for primary (upper primary) schooling facility upto 1 km (3 km) had increased by 21.13 percent (19.10 percent) in comparison to the sixth survey.

3.2 Schools in India

A school is an institution where students (or "pupils") learn while under the supervision of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country, but generally include primary school for young children and secondary school for teenagers who have completed primary education. In addition to these core schools, students in a given country may also have access to and attend schools both before and after primary and secondary education.

In India, a school is that in which the course(s) of study followed is/are prescribed or recognized by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorized in this behalf by the Central or State Government and which satisfies one or more of the authorities, e.g. Directorate of Education, Municipal Corporation/Committee, Board, etc. in regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any. (National Council of Education Research and Training, New Delhi, 2002).

Table 1: Educational facilities in rural habitations

| S. No. | Habitations | 1993 | 2002 | Growth (%) |
|--------|--|---------|---------|------------|
| 1 | Total Number of Habitations | 1060612 | 1231391 | 16.1 |
| 2 | Number of Habitations having Primary stage within them | 528051 | 653076 | 23.68 |
| 3 | Number of Habitations having Primary stage within 1 km | 884089 | 1070863 | 21.13 |
| 4 | Number of Habitations having Upper Primary stage within them | 147140 | 227146 | 54.37 |
| 5 | Number of Habitations having Upper Primary stage within 3 km | 807656 | 961899 | 19.1 |

Source: Seventh All India School Education Survey – Statistics (2005), National Council of Education Research and Training, New Delhi.

Due to the initiative of Central and State Government of India as well as various NGO and private agencies, the education in India moves in the right direction. From the report of 7th All India Educational survey conducted by National Council of Education Research and Training, New Delhi, it has been found that there had been substantial expansion in the number of schools during the period of 6th All India School Education Survey to 7th All India School Education Survey.

According to the report of Seventh All India School Education Survey, it has been found that the total number of schools in the different stages (primary, upper primary, secondary and higher secondary school stage) is 1031367. Out of this, 853457 schools recorded in rural areas whereas 177910 schools in urban areas with different stages of schooling. It has also noted that the total growth in the schools at the different stages compare to the last Sixth All India School Education Survey increases 25.40 percent. This picture of growth also found in rural and urban area. In rural area, the growth has found of 22.57 percent and in urban area, 40.99 percents.

According to the of Seventh All India School Education Survey's report, the Primary schools, the total enrolment in the 6th All India School Education Survey was 570455 which increase during the 7th All India School Education Survey to 651381 (Table 2). The growth of 14.19 percent has found during this survey as compare to last survey. In the rural areas, the involvement of students' in the school education has found more than the enrolment in the urban areas. In rural areas, the enrolment has recorded 573091 and in urban areas, 78290. The growth in enrolment during the last survey has found 12.91 percent in rural areas whereas 24.52 percent growth in urban areas.

The growth in the total enrolment in Upper Primary Schools has found 245209 which is 50.66 percent more as compare to the last 6th All India

School Education Survey. In rural and urban areas, growth has found to nearly 50 percent and 53.19 percent respectively.

From the study, it has been also found that there are 90761 secondary schools and 43951, higher secondary school in the country. The growth in the secondary and higher secondary schools has found to be increasing toward positive direction. In the rural area, the total number of secondary and higher secondary schools has found to be 63633 and 22868 whereas in urban area, it was 27828 and 21083 respectively in the country.

The growth has analyzed as 38.43 percent and 85.75 percent in the secondary schools and higher secondary schools respectively with respect to 6th All India School Education Survey. In rural area, this growth has found 32.93 percent and 97.14 percent in the secondary and higher secondary schools whereas in urban areas, 53.32 percent and 74.79 percent, respectively.

3.3 Enrolment in Schools

Enrolment means the number of pupils or students enrolled in a particular class (viz., primary, upper primary, secondary and higher secondary stages) of school education, regardless of age.

In 7th All India School Education Survey, it has been noted that the total enrolment in different stages in the school education in the country is 200820513 out of this, the girls enrolment at different stages of the schools is 909955337. The share of girls' enrolment in the different stage of schools has analyzed as 45.31 percent of the total enrolment.

In rural and urban areas, the total enrolment recorded as 139899946 and 61020467 at different stages of the schools whereas the girls' enrolment in these areas has found to be 62761861 and 28233676 respectively (Table 3). The percentage

Table 2: Number of schools in urban and rural areas during 1993 and 2002.

| S. No. | Schools | 1993 | | | 2002 | | |
|--------|--------------------------|--------|--------|--------|--------|--------|---------|
| | | Rural | Urban | Total | Rural | Urban | Total |
| 1 | Primary Schools | 507581 | 62874 | 570455 | 573091 | 78290 | 651381 |
| 2 | Upper Primary Schools | 129246 | 33559 | 162805 | 193865 | 51409 | 245274 |
| 3 | Secondary Schools | 47870 | 17694 | 65564 | 63633 | 27128 | 90761 |
| 4 | Higher Secondary Schools | 11600 | 12062 | 23662 | 22868 | 21083 | 43951 |
| 5 | Total Number of Schools | 696297 | 126189 | 822486 | 853457 | 177910 | 1031367 |

Source: Same as Table - 1

of girls' enrolment in the total enrolment in these areas has 44.89 percent and 46.29 percent respectively.

The growth in the total enrolment in the school education has taken jump to the 32.31 percent from the last survey whereas girls' enrolment increases to 44.68 percent. The growth has also been seen in the rural and urban areas. In rural areas, this growth has found 33.84 percent (50.99 percent) and 67.29 percent (84.50 percent) in urban areas.

In classes I – V, the total enrolment recorded as 122397715 and girls' recorded as 57313336. In rural and urban areas, the total enrolment in the classes I – V has found to be 92607800 and 29789915 whereas the girls enrolment in these group of classes has recorded as 43289959 and 14023377 respectively. The share of girls enrolment in the classes I – V has recorded 46.75 percent and 47.07 percent in rural and urban areas. In total enrolment, the percentage of girls' enrolment recorded to 46.83 percent.

In the 7th All India School Education Survey, the total number of students in the Classes VI-VIII has been increased from 3,40,71,058 in Sixth Survey to 4,68,45,845 in Seventh Survey. In rural and urban areas, this enrolment has reported nearly 3,05,34,748 and 1,63,10,459 respectively. The girls participation in the total enrolment in class V – VIII has found 43.93 percent whereas 42.59 percent and 46.44 percent in rural and urban areas respectively.

The percentage of growth in the enrolment in

classes VI – VIII has been increases in positive direction. The growth in the total enrolment during the 7th All India School Education Survey has found to be 37.49 percent. The percentage of girls' enrolment to total enrolment has also gone up to 52.5 percent in seventh survey. Besides, the percentage growth of girls' enrolment has move towards positive pattern in the rural area, which has been recorded as 66.23 percent in 7th All India School Education Survey and 33.47 percent in the urban areas.

The enrolment in the classes IX – X also follows the trend of movement in upward direction. The total enrolment in the classes IX – X as recorded in the 7th Survey has found 21795735 out of these, girls enrolment was recorded as 9032040. The ratio percentage of girls to the total enrolment has found to be 41.44 percent. The total enrolment of Classes IX-X has increased nearly 1,25,31,627 in rural (38.59 percent) and 92,64,108 in urban area (43.81 percent), respectively. The growth in the girls' participation has been recorded 62.73 percent shows an improvement over total enrolment at the secondary stage in the country.

The study also focused on the enrolment of students in higher secondary stage. It has been noted that the total enrolment of Classes XI-XII has increased from 54,65,154 in 6th Survey to 9781856 in 7th Survey. The enrolment also recorded 41,25,871 in rural area and 56,55,985 in urban area. The girls' enrolment has also found an improvement over total enrolment with respect to their participation in rural and urban areas.

Table 3: Enrolment in schools in the year 1993 and 2002

| School | Stages | 1993 | | | | | |
|---------|----------|-----------|----------|----------|----------|-----------|----------|
| | | Rural | | Urban | | Total | |
| | | Total | Girls | Total | Girls | Total | Girls |
| Classes | I - V | 72472982 | 30410302 | 24556253 | 11470884 | 97029235 | 41881186 |
| Classes | VI-VIII | 21475112 | 7823354 | 12595946 | 5675496 | 34071058 | 13498850 |
| Classes | IX-X | 8419667 | 2713974 | 6799725 | 2836508 | 15219392 | 5550482 |
| Classes | XI-XII | 2084271 | 620286 | 3380883 | 1343074 | 5465154 | 1963360 |
| Classes | I - XII | 104452032 | 41567916 | 47332807 | 21325962 | 151784839 | 62893878 |
| School | Stages | 2002 | | | | | |
| | | Rural | | Urban | | Total | |
| | | Total | Girls | Total | Girls | Total | Girls |
| Classes | I - V | 92607800 | 43289959 | 29789915 | 14023377 | 122397715 | 57313336 |
| Classes | IV- VIII | 30534748 | 13004491 | 16310459 | 7575249 | 46845207 | 20579740 |
| Classes | IX - X | 12531627 | 4875119 | 9264108 | 4156921 | 21795735 | 9032040 |
| Classes | XI - XII | 4125871 | 1592292 | 5655985 | 2478129 | 9781856 | 4070421 |
| Classes | I - XII | 139800046 | 62761861 | 61020467 | 28233676 | 200820513 | 90995537 |

Source: Same as Table - 1

The share of girls' enrolment to total enrolment in schools for Classes XI-XII has gone up to 41.61 percent in seventh survey in the country. Besides, the percentage of girls' enrolment in the total enrolment has a positive growth in rural area, which has been recorded the growth of 107.32 percent in the Seventh Survey.

3.3.1 Enrolment of Girls in School Education

The Enrolment of Girls in the school is the major problem in the country. Compared to boys, far fewer girls are enrolled in the school. According to the National Sample Survey Data of 1997, only the state Kerala and Mizoram have approached universal female literacy rate. According to majority of the scholars, the major factor behind the improved social and economic status of women in Kerala is Literacy. According to a report by U. S. Department of Commerce, the chief barrier to education of rural women in India is inadequate schooling facilities.

According to the study, it has been found that the girls enrolment in rural areas compared to the urban is quite low. A positive thing has been noted that from the period of Sixth All India School Education Survey to Seventh All India School Education Survey, there is progress in the enrolment of girls in rural areas. In the Seventh All India School Education Survey, the enrolment of girls has been noted 44.89 percent which was 39.80 percent during in Sixth All India School Education Survey in rural areas.

In primary stage (Classes I – V), the total enrolment has been increases from 43.16 percent in Sixth Survey to 46.83 percent in Seventh Survey (Table 4). The girls' participation has been recorded an improvement of 41.96 percent to 46.75 percent in rural areas during the same period. Besides this, the percentage of girls' enrolment has a positive upward pattern in the upper primary classes (Classes VI – VIII) also. The growth of enrolment in these Classes rises from

Table 4: Percentage of girls enrolment in schools

| School Stages | 1993 | | 2002 | |
|-----------------|-------|-------|-------|-------|
| | Total | Rural | Total | Rural |
| Classes I-V | 43.16 | 41.96 | 46.83 | 46.75 |
| Classes VI-VIII | 39.62 | 36.43 | 43.93 | 42.59 |
| Classes IX-X | 36.47 | 32.23 | 41.44 | 38.9 |
| Classes XI-XII | 35.93 | 29.76 | 41.61 | 38.59 |
| Classes I-XII | 41.44 | 39.8 | 45.31 | 44.89 |

Source: Same as Table - 1

39.62 (36.43) percent to 43.93 (42.59) percent from Sixth Survey to Seventh Survey.

In the same interval of Sixth All India School Education Survey to Seventh All India School Education Survey, the enrolment in Secondary Classes (Classes IX – X) and Higher Secondary Classes (Classes XI – XII) has also been increases from 36.47 percent to 41.44 percent and from 35.93 percent to 41.61 percent respectively. In rural areas also the percentage of girls' enrolment takes jump from 32.23 to 38.90 percent and 29.76 to 38.59 percent in Classes IX – X and Classes XI – XII, respectively.

3.3.2 Gross Enrolment Ratio

Gross Enrolment Ratio (GER) is defined as the percentage of the enrolment in the primary stage (Classes I – V) and Upper Primary Stage (VI – VIII) and/or Classes I – VIII to the estimated child population in the age groups 6 to below 11 years and 11 to below 14 and/or 6 to below 14 years respectively. Enrolment in these stages included under age and average children. Hence the percentage may be more than 100% in some cases.

The Gross Enrolment Ratio (GER) of all children has found to be increased from the Sixth All India School Education Survey to Seventh All India School Education Survey. During Sixth Survey, the Gross Enrolment Ratio (GER) at primary stage (Classes I – V) and Upper Primary stage (Classes VI – VIII) had been recorded 81.85 percent and 54.21 percent respectively whereas girls' Gross Enrolment Ratio (GER) 73.1 percent and 45.42 percent was recorded (Table 5). In the Seventh Survey, it has found that there is some development in the enrolment of children in the school. The Gross Enrolment Ratio (GER) jumps to 92.92 and 58.42 percent at the primary stage and upper primary stage respectively. At the same time Gross Enrolment Ratio (GER) of girls also increases to 90.93 percent at primary stage and 54.00 percent at upper primary stage.

Table 5: Gross Enrolment Ratio (GER)

| Classes | 1993 | | 2002 | |
|---------------|-------|-------|-------|-------|
| | Total | Girls | Total | Girls |
| GER (I-V) | 81.85 | 73.1 | 92.92 | 90.93 |
| GER (VI-VIII) | 54.21 | 45.42 | 58.42 | 54.00 |

Source: Same as Table - 1

3.4 Teachers in Schools

A teacher is someone acknowledged as a guide or helper in processes of learning. A teacher's role may vary between cultures. Academic subjects are emphasized in many societies, but a teacher's duties may include instruction in craftsmanship or vocational training, spirituality, civics, community roles, or life skills. In modern schools and most contemporary occidental societies, where scientific pedagogy is practiced, the teacher is defined as a specialized profession on the same level as many other professions. In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

According to the Singh and Raju (2006), a teacher is a person who is directly engaged in instructing a group of students. Head of the institution is counted as teacher even if he does not teach. In this study, para-teachers has also taken into consideration Full Time Teacher is a person who engaged in teaching for a number of hours of work statutorily fixed is regarded as a full time teacher at a particular level of education in a given year. A para teacher is full time employee in the school who is not necessarily professionally qualified as full time teachers but are generally from amongst the same population/ community. A para teacher is normally appointed on fixed salary/honorarium, which is less than the normal full time teacher. The para teachers are given different nomenclature in India, e.g., contract teacher, *shiksha karmi*, *guruji*, community teacher, voluntary teacher etc.

During the sixth survey, there was 41,97,555 total teachers provided the teaching facilities at different stages of schooling (Table 6). In the seventh survey, a progress in the involvement of teachers in schooling has been found. This progress of 31.7 percent over the total involvement of teachers. For rural and urban areas, the

development recorded as 28.98 percent and 37.43 percent respectively.

At the primary stage schooling, the participation of teacher during sixth survey has found 1623379. Out of which 79 percent teachers engaged in schools of rural areas. In seventh survey, this figure increases by 17.87 percent. In this survey, it has been found that 1912931 teachers engaged in primary schooling whereas 1503158 teachers engaged in rural areas. The total growth of 17.84 percent has been recorded in seventh survey in the participation of teachers at primary schooling.

In the Upper Primary Schools, 1581739 teachers involves in rural and urban schooling out of which 1113869 teachers involves in rural areas and 467870 teachers in urban areas. This involvement of teachers from sixth survey to seventh survey has found to be increases. The total growth has found nearly 40.01 percent and for rural areas, the growth recorded nearly 41 percent.

It is good indication that the development in the participation of teachers in school has also been seen in different stage of schooling. The trend of primary and upper primary stage also followed by secondary and higher secondary stage schools. The total number of teachers providing teaching facilities has found to 996054 and 1037455 at secondary and higher secondary school respectively. The ratio of participation of teachers in rural and urban areas has recorded as 62 : 38 and 42 : 58 at secondary and higher secondary school respectively. The percentage of teachers increases by 20.09 percent and 68.69 percent in respective stages of schooling.

3.4.1 Female Teacher

In the study, it has been found that the percentage of participation of female teacher has been increases from sixth survey to seventh survey. In this study, the para-teachers also considered. At the stage of primary schooling, the involvement increases from 31.61 percent to

Table 6: Teachers in schools

| S No | Schools | 1993 | | | 2002 | | |
|------|--------------------------------------|---------|---------|---------|---------|---------|---------|
| | | Rural | Urban | Total | Rural | Urban | Total |
| | Teachers in Primary Schools | 1275218 | 348161 | 1623379 | 1503158 | 409773 | 1912931 |
| | Teachers in Upper Primary Schools | 790271 | 339476 | 1129747 | 1113869 | 467870 | 1581739 |
| | Teachers in Secondary Schools | 532328 | 297077 | 829405 | 614097 | 381957 | 996054 |
| | Teachers in Higher Secondary Schools | 247584 | 367440 | 615024 | 438786 | 598669 | 1037455 |
| | Total Number of Teachers | 2845401 | 1352154 | 4197555 | 3669910 | 1858269 | 5528179 |

Source: Same as Table - 1

39.02 percent (Table 7). The same picture has also been seen for rural areas. In rural areas, the involvement increases to 31.38 percent. At secondary and higher secondary stage, the participation has recorded 38.17 percent and 41.64 percent respectively whereas in rural areas, this progress recorded 25.79 and 26.99 percent respectively.

Table 7: Percentage of female teachers

| School Stages | 1993 | | 2002* | |
|--------------------------|-------|-------|-------|-------|
| | Total | Rural | Total | Rural |
| Primary Schools | 31.61 | 23.5 | 39.02 | 31.38 |
| Upper Primary Schools | 35.97 | 25.4 | 40.8 | 31.11 |
| Secondary Schools | 34.68 | 23.09 | 38.17 | 25.79 |
| Higher Secondary Schools | 33.18 | 17.84 | 41.64 | 26.99 |

Source: Same as Table – 1

* Teachers include para-teachers

3.4.2 Pupil Teacher Ratio (PTR)

The Pupil Teacher Ratio (PTR) has been increases in the period of two surveys (Table 8). In the seventh survey, the Pupil Teacher Ratio (PTR) has recorded as 1 : 42 for primary stage. This growth has also observed in rural areas where Pupil Teacher Ratio (PTR) increases from 1 : 41 to 1 : 44 in seventh survey. This growth has also continued in upper primary stage school and secondary stage school. For upper primary school Pupil Teacher Ratio (PTR) increases to 1 : 34 and 1: 30 in secondary schooling. Corresponding development also occurs in rural areas that 1 : 35 and 1 : 31 for upper primary schools and secondary schools respectively.

Table 8: Pupil-Teacher Ratio (PTR)

| School Stages | 1993 | | 2002* | |
|-----------------------|-------|-------|-------|-------|
| | Total | Rural | Total | Rural |
| Primary Schools | 40.00 | 40.94 | 42.01 | 43.75 |
| Upper Primary Schools | 36.07 | 35.84 | 34.23 | 35.15 |
| Secondary Schools | 30.21 | 29.33 | 30.28 | 31.03 |

Source: Same as Table – 1

*Teachers include para-teachers

3.4.3 Teachers in Primary School

According to the seventh survey, about 1.3 percent primary school having zero teacher where this figure for rural areas recorded as 1.28 percent.

In this study, the percentage of primary school with zero, one two, three, four and five or more teachers has been recorded as 1.3, 14.99, 43.18, 16.62, 8.83 and 15.08 percent respectively (Table 9). In rural areas, the percentage recorded about 1.28, 16.41, 46.59, 17.03, 8.18 and 10.51 respectively.

4. CONCLUSION

Table 9: Percentage of primary schools with number of teachers

| School Stages | 1993 | | 2002* | |
|-----------------------|-------|-------|-------|-------|
| | Total | Rural | Total | Rural |
| Zero Teacher | 0.77 | 0.81 | 1.3 | 1.28 |
| One Teacher | 20.12 | 22.07 | 14.99 | 16.41 |
| Two Teachers | 41.92 | 45.11 | 43.18 | 46.59 |
| Three Teachers | 14.89 | 15.06 | 16.62 | 17.03 |
| Four Teachers | 8.05 | 7.24 | 8.83 | 8.18 |
| Five or more Teachers | 14.25 | 9.71 | 15.08 | 10.51 |

Source: Same as Table – 1

*Teachers include para-teachers

On the basis of above analysis, result and discussion on some key parameters of development of school education in India, a few major conclusions are briefly discussed here.

The access of primary/upper primary schooling facilities within a walkable distance of one/three km had not been achieved for all rural habitations in India. It requires a planned and systematic intervention from the public agencies involved in catering the school education facilities, particularly, in hilly areas - thereby it had been requiring an extensive review on distance criterion. The expansion in number of rural schools was quite slow and disparities among and within States/UTs were prevailing. The increase in number of primary schools was less than 10 percent in majority of States/UTs. The increase in number of upper primary, secondary and higher secondary schools might have appeared due to the up gradation of existing schools. Efforts were required to create the pucca/ partly pucca school building infrastructure in the country.

During 1993-2002, the gross enrolment ratio (GER) in rural area to total enrolment of Classes I to V and VI to VIII had increased. The PTR in primary schools in rural area has gone up thereby showing a poor achievement. On the other hand, the Pupil Teacher Ratio (PTR) in upper primary schools in rural area has gone down. The data analysis showed that, despite relatively high

participation in increasing the enrolment at elementary stages in schools, an effort would have to be made to remodel the school education by providing additional facilities such as school building, school teachers etc. to accommodate the school children in the secondary stages in order to education for all upto higher secondary level in the country, which might be a priority area in coming decades for the Government of India.

REFERENCES

- Garry Jacobs Vision 2020. Towards a Knowledge Society. Paper prepared for New Delhi: Planning Commission.
- Government of India 2005. *Selected Educational Statistics 2002-03*. New Delhi: Ministry of Human Resource Development, Statistics Division.
- Government of India 2007. *Selected Educational Statistics 2004-05*. New Delhi: Ministry of Human Resource Development, Statistics Division.
- National Council of Education Research and Training 2002. *Seventh All India School Education Survey: Guidelines for Survey Officers*. New Delhi: Department of Educational Surveys and Data Processing.
- National Council of Education Research and Training 2005. *Seventh All India School Education Survey - Statistics*. New Delhi: Department of Educational Surveys and Data Processing.
- National Council of Education Research and Training 2006. *Annual Report 2005-2006*. New Delhi: NCERT, Chapter – 12, pages 83 – 85.
- Official page of Wikipedia, retrieved on January 2008 from <http://en.wikipedia.org/wiki/women-in-india>.
- Singh VP, Raju BMK 2006. *Manual on Statistics and Indicators of School Education*. New Delhi: National Council of Educational Research and Training.
- Singh VP 2002. Some conceptual issues on measures of educational development in India. *National Journal of Education*, 7(2): 79-87.