Teacher-Related Indicators

Introduction

Apart from information on schools, facilities in schools and enrolment, a good amount of information on teachers is also collected under DISE each year. Comprehensive data on profiles of more than 5.2 million teachers is being maintained under DISE. This rich set of information could well be useful in developing teacher education plans by NCERT, SCERT, DIET and BRC faculty across the country who are its potential users. Many teacher indicators maintained under DISE are also part of monitoring quality of elementary education under SSA being developed by the NCERT. If needed, information on teachers can also be obtained at disaggregated levels, such as school, cluster, block, district, state and national level.

"Number of teachers distributed by school category suggests that about 5.22 million teachers are engaged in teaching in schools, imparting elementary education in the country"

The following set of indicators with respect to teachers has been available for analysis both at the individual state levels and as average of all states. Wherever necessary, indicators are also presented and analysed by school category. In most of the cases, besides gender-wise distribution of teachers, comprehensive information about *para*-teachers is also presented which renders DISE as a singular source that disseminates detailed information on all aspects of *para*-teachers, that otherwise is not available from any other source. This Section presents number of *para*-teachers by school category, their educational and professional qualifications, training status, average number of *para*-teachers by school category etc. All these parameters have been analysed and presented as also those of regular teachers. One of the other significant indicators is the percentage of teachers involved in non-teaching assignments and the average number of days of involvement in such assignments. The age distribution of teachers can also be of great help in planning for teachers' requirement and recruitment in years to come. Among other variables, the following deserve special mention: number of teachers by age and sex, and by school category; teachers profile by caste; number of teachers provided in-service training; pupil-teacher ratio; average number of teachers by school category; percentage of female teachers; types of teachers etc..

Number of Teachers

With ever improving coverage of schools and districts under DISE each year, the number of teachers has also increased significantly. A consistent increase in the number of teachers from 2003-04 to 2006-07 is observed which is true in case of most of the States & UTs covered under DISE. Number of teachers distributed by school category in 2006-07 suggests that about 5.22 million (against 4.69 million in 2005-06) teachers are engaged in teaching in schools, imparting elementary education in the country. About 78 percent teachers are located in rural areas in 87 percent of schools.

In absolute terms, the number of Primary teachers increased from 1.67 million in 2003-04 to 2.27 million in 2006-07. However, in percentage terms, the same has shown a declining trend which is true both for rural and urban areas. In percentage terms, it has declined from a high of 48.84 percent in 2003-04 to 44.19 percent in 2006-07. Primary schools have more than 2.27 million teachers (against 2.06 million in 2005-06) of the total 5.22 million teachers. More than 85 percent Primary school teachers are located in rural areas. On the other hand, every fourth teacher is found to be teaching in independent Elementary schools (27.84 percent). The percentage of teachers in such schools in rural and urban areas is 26.89 and 31.27 respectively (Tables D1 and D2) which is almost the same as their respective percentages in the previous year. In other types of schools, the percentage varies between 5.89 in integrated Higher Secondary schools

to 11.40 in Upper Primary attached to Secondary & Higher Secondary schools. Independent Upper Primary schools reported has 10.65 percent of total teachers.

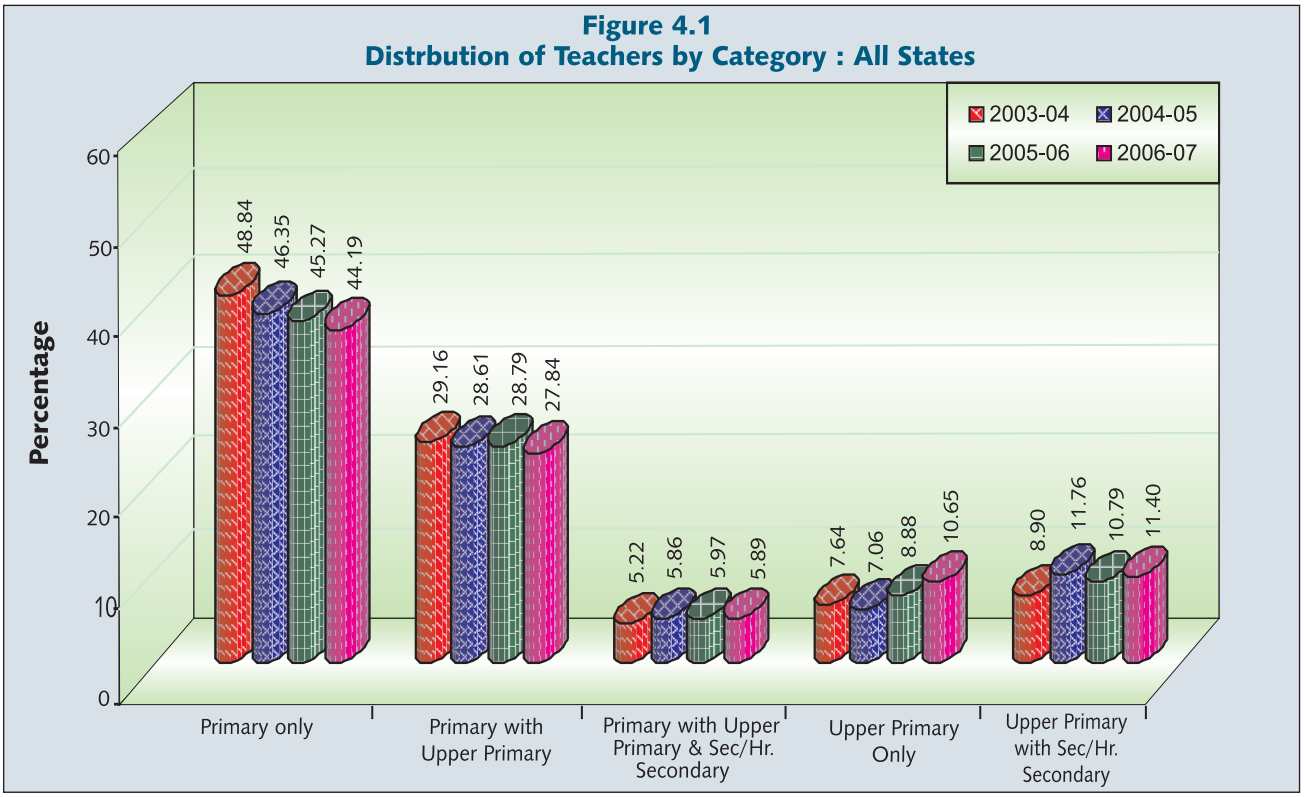
(1.13 percent) and Uttarakhand (0.95 percent) have the least number of teachers. Delhi reported 93,657 teachers which is 1.79 percent of the total teachers imparting

Table D1
Distribution of Teachers by School Category : 2003-04 to 2006-07

Year	Number of Districts	School Category					Total Teachers
		Primary Only	Primary with Upper Primary	Primary with Upper Primary & Secondary/ Hr. Secondary	Upper Primary Only	Upper Primary & Secondary/ Hr. Secondary	
		Number					
2003-04	539	1674591	999855	179107	261856	304999	36,67,637
2004-05	581	1854473	1144835	234576	282517	470702	41,72,287
2005-06	604	2063342	1317058	270229	402161	491491	46,90,176
2006-07	**609**	**2268014**	**1428944**	**302151**	**546590**	**584877**	**52,18, 578**

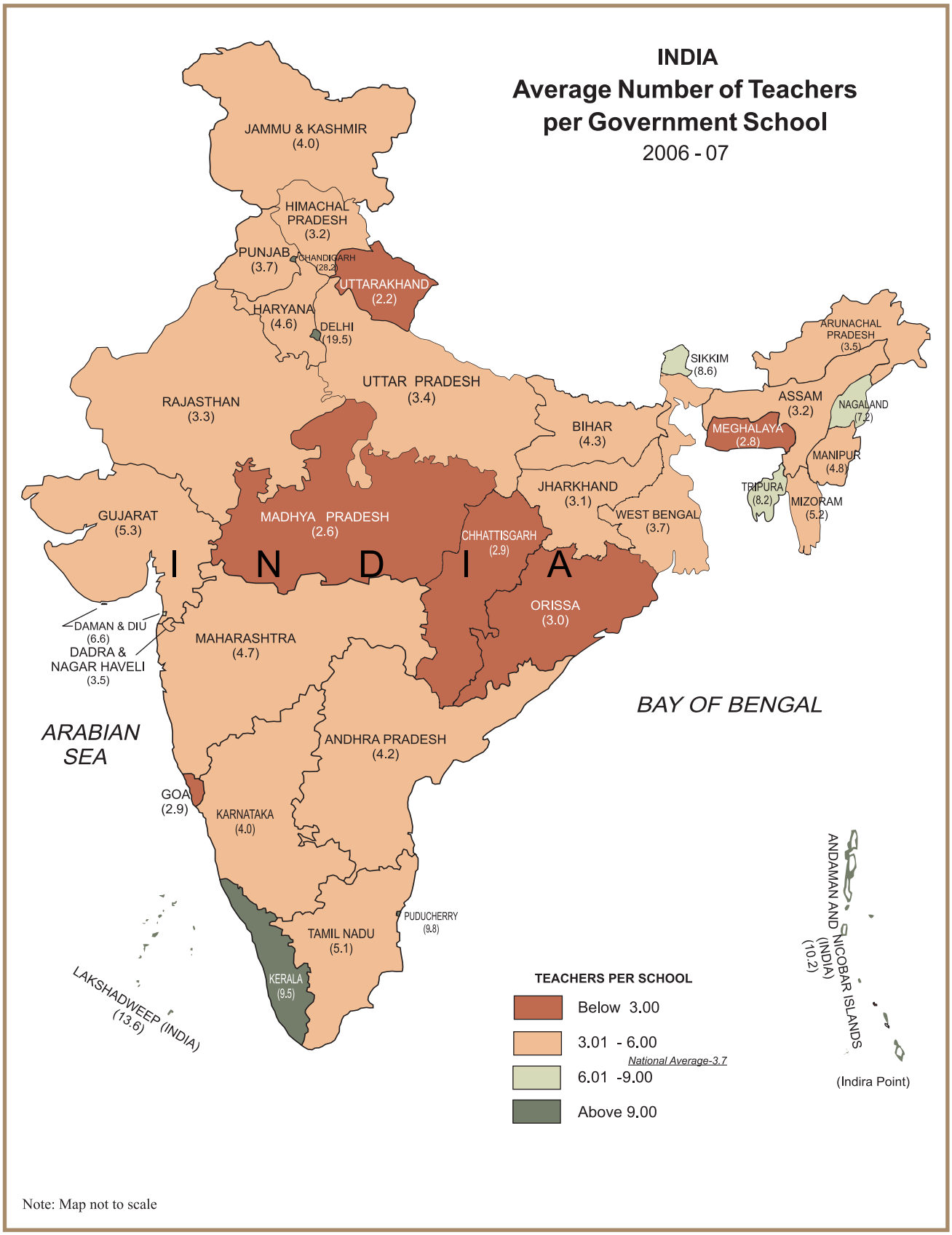
Note: Teachers in different categories may not add to total teachers because of missing values.

Figure 4.1
Distrbution of Teachers by Category : All States



Obviously, because of the state size, the highest number of teachers is in Uttar Pradesh (0.60 million), that is, 11.66 percent of the total teachers in the country. On the other hand, among states, Himachal Pradesh

elementary education. The total number of teachers in Delhi is more than the same in a number of other big states. The highest percentage of teachers among the north-eastern states is observed in Tripura which is 0.59


INDIA
Average Number of Teachers per Government School
2006 - 07
JAMMU & KASHMIR (4.0)
HIMACHAL PRADESH (3.2)
PUNJAB (3.7)
CHANDIGARH (28.2)
UTTARAKHAND (2.2)
HARYANA (4.6)
DELHI (19.5)
RAJASTHAN (3.3)
UTTAR PRADESH (3.4)
BIHAR (4.3)
SIKKIM (8.6)
ARUNACHAL PRADESH (3.5)
ASSAM (3.2)
NAGALAND (7.2)
MEGHALAYA (2.8)
MANIPUR (4.8)
TRIPURA (8.2)
MIZORAM (5.2)
JHARKHAND (3.1)
WEST BENGAL (3.7)
GUJARAT (5.3)
MADHYA PRADESH (2.6)
CHHATTISGARH (2.9)
I N D I A
ORISSA (3.0)
DAMAN & DIU (6.6)
DADRA & NAGAR HAVELI (3.5)
MAHARASHTRA (4.7)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (4.2)
GOA (2.9)
KARNATAKA (4.0)
PUDUCHERRY (9.8)
TAMIL NADU (5.1)
KERALA (9.5)
LAKSHADWEEP (INDIA) (13.6)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (10.2)
(Indira Point)
TEACHERS PER SCHOOL
Below 3.00
3.01 - 6.00
National Average-3.7
6.01 -9.00
Above 9.00
Note: Map not to scale

Map 4.1

percent of the total teachers imparting elementary education in the country. Uttar Pradesh also has the highest number of teachers in Primary schools (0.44 million), which is 19.80 percent of the total Primary teachers in the country. Lakshadweep has the least number of teachers in Primary schools (189) in 2006-07, while Delhi has 27,835 (1.24 percent) teachers. All the north-eastern states reported small number of Primary school teachers. Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and West Bengal reported a large number of Primary school teachers, matching their respective sizes.

DISE data further reveals that 69.14 percent of the total teachers imparting elementary education are in schools that are under the government managements. Another 11.25 percent are in schools under government aided managements. Together these schools have percentage as high as 80.39 percent which means that 8 out of 10 teachers are working either in government or aided managements, compared to 2 out of 10 in case of the Private Un-aided managements. In a few states, such as, Bihar, Jharkhand, Lakshadweep, Orissa and Tripura, the percentage of teachers under government managements is above 90. Government and aided managements together in these states have around 95 percent of the total teachers. On the other hand, around 30 percent of the total teachers in Chandigarh, Delhi, Jammu & Kashmir, Madhya Pradesh, Rajasthan, Manipur and Nagaland are under the Private Un-aided managements.

Table D2
Percentage Distribution of Teachers by Category : 2003-04 to 2006-07

School Category	All Areas				Rural Areas				Urban Areas			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	48.84	46.35	45.27	44.19	52.45	50.08	49.11	48.38	34.48	32.79	30.80	29.28
Primary with Upper Primary	29.16	28.61	28.79	27.84	27.75	27.88	28.09	26.89	34.89	31.58	31.44	31.27
Primary with Upper Primary & Secondary/ Hr. Secondary	5.22	5.86	5.91	5.89	3.43	3.70	4.11	3.79	12.34	14.00	12.71	13.37
Upper Primary Only	7.64	7.06	8.88	10.65	8.42	7.90	9.02	10.80	4.52	3.99	8.37	10.11
Upper Primary & Secondary/ Hr. Secondary	8.90	11.76	10.79	11.40	7.74	10.25	9.34	10.13	13.50	17.46	16.26	15.91

Note: Totals may not add to hundred because of missing values and rounding of figures.

Female Teachers

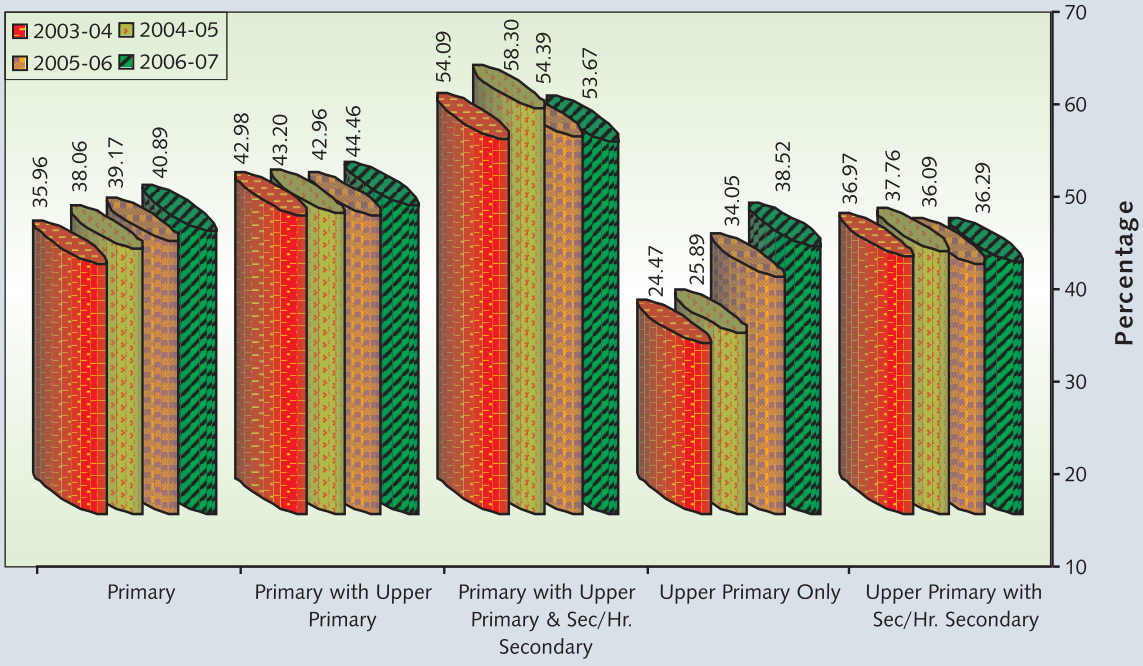
One of the provisions of the Operation Blackboard scheme was to ensure that one of the teachers appointed would preferably be female. Over a period of time, the percentage of female teachers across school types has increased. There are about 145 districts across 35 States & UTs that have more than 50 percent female teachers. All schools together have had 41.86 percent (against 40.33 percent in 2005-06) female teachers in 2006-07. Urban areas (64.94 percent) had higher percentage of female teachers than the rural areas (35.39 percent) in 2006-07; this is true for all school types. Irrespective of

school types, a significant difference is also noticed in case of female teachers in schools under private and government managements. Compared to 49.69 percent female teachers in case of private managements, the corresponding percentage in case of government schools has been low at 37.39 (35.77 in 2005-06) (Tables D3 and D4).

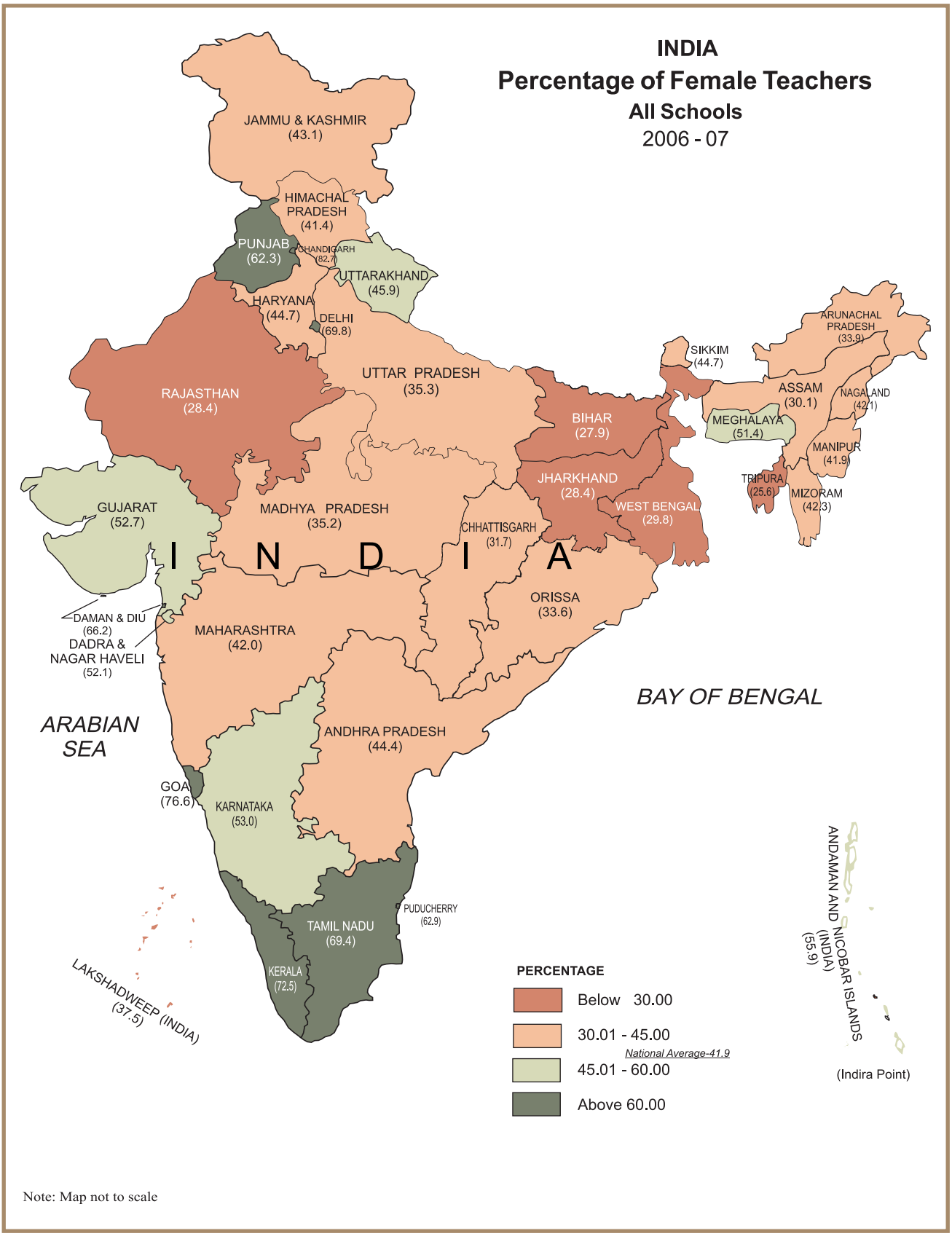
Table D3
Distribution of Female Teachers by School Category : 2003-04 to 2006-07

School Category	All Areas				Rural Areas				Urban Areas			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	35.96	38.06	39.17	40.89	30.92	32.77	34.31	36.10	66.51	68.21	68.17	69.07
Primary with Upper Primary	42.98	43.20	42.96	44.46	35.75	36.35	36.40	37.38	65.97	65.79	65.01	66.18
Primary with Upper Primary & Secondary/ Hr. Secondary	54.09	58.30	54.39	53.67	40.39	44.25	43.25	39.45	69.32	72.21	67.90	68.07
Upper Primary Only	24.47	25.89	34.05	38.52	21.16	22.59	27.28	31.84	48.94	50.14	61.25	64.00
Upper Primary & Secondary/ Hr. Secondary	36.97	37.76	36.09	36.29	28.79	30.42	28.19	28.97	55.74	53.93	53.01	52.91
All Schools	**38.18**	**39.78**	**40.33**	**41.86**	**31.61**	**33.12**	**34.00**	**35.39**	**64.40**	**64.75**	**64.02**	**64.94**

Figure 4.2
Percentage of Female Teachers : All States



More than 80 percent of the total teachers in private managed (all categories) schools in Chandigarh, Daman & Diu, and Goa, are female teachers. The


INDIA
Percentage of Female Teachers
All Schools
2006 - 07
JAMMU & KASHMIR (43.1)
HIMACHAL PRADESH (41.4)
PUNJAB (62.3)
CHANDIGARH (82.7)
UTTARAKHAND (45.9)
HARYANA (44.7)
DELHI (69.8)
RAJASTHAN (28.4)
UTTAR PRADESH (35.3)
BIHAR (27.9)
SIKKIM (44.7)
ARUNACHAL PRADESH (33.9)
ASSAM (30.1)
NAGALAND (42.1)
MEGHALAYA (51.4)
MANIPUR (41.9)
TRIPURA (25.6)
MIZORAM (42.3)
JHARKHAND (28.4)
WEST BENGAL (29.8)
CHHATTISGARH (31.7)
MADHYA PRADESH (35.2)
GUJARAT (52.7)
I N D I A
ORISSA (33.6)
DAMAN & DIU (66.2)
DADRA & NAGAR HAVELI (52.1)
MAHARASHTRA (42.0)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (44.4)
GOA (76.6)
KARNATAKA (53.0)
PUDUCHERRY (62.9)
TAMIL NADU (69.4)
KERALA (72.5)
LAKSHADWEEP (INDIA) (37.5)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (55.9)
(Indira Point)
PERCENTAGE
Below 30.00
30.01 - 45.00
National Average-41.9
45.01 - 60.00
Above 60.00
Note: Map not to scale

Map 4.2

percentage of female teachers under such managements is also high in the states of Andaman & Nicobar Islands (76 percent), D & N Haveli (77 percent), Goa (75 percent), Himachal Pradesh (62 percent), Kerala (73 percent), Punjab (78 percent) and Tamil Nadu (77.30 percent). Chandigarh also has the high percentage of female teachers (77 percent) in case of government schools, compared to 69 percent in Kerala. The corresponding percentage in case of Delhi has been 61. Further, it is noticed that percentage of female teachers in government managed schools (all category schools) is higher than the same in case of private managed schools in Assam, Bihar, Maharashtra and Uttar Pradesh. However, the percentage of female teachers in government managed schools in Bihar has been low at 27.65, compared to 28.31 in West Bengal and 27.42 in Rajasthan, all of which have shown improvement over the previous year. On the other hand, in a few states, the percentage of female teachers in government managed schools has been above 50 of the total strength of teachers. Puducherry (53 percent), Punjab (59 percent) and Tamil Nadu (61 percent) are such states. The percentage of female teachers in private managed schools in Puducherry (74), Punjab (78), and Tamil Nadu (77) is much higher than the same in government managed schools.

"Percentage of female teachers in government managed schools is higher than the same in case of private managed schools. However, the percentage of female teachers in government managed schools in Bihar has been low at 27.65"

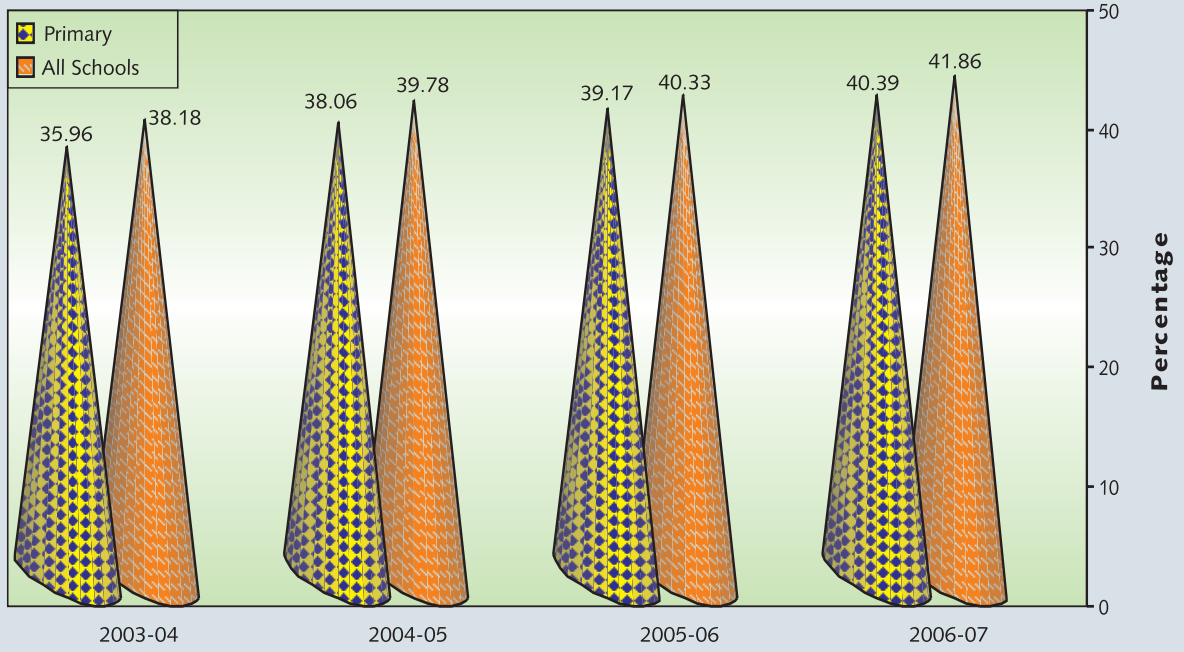
The percentage of female teachers by school category across 35 States and Union Territories reveals that irrespective of the school type, barring integrated Higher Secondary schools, in none of the other school types the percentage of female teachers has been satisfactory. In Higher Secondary schools, female teachers outnumber their male counterparts, with a percentage of 53.67. The percentage of female teachers in such schools in urban areas is as high as 68.07, compared to 39.45 in rural areas. The percentage of female teachers in Higher Secondary schools under private managements has been 58.84, compared to 44.53 in schools managed by government. However, a few states like Arunachal Pradesh (30 percent), Bihar (25 percent), Jharkhand (30

Table D4
Distribution of Female Teachers by School Category and Management : 2003-04 to 2006-07

School Category	Percentage							
	All Government Managements				All Private Managements			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	32.65	34.31	35.58	37.30	56.33	58.65	57.03	57.74
Primary with Upper Primary	39.42	39.42	39.38	40.56	53.31	52.99	51.64	52.65
Primary with Upper Primary & Secondary /Hr. Secondary	42.17	46.39	45.97	44.53	60.96	64.94	59.72	58.84
Upper Primary Only	23.00	24.76	28.73	32.00	29.72	29.83	45.95	49.90
Upper Primary with Secondary & Higher Secondary	34.69	36.70	34.26	34.65	39.75	39.10	37.99	37.94
All Schools	**34.20**	**34.56**	**35.77**	**37.39**	**51.26**	**47.97**	**47.72**	**49.69**

percent), Rajasthan (27 percent), Tripura (30 percent), Uttar Pradesh (39 percent), and West Bengal (34 percent), have had a very low percentage of female teachers in this category. On the other hand, in Delhi (64 percent), Karnataka (58 percent), Puducherry (52 percent) and Kerala (70 percent), majority of teachers in integrated Higher Secondary schools are female. North-Eastern states of Meghalaya (63 percent) and Mizoram (51 percent) also have high percentage of female teachers in such schools. However, it is Chandigarh that has the highest percentage of female teachers (76) in Higher Secondary schools.

Figure 4.3
Percentage of Female Teachers : All States



In Elementary (Primary with Upper Primary) schools, the percentage of female teachers (44.46) has been a bit higher than the same in the Primary schools (40.89 percent). On the other hand, the percentage of female teachers in independent Upper Primary schools has been only 38.52. A few states, such as Delhi (50 percent), Goa (64 percent), Gujarat (55 percent), Karnataka (53 percent), Kerala (69 percent), Puducherry (88 percent) and Tamil Nadu (64 percent), have more female teachers in such schools than male teachers. Punjab too has a high percentage (49 percent) of female teachers in this school category. In Upper Primary attached to Secondary & Higher Secondary schools, the percentage of female teachers has been about 36.29. Gujarat (62 percent), Karnataka (50 percent), Kerala (74 percent), Chandigarh (84 percent) and Andaman & Nicobar Islands (56 percent) have a very high percentage of female teachers in this category of schools. So far as Primary schools are concerned, more than one out of every three teachers is female (40.89 percent). However, in the states of Arunachal Pradesh (34.30 percent), Bihar (28.41 percent), Chhattisgarh (29.72 percent), Jharkhand (26.80 percent), Madhya Pradesh (30.00 percent), Rajasthan (28.93 percent), Uttar Pradesh (38.80 percent) and West Bengal (27.87 percent), female teachers are in minority and their

> "So far as Primary schools are concerned, more than one out of every three teachers is female. However, in the states of Arunachal Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal, female teachers are in minority and their number is much lower than that of their counterpart male teachers"

number is much lower than that of their counterpart male teachers. On the other hand, in states like Kerala (75.98 percent) and Tamil Nadu (76.72 percent), majority of Primary school teachers is female. Andaman & Nicobar Islands (54.19 percent), Daman & Diu (67.69 percent), Goa (82.57 percent), Chandigarh (84.60 percent), Delhi (69.45 percent), Punjab (64.37 percent, Puducherry (62.49 percent), Uttarakhand (54.27 percent) and Meghalaya (51.90 percent) have a high percentage of female teachers in their Primary schools.

"Despite significant improvement in the availability of female teachers in schools that impart elementary education, still 28.26 percent schools that impart elementary education, did not have any female teacher in 2006-07"

Despite significant improvement in the availability of female teachers in schools that impart elementary education, still there may be a few schools without female teachers. Percentage of such schools with no female teacher has been analysed, based on schools having two and more teachers. As many as 28.26 percent schools that impart elementary education, did not have any female teacher in 2006-07, compared to 30.73 percent such schools in the year 2005-06. The percentage of such schools in urban areas has been low at 9.70 against 31.01 in rural areas. About 96 percent of schools without female teachers are located in rural areas. A significant difference is also noticed in case of schools managed by government (29.91 percent) and under private managements (21.49 percent).

So far as independent Upper Primary schools are concerned, in as many as 37.81 percent schools, no female teacher is posted. Further, it has been observed that irrespective of the type of school, a large number of schools in the country do not have female teacher. This is also applicable to Elementary schools (20.90 percent) and integrated Higher Secondary schools (17.69 percent). Again, in the case of Primary schools, it is noticed that in as many as 29.67 percent schools, no female teacher has been posted. The percentage of schools without female teachers is as high as 38.07 in the state of Bihar, 34.73

Table D5
Average Number of Teachers by School Category : 2003-04 to 2006-07

School Category	All Areas				Rural Areas				Urban Areas			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	2.7	2.7	2.8	2.9	2.6	2.6	2.7	2.8	4.5	4.6	4.6	4.7
Primary with Upper Primary	6.8	6.6	6.7	6.9	6.3	6.2	6.3	6.4	9.0	8.6	8.4	8.6
Primary with Upper Primary & Secondary/ Hr. Secondary	10.5	10.9	10.3	10.7	9.2	9.2	8.9	8.8	12.3	13.4	12.5	13.7
Upper Primary Only	4.3	4.0	4.6	5.1	4.1	3.8	4.1	4.5	5.6	5.5	9.1	10.1
Upper Primary & Secondary/ Hr. Secondary	8.8	9.0	9.1	9.4	7.9	8.0	8.0	8.4	11.6	12.1	12.4	12.6
All Schools	**3.9**	**4.0**	**4.2**	**4.4**	**3.6**	**3.6**	**3.8**	**3.9**	**7.0**	**7.3**	**7.4**	**7.7**

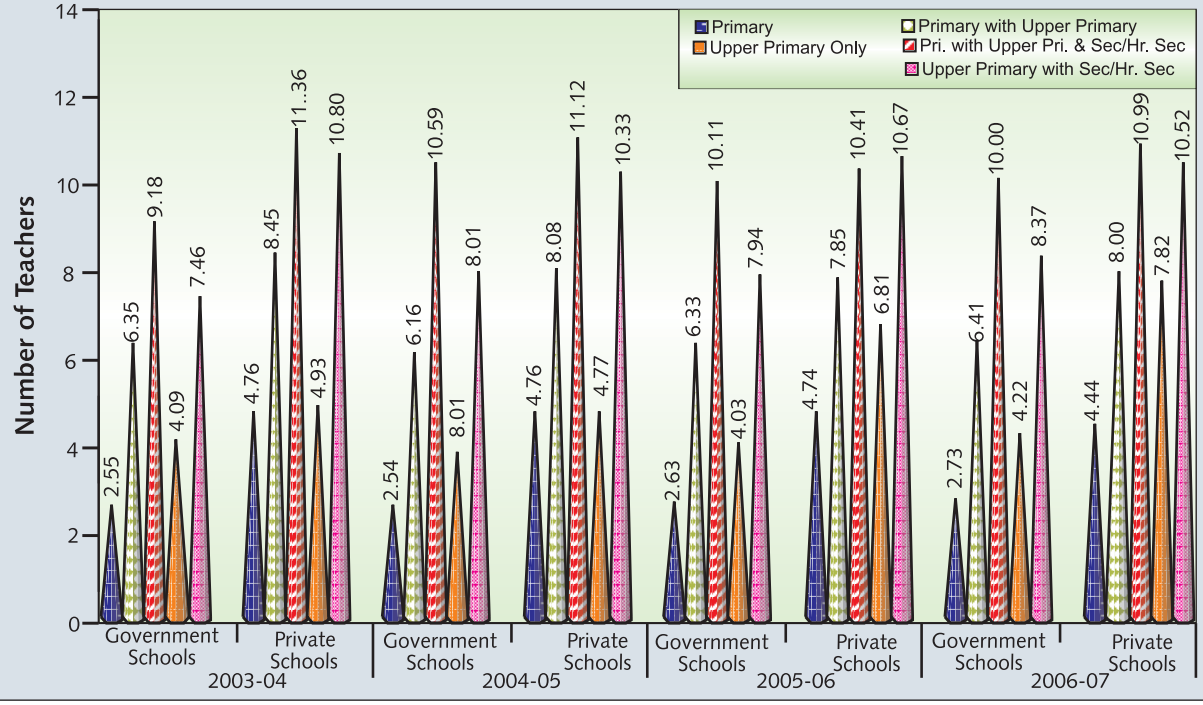
in Madhya Pradesh, 38.59 in Chhattisgarh, 36.75 in Jammu & Kashmir, 42.34 in Jharkhand, 61.96 in Tripura and 41.35 in West Bengal. Rajasthan (28.75 percent) and Uttar Pradesh (21.28 percent) too have a large number of Primary schools without female teachers. Except Delhi, Kerala, Puducherry, Lakshadweep, Punjab, Sikkim and Tamil Nadu, in most of the other states, the number of Primary schools without female teachers is above 20 percent. The percentage of such schools is only 0.80 in Kerala and 9.40 in Tamil Nadu. Chandigarh did not have any Primary school without female teacher in 2006-07, which is also true for other school types.

Total number of teachers presented above is not expected to provide information about the availability of teachers in an individual school type. For this purpose, average number of teachers by school category is analysed (Table D3).

Average Number of Teachers

The average number of teachers in a school imparting elementary education has shown improvement during the period 2003-04 to 2006-07. Such schools/ sections have had more teachers in 2006-07 than in the previous year which is also true for all school types. By and large, this is also true for rural and urban areas, barring integrated Higher Secondary schools which had slightly a less number of teachers in 2006-07 than in the previous year. The all-India average of all states reveals that in 2006-07, on an average, there were 4.36 teachers (4.19 teachers in 2005-06) in a school that imparts elementary education. A significant difference is noticed in the availability of teachers in rural (3.89) and urban areas (7.67). Schools in rural areas have fewer teachers than schools in urban areas and the difference is significant. A wide difference is also seen between schools managed by government

Figure 4.4
Average Number of Teachers per School by Category : All States



> "On an average, there are 4.36 teachers in a school that imparts elementary education. A significant difference is noticed in the availability of teachers in rural and urban areas"

(3.73) and private management schools (7.12). Average number of teachers in government schools is about half of the average in private managed schools. The average number of teachers by school category reveals that the highest number of teachers per school is observed in case of integrated Higher Secondary schools (10.7), followed by Upper Primary attached to Secondary and Higher Secondary schools (9.4), independent Elementary (6.7), and Upper Primary (5) schools. However, despite improvement, the lowest percentage is noticed in case of Primary schools (2.9 teachers) which is almost as much as in the previous year.

> "It is interesting to note that barring Orissa and Uttarakhand, all other states reported an average of 3 and more teachers in schools that impart elementary education across the county, but the same is not true for all school types"

number of teachers, compared to 4.3 teachers in Bihar (3.9 in previous year). All the states in the north-eastern region have adequate number of teachers in its schools. States, such as Maharashtra (6.4), Mizoram (8.3) and Sikkim (8.0), have on an average more than 5 teachers. Tamil Nadu reported an average of 6.9 teachers and West Bengal, 3.9 teachers in schools that impart Elementary education.

Like teachers in other school types, average number of teachers in Primary schools also has shown an increasing trend during the period from 2003-04 to 2006-07. On an average, Primary schools in India have

Table D6

Average Number of Teachers by School Category and Management : 2003-04 to 2006-07

School Category	Average							
	All Government Managements				All Private Managements			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	2.6	2.5	2.6	2.7	4.8	4.8	4.7	4.4
Primary with Upper Primary	6.4	6.2	6.3	6.4	8.5	8.1	7.9	8.0
Primary with Upper Primary & Secondary/ Hr. Secondary	9.2	10.6	10.1	10.3	11.4	11.1	10.4	11.0
Upper Primary Only	4.1	3.8	4.0	4.2	4.9	4.8	6.8	7.8
Upper Primary with Secondary & Higher Secondary	7.5	8.0	7.9	8.4	10.8	10.3	10.7	10.6
All Schools	**3.4**	**3.5**	**3.6**	**3.7**	**7.2**	**7.1**	**7.1**	**7.1**

It is interesting to note that barring Orissa (2.94 teachers per school) and Uttarakhand (2.57 teachers per school), all other states reported an average of 3 and more teachers in schools that impart elementary education across the county, but the same is not true for all school types. On the other hand, none of the major states reported fewer than two teachers which is true for all school types, including Primary schools. Amongst various states, Delhi has the highest average number of teachers (19.8) and Madhya Pradesh and Chhattisgarh, the lowest average (3.2). Kerala with 10 teachers and Chandigarh with 30 teachers too have a very high average now more than two teachers which is also true for rural areas and also such schools under the government managements. This clearly reflects the effects of initiatives made under SSA. This is likely to further improve as a number of teachers positions under SSA have been recently approved by PAB. Besides, states have also initiated the process of filling up of vacant teachers' positions.

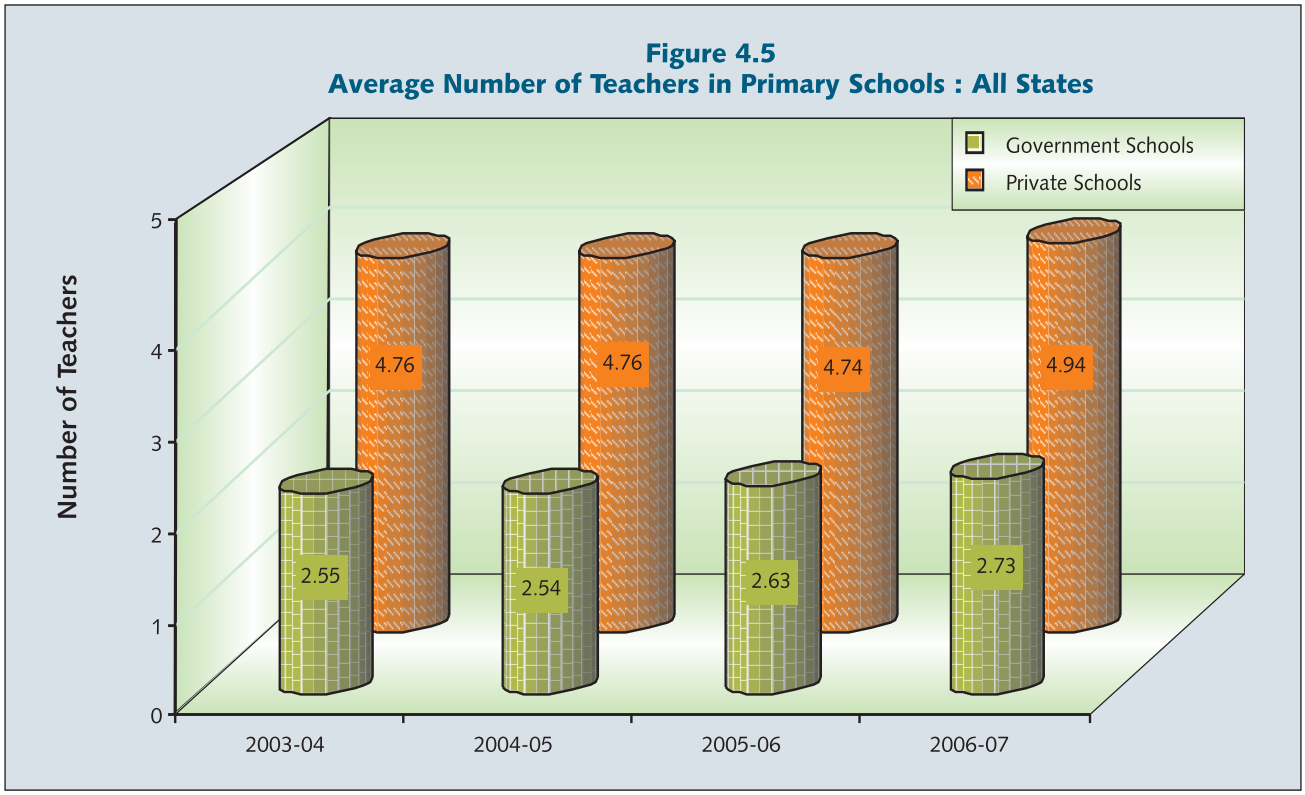
Primary schools have had an average of 2.93 teachers per school in 2006-07 against 2.84 teachers per school in 2005-06 and 2.74 teachers in 2004-05. Schools located in rural areas had an average of 2.75

teachers, compared to 4.65 teachers in schools located in urban areas. The disparity noticed in rural and urban areas and also in government and private managed schools is also true for all other school types. Except Dadra & Nagar Haveli (1.71), all other states have an average of more than 2 teachers per school in Primary classes. In Kerala, the average per school is as high as 6.4 teachers at this level; in Chandigarh it is 14.5, and in Delhi 11.6. Lakshadweep also reported a high average of 12.3 teachers in its Primary schools which is also true for all other school types, as also for rural and urban areas. In Jharkhand, the average number of Primary teachers per school is 2.2, compared to 2.03 in Arunachal Pradesh. All Primary schools in Bihar have had an average of 3.4 teachers (2.97 in previous year), compared to 2.1 teachers in Rajasthan. The average is as high as 6.0 in Nagaland, 5.8 in Puducherry and Sikkim and 3.9 in Tripura. West Bengal also reported an average of more than 3 teachers in its Primary schools.

"On an average, Primary schools in India have now more than two teachers which is also true for rural areas and also such schools under the government managements. This clearly reflects the effects of initiatives made under SSA"

The analysis further reveals that, irrespective of the school type and state, private managed/schools have generally better average number of teachers per school than government managed schools. Compared to 2.73 teachers in government managed Primary schools, the corresponding number in private managed schools is as high as 4.44 teachers. In about 19 States & UTs, the average number of teachers in government-managed Primary schools has been lower than the national average of 2.93 teachers. In the states of Chhattisgarh (2.5 teachers), Dadra & Nagar Haveli (1.6 teachers), Goa (2.1 teachers), Himachal Pradesh (2.5 teachers), Jammu & Kashmir (2.3 teachers), Jharkhand (2.1 teachers), Karnataka (2.1 teachers), Madhya Pradesh (2.3 teachers), Rajasthan (2.00 teachers), Uttarakhand (1.9 teachers) etc, the average number of teachers is lower than 2.93 in government managed Primary schools. Except Arunachal Pradesh and Meghalaya, all other states in the north-eastern

Figure 4.5
Average Number of Teachers in Primary Schools : All States



region have higher number of teachers in their Primary schools than the national average. The private managed Primary schools in these states and all other states have had more than two teachers. Rajasthan has significantly high average number of teachers, i.e. 4.0 teachers in every private managed Primary school. The average number of teachers in Primary schools in Tripura has been high at 7.8 which is the fourth highest among all the states that reported DISE data in 2006-07. Kerala too has an average of 6.8 teachers in the private managed Primary schools, compared to 7.8 in Delhi and 25.2 in Chandigarh. Maharashtra also reported an average of almost 7 teachers in its Primary schools. Arunachal Pradesh which reported a low overall average of 2.0 teachers has had an average of 7.5 teachers in case of private managed Primary schools when only 1.9 percent of schools under government management reported such an average.

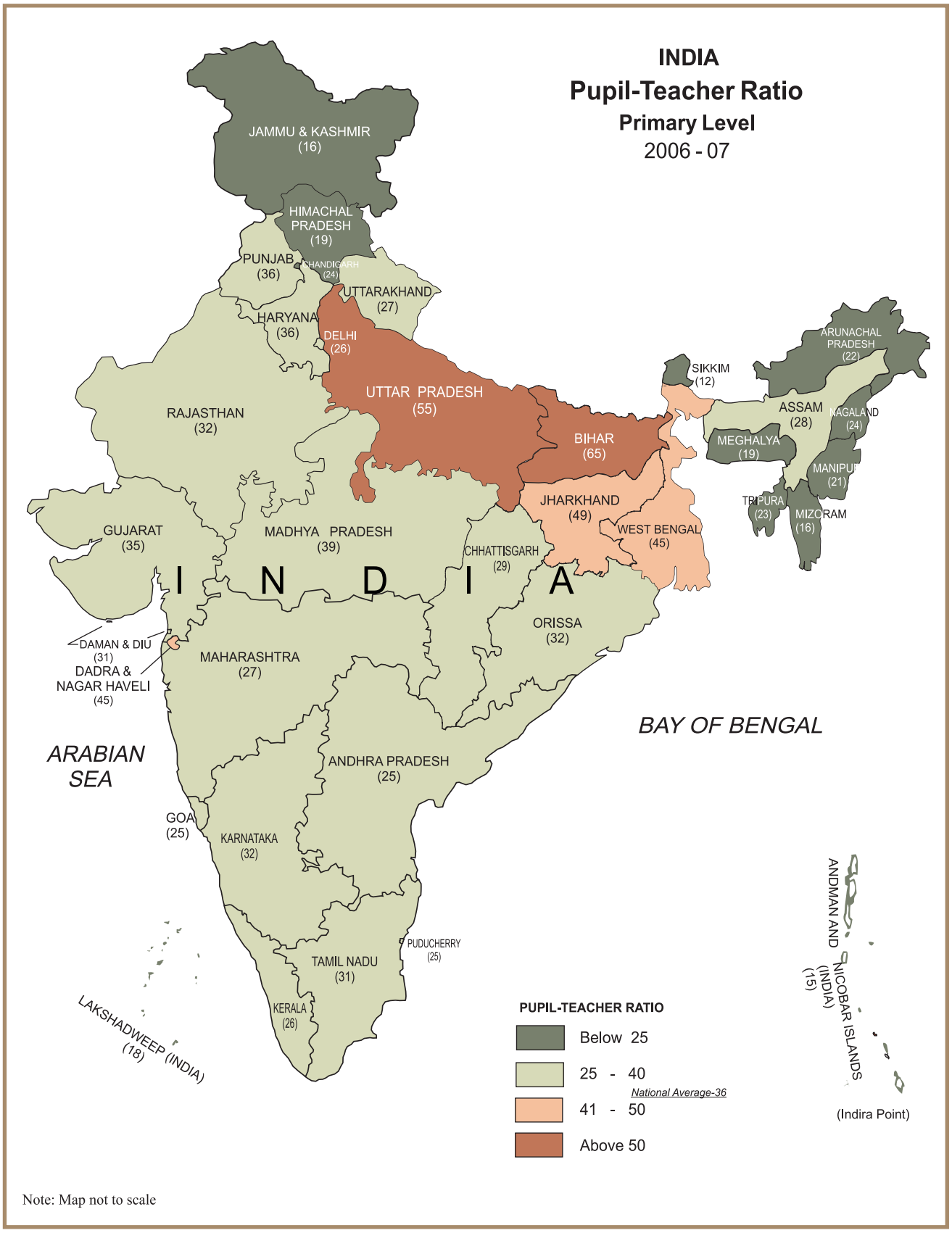
Pupil-Teacher Ratio

One of the important indicators that influence classroom transaction is the pupil-teacher ratio. The data is presented by school category in Table D7. Irrespective of school types, an improvement in pupil-teacher ratio has been noticed during the period 2003-04 to 2006-07. The highest pupil-teacher ratio in 2006-07 is observed to be in the case of Primary schools (39: 1), followed by Elementary schools (34: 1), integrated Higher Secondary schools and independent Upper Primary schools (29:1), and Upper Primary attached to Secondary & Higher Secondary schools (27:1). It is important to note that PTR at Primary and Upper Primary levels of education is 36:1 and 32:1 respectively, compared to 38:1 and 34:1 during the previous year. At Primary level, there are only seven states which reported a PTR above 40; in rest of the states the position is quite comfortable. At Upper Primary level, PTR varies from 15 students per teacher in Andaman &

Table D7
Pupil-Teacher Ratio by School Category : 2003-04 to 2006-07

School Category	All Areas				Rural Areas				Urban Areas			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	44	42	40	39	44	44	41	39	40	37	36	36
Primary with Upper Primary	38	36	35	34	38	37	35	35	36	35	34	33
Primary with Upper Primary & Secondary/ Hr. Secondary	32	31	30	29	31	31	30	30	33	32	30	29
Upper Primary Only	30	31	30	29	30	32	31	30	28	29	26	26
Upper Primary & Secondary/ Hr. Secondary	34	31	30	27	35	33	31	28	31	28	27	25
All Schools	**39**	**38**	**36**	**34**	**40**	**39**	**37**	**35**	**36**	**33**	**32**	**31**

"In Bihar, it is not only PTR that is high but it has also reported a high student-classroom ratio of 91. With the appointment of a large number of teachers in the state, pupil-teacher ratio is expected to improve in the year that follows"


INDIA
Pupil-Teacher Ratio
Primary Level
2006 - 07
JAMMU & KASHMIR (16)
HIMACHAL PRADESH (19)
PUNJAB (36)
CHANDIGARH (24)
UTTARAKHAND (27)
HARYANA (36)
DELHI (26)
RAJASTHAN (32)
UTTAR PRADESH (55)
BIHAR (65)
SIKKIM (12)
ARUNACHAL PRADESH (22)
ASSAM (28)
NAGALAND (24)
MEGHALYA (19)
MANIPUR (21)
TRIPURA (23)
MIZORAM (16)
JHARKHAND (49)
WEST BENGAL (45)
GUJARAT (35)
MADHYA PRADESH (39)
CHHATTISGARH (29)
I N D I A
ORISSA (32)
DAMAN & DIU (31)
DADRA & NAGAR HAVELI (45)
MAHARASHTRA (27)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (25)
GOA (25)
KARNATAKA (32)
PUDUCHERRY (25)
TAMIL NADU (31)
KERALA (26)
LAKSHADWEEP (INDIA) (18)
ANDMAN AND NICOBAR ISLANDS (INDIA) (15)
(Indira Point)
PUPIL-TEACHER RATIO
Below 25
25 - 40
National Average-36
41 - 50
Above 50
Note: Map not to scale

Map 4.3

Nicobar Islands to 67 students per teacher in Bihar. Bihar too has a high (65:1) PTR at Primary level of education. The state has a high pupil-teacher ratio of 69 even in case of schools managed by private managements - Aided, 71:1; and Un-aided, 67:1. The corresponding ratio for Uttar Pradesh has also been high at 55:1. In Bihar, it is not only PTR that is high but it has also reported a high student-classroom ratio of 91. With the appointment of a large number of teachers in the state, pupil-teacher ratio is expected to improve in the year that follows. On the other hand, all category schools together had a pupil-teacher ratio of 34 in 2006-07, compared to 36 in 2005-06. The corresponding figures in rural and urban areas are 35 and 31 respectively which also show improvement over the previous year. Government managed schools have a slightly higher

Figure 4.6
Pupil-Teacher Ratio

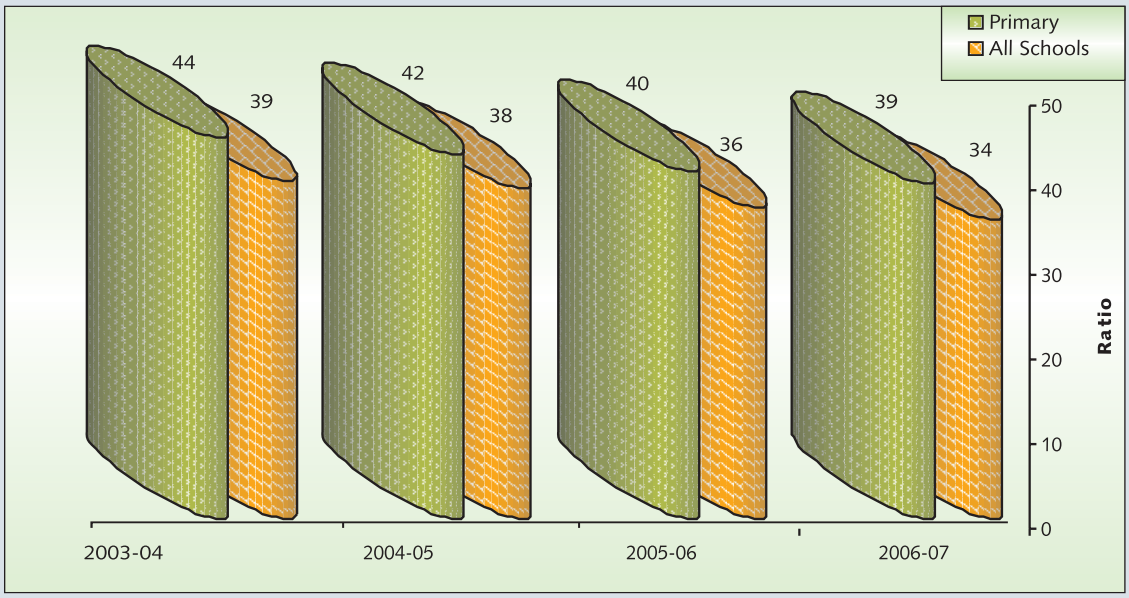


Table D8
Pupil-Teacher Ratio by School Category and by Management : 2003-04 to 2006-07

School Category	All Government Managements				All Private Managements			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	45	44	41	**39**	37	35	34	**35**
Primary with Upper Primary	39	39	36	36	33	31	31	31
Primary with Upper Primary & Secondary/ Hr. Secondary	33	29	30	28	31	31	30	30
Upper Primary Only	29	30	30	29	34	35	32	29
Upper Primary with Secondary & Hr. Secondary	35	30	27	24	32	28	32	29
All Schools	**41**	**40**	**37**	**36**	**34**	**31**	**32**	**31**

pupil-teacher ratio (36) than the same in the private managed schools (31). States like Arunachal Pradesh (22: 1), Himachal Pradesh (18: 1), Jammu & Kashmir (16: 1), Karnataka (32: 1) and Kerala and Tamil Nadu (27:1), have an ideal pupil-teacher ratio. Delhi reported a pupil-teacher ratio of 25: 1 and Puducherry, 24:1. All the states from the north-eastern region also have a comfortable pupil-teacher ratio of 25: 1. Despite improvement in pupil-teacher ratio across school types, there are still a few schools that have reported a PTR above 100. About 4.91 percent schools located in rural areas have PTR above 100, compared to 5.17 percent in urban areas. In as many as 5.21 percent Primary schools, the pupil-teacher ratio is above 100 (rural 5.20 and urban 5.38 percent). The percentage in government schools (5.07 percent) having PTR 100 and is lower than in private managed schools (6.24 percent). On the other hand, 4.95 percent Upper Primary schools, 4.49 percent Elementary schools, 5.27 percent integrated Higher Secondary schools and 3.11 percent Upper Primary attached to Higher Secondary schools also have had pupil-teacher ratio above 100 (Tables D9 and D10). It is also observed that 12.81 percent Primary schools in Uttar Pradesh have a PTR of 100 and above compared to only 0.02 percent schools in Kerala. Bihar (16.35 percent) and Jharkhand (6.67 percent) too have a large number of such schools. Himachal Pradesh and all the states from the north-eastern region have negligible number of such schools. A few states such as Andaman & Nicobar Islands, Daman & Diu, Lakshadweep, Puducherry and Sikkim reported no such schools.

Table D9

Percentage of Schools having PTR above 100 by School Category : 2003-04 to 2006-07

School Category	All Areas				Rural Areas				Urban Areas			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	8.38	8.32	5.93	5.21	8.68	8.66	6.05	5.20	5.22	4.94	4.68	5.38
Primary with Upper Primary	4.01	4.82	3.76	4.49	4.05	5.08	3.69	4.15	3.97	3.73	4.09	5.89
Primary with Upper Primary & Secondary/ Hr. Secondary	4.66	4.46	3.98	5.27	3.83	4.39	4.02	4.65	5.89	4.58	3.94	6.23
Upper Primary Only	3.82	4.96	4.90	4.95	3.96	5.08	5.10	5.07	2.43	3.80	3.08	3.89
Upper Primary & Secondary/ Hr. Secondary	6.57	5.32	4.62	3.11	7.35	6.05	5.15	3.26	4.25	3.19	3.03	2.64
All Schools	**7.08**	**7.14**	**5.30**	**4.94**	**7.49**	**7.61**	**5.49**	**4.91**	**4.65**	**4.33**	**4.16**	**5.17**

Note: Totals may not add to hundred because of missing values and rounding of figures.

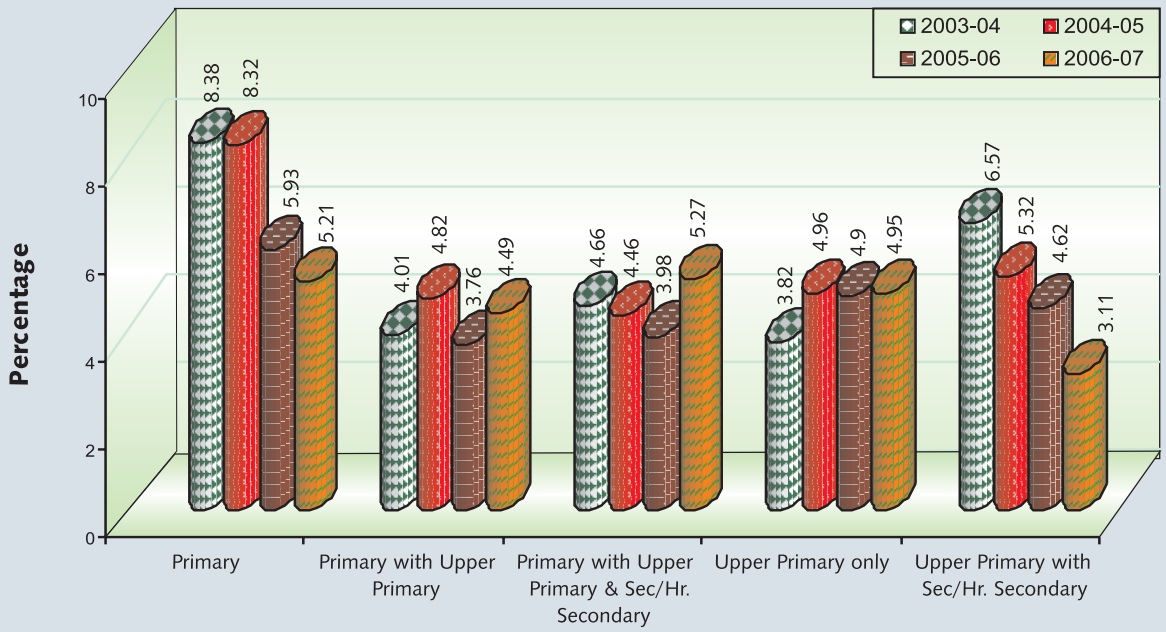
Age-Profile of Teachers

The distribution of teachers by age groups (below 18, 18-25, 26-35, 36-45, 46-55 and above 55 years) and school category has been presented in Table D11. Average age of teachers across states suggests that majority of teachers in Primary schools are between the age group of 26-45 years which is also true for other types of schools. A few teachers across school types are found to be below 18 years of age and that is true both

for male and female teachers. Further, it has been noticed that the percentage of teachers in the age group 18-25 years across school types has been very low. However, their percentage in the current year has improved over the previous year. In 2006-07, the percentage of male and female teachers (all categories) of age between 18 to 25 years was 12.94 and 19.67 respectively. The improvement in the percentage of young teachers (18-25 years) is because of their recruitment initiated recently in a few states. A number of regular posts of teachers have been lying vacant across states while fresh recruitments have been initiated only in a few states. A few others have instead appointed *para*-teachers against regular positions which is evident in the statistics presented in the following section.

It is observed that percentage of male teachers in the age group above 55 years has been 5.97 and that of female teachers 3.10. All these teachers are expected to retire in the next 2-3 years. In the case of government schools, the respective percentages are 11.75 for male teachers and 6.98 for female teachers (Table D11). Aided schools too have this percentage high at 9.17 and 7.30 percent respectively, compared to 3.57 and 3.12 in the un-aided schools. In view of they being in large number (5.52 million), the number of teachers retiring soon is very high and majority of them is from the rural areas. The states should, therefore, undertake a thorough analysis of data on teachers and initiate steps for timely recruitment.

Figure 4.7
Percentage of Schools with PTR above 100 : All States



> "Number of teachers retiring soon is very high and majority of them is from the rural areas. The states should, therefore, undertake a thorough analysis of data on teachers and initiate steps for timely recruitment"

Academic and Professional Qualification of Regular Teachers

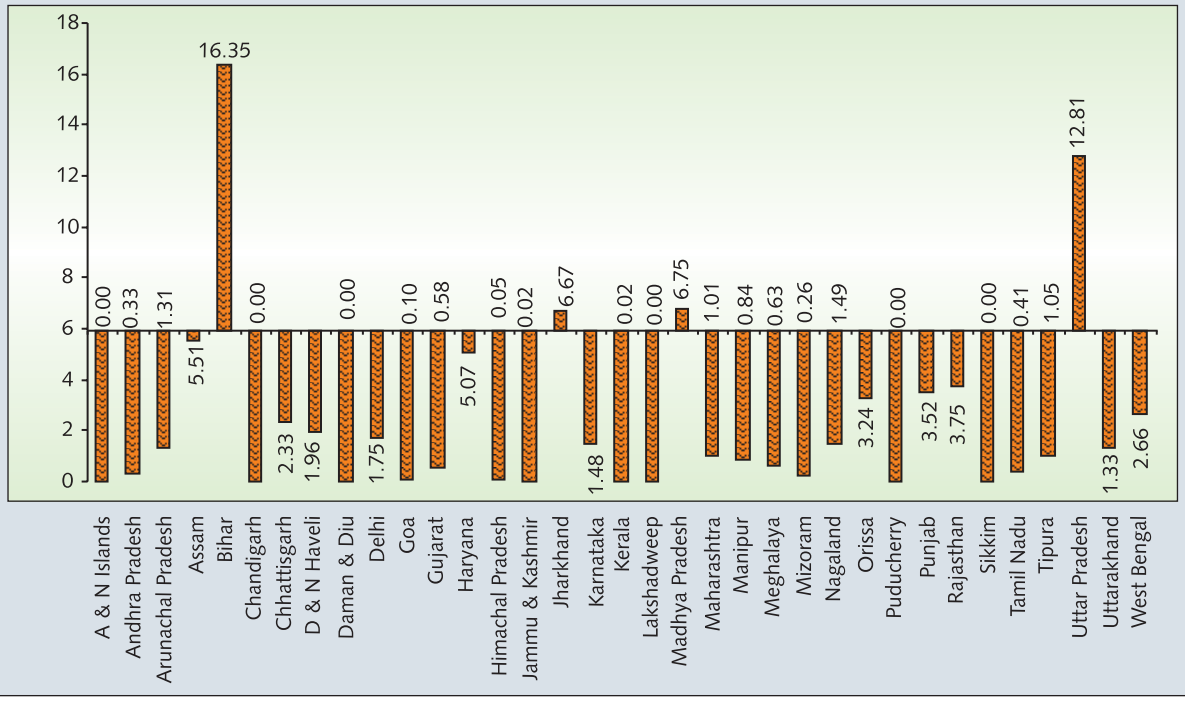
Educational as well as professional qualifications of teachers across school types have been presented in Tables D12 to D14. Irrespective of the type of schools, qualifications of a good number of teachers (2.92 percent) are below Secondary level. This is also applicable even to integrated Higher Secondary schools and Upper Primary attached to Secondary & Higher Secondary schools. The distribution of all category teachers by educational qualifications reveals that 44.27 percent of male teacher and 45.32 percent of female teachers are Higher Secondary and

below; these figures are quite similar to those in the previous year. Altogether 44.71 percent (all categories) been prescribed for a teacher is Secondary. However, a few of them are even below Secondary level (2.92

Table D10
Percentage of Schools having PTR Above 100 by School Category and Management : 2003-04 to 2006-07

School Category	All Government Managements				All Private Managements			
	2003-04	2004-05	2005-06	2006-07	2003-04	2004-05	2005-06	2006-07
Primary Only	8.53	8.51	5.94	5.07	6.67	6.37	5.80	6.24
Primary with Upper Primary	3.88	5.06	3.59	3.95	4.51	4.03	4.27	5.91
Primary with Upper Primary & Secondary/ Hr. Secondary	4.35	4.05	3.51	4.29	4.88	4.69	4.29	5.84
Upper Primary Only	3.34	4.20	4.48	4.62	5.88	8.28	6.53	6.03
Upper Primary with Secondary & Hr. Secondary	6.37	4.54	3.42	2.67	6.85	6.44	6.13	3.61
All Schools	**7.26**	**7.39**	**5.33**	**4.76**	**5.89**	**5.73**	**5.28**	**5.70**

Figure 4.8
Percentage of Primary Schools with PTR above 100 : 2006-07



teachers who impart elementary education in the country are Higher Secondary and below. It may be recalled that in many states the minimum qualification that has percent). The percentage of teachers up to Higher Secondary level is higher in rural areas (total 47.71 percent; male 46.28 percent; and female 50.39 percent)

Table D11

Percentage of Teachers Aged 55 Year and Above : Government Managements Only

Sl. No.	State/UT	Male	Female	Total
1	Andaman & Nicobar Islands	10.75	3.11	6.70
2	Andhra Pradesh	4.32	2.95	3.78
3	Arunachal Pradesh	4.35	1.78	3.52
4	Assam	8.90	6.31	8.08
5	Bihar	16.22	8.43	14.04
6	Chandigarh	5.95	9.15	8.40
7	Chhattisgarh	12.12	5.23	10.20
8	Dadra & Nagar Haveli	5.78	7.91	6.77
9	Daman & Diu	20.34	14.50	16.86
10	Delhi	11.76	11.89	11.84
11	Goa	19.67	10.79	12.86
12	Gujarat	5.14	5.18	5.16
13	Haryana	10.99	9.77	10.47
14	Himachal Pradesh	6.46	7.83	6.95
15	Jammu & Kashmir	4.38	5.16	4.67
16	Jharkhand	11.84	8.36	10.90
17	Karnataka	5.15	4.10	4.66
18	Kerala	1.56	1.60	1.59
19	Lakshadweep	6.41	2.14	4.81
20	Madhya Pradesh	10.24	7.11	9.37
21	Maharashtra	6.99	5.87	6.55
22	Manipur	9.93	5.19	7.92
23	Meghalaya	6.41	4.66	5.64
24	Mizoram	25.57	32.76	28.38
25	Nagaland	3.12	1.73	2.60
26	Orissa	14.56	4.54	11.25
27	Puducherry	18.68	10.32	14.27
28	Punjab	12.43	12.51	12.48
29	Rajasthan	5.61	4.45	5.29
30	Sikkim	3.65	1.64	2.84
31	Tamil Nadu	14.24	6.87	9.73
32	Tripura	8.31	9.41	8.58
33	Uttar Pradesh	24.85	9.05	18.91
34	Uttarakhand	13.77	9.20	11.78
35	West Bengal	21.04	17.58	20.06
	All States	**11.75**	**6.98**	**9.96**

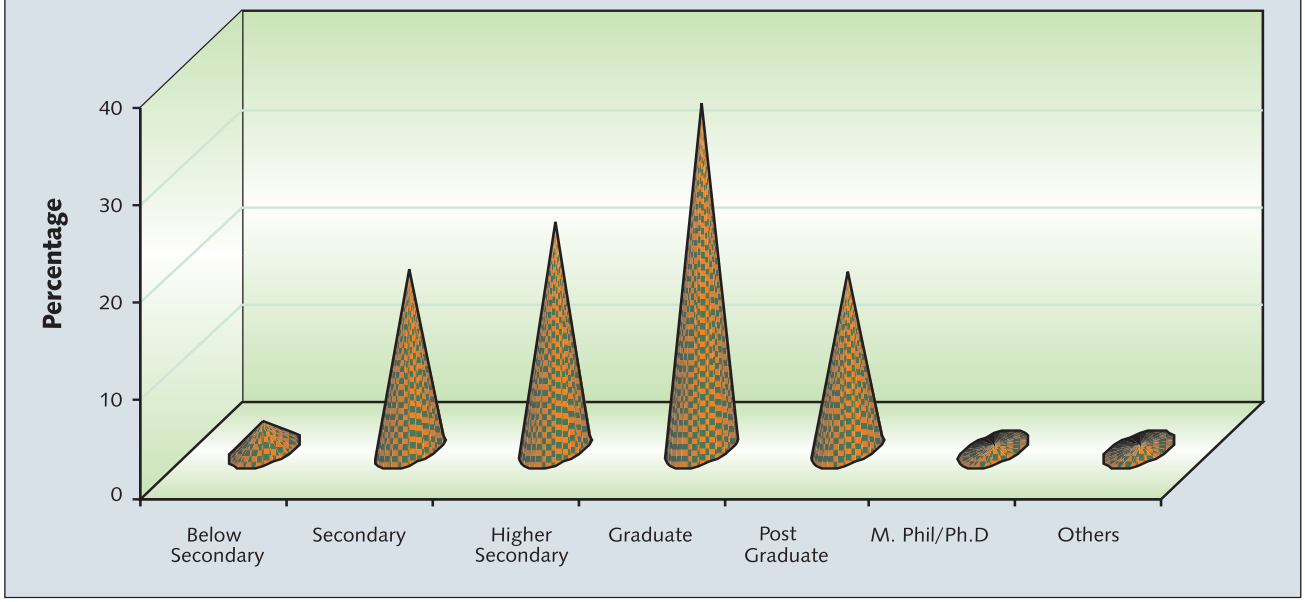
than the same in urban areas (total 34.99 percent; male 32.10 percent; and female 36.55 percent). On the other hand, about 54 percent male and 53 percent female teachers are Graduates and Post-Graduates (total 53.97 percent). Urban areas (63.16 percent) have more Graduates and Post-Graduates teachers than the same in rural areas (51.14 percent). Only 48.38 percent female teachers are Graduates and above in rural areas, compared

Table D12
Academic Qualification of All Category (Regular) Teachers : 2006-07

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	2.86	3.01	2.92	2.92	3.29	3.05	2.47	2.52	2.50
Secondary	17.66	19.53	18.44	18.44	21.17	19.39	12.94	16.69	15.38
Higher Secondary	23.75	22.78	23.35	24.92	25.93	25.27	16.69	17.34	17.11
Up to Higher Secondary Level	**44.27**	**45.32**	**44.71**	**46.28**	**50.39**	**47.71**	**32.10**	**36.55**	**34.99**
Graduate	36.23	34.74	35.61	35.25	31.76	34.04	42.23	39.89	40.71
Post Graduate	18.26	18.51	18.36	17.36	16.62	17.10	23.68	21.79	22.45
Graduate & Post Graduates	**54.49**	**53.25**	**53.97**	**52.61**	**48.38**	**51.14**	**65.91**	**61.68**	**63.16**
M.Phil/ Ph.D	0.42	0.54	0.47	0.36	0.45	0.39	0.75	0.69	0.71
Others	0.46	0.63	0.53	0.41	0.52	0.45	0.75	0.82	0.80
No Response	0.36	0.26	0.32	0.33	0.25	0.30	0.48	0.26	0.34

Note: Totals may not add to hundred because of rounding of figures.

Figure 4.9
Percentage of Teachers by Academic Qualification : All Category (Regular) Teachers : All States, 2006-07



to 61.68 percent in urban areas. Irrespective of the school type, a few teachers have even M.Phil and Ph.D degrees (total 0.47 percent; male 0.42 percent; and female 0.47 percent).

The distribution of Primary school teachers in position by qualifications (Table D13) reveals that majority of the teachers are Higher Secondary and below (total 55.77 percent, male 56.82 percent, and female 54.23 percent). About 3.99 percent male and 4.33 percent female teachers are below Secondary and another 30.41 percent male and 27.77 percent female teachers have completed Secondary level of education. Not much difference is noticed in percentage of teachers below Secondary in rural areas and urban areas but the same is not true in case of teachers having Graduate and Post-Graduate degrees. Further, it is observed that percentage of female teachers having Graduate and Post-Graduate degrees is a bit higher than their male counterparts, which is true for both rural and urban areas. Only 29.26 percent of the total Primary school male teachers are Graduates against 30.50 percent such female teachers. Another 13 percent male and 14 percent female teachers are Post-Graduates. A few of them have even M.Phil or Ph.D degrees. About 53 percent Primary school teachers in urban areas have Graduate and Post-Graduate degrees against about 42 percent in rural areas. It has also been observed that compared to teachers in Primary schools, teachers in other school types are better qualified. Only 2.18 percent male and 2.35 percent female teachers in Elementary schools are below Secondary level (all teachers, 2.22 percent). About 53 percent male and 45 percent female teachers in such schools are Graduates and Post-Graduates, compared to 48 percent all teachers. In addition, about 0.26 percent of total teachers in such schools possess M.Phil or Ph.D degrees. Majority of teachers in integrated Higher Secondary schools are

"Only 29.26 percent of the total Primary school male teachers are Graduates against 30.50 percent such female teachers. Another 13 percent male and 14 percent female teachers are Post-Graduates"

Table D13
Academic Qualification of Primary School (Regular) Teachers : 2006-07

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.99	4.33	4.13	4.01	4.58	4.21	3.77	3.70	3.72
Secondary	22.42	22.13	22.30	22.89	23.13	22.97	17.35	19.56	18.88
Higher Secondary	30.41	27.77	29.34	30.86	29.72	30.46	25.55	22.78	23.63
Up to Higher Secondary	**56.82**	**54.23**	**55.77**	**57.76**	**57.43**	**57.64**	**46.67**	**46.04**	**46.23**
Graduate	29.26	30.50	29.76	28.62	27.97	28.40	36.05	36.97	36.69
Post Graduate	13.14	14.33	13.62	12.85	13.72	13.15	16.17	15.87	15.96
Graduate & Post Graduates	**42.40**	**44.83**	**43.38**	**41.47**	**41.69**	**41.55**	**52.22**	**52.84**	**52.65**
M.Phil/ Ph.D	0.23	0.29	0.25	0.22	0.28	0.24	0.31	0.33	0.32
Others	0.28	0.42	0.33	0.26	0.36	0.29	0.46	0.58	0.54
No Response	0.29	0.23	0.27	0.29	0.24	0.27	0.34	0.21	0.25

Note : Totals may not add to hundred because of rounding of figures.

either Graduates (male 47.20 percent; and female 44.74 percent) or Post-Graduates (male 25.57 percent, and females 29.84 percent). Majority of teachers in independent Upper Primary schools are either Graduates or Post-Graduates. Similar pattern is observed in the case of Upper Primary integrated with Higher Secondary schools too.

Further, the state-specific distribution of teachers in Primary schools by academic qualifications reveals that a few states, such as Assam (males 10.42 percent, females 11.08 percent), Daman & Diu (males 13.51 percent, females 9.09 percent), Gujarat (males 6.36 percent, females 7.47 percent), Haryana (males 11.19 percent, and females 19.80 percent); Meghalaya (males 15.87 percent, and females, 17.74 percent); Mizoram (males 20.42 percent, females 30.79 percent); Nagaland (males 17.57 percent, females 12.78 percent); Punjab (males 11.74 percent, females 16.50 percent); and Tripura (males 34.50 percent, females 29.91 percent), have a significant percentage of teachers below Secondary level. Majority of primary teachers in these and a few other states, such as Assam (males 56.28 percent, females 56.01 percent), Goa (males 57.29, females 55.95 percent), Gujarat (males 48.93 percent, females 47.65 percent), Himachal Pradesh (males 43.73 percent, females 39.84 percent), Lakshadweep (males

Table D14
Professional Qualification of All Category Teachers (Regular) : 2006-07

Professional Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	23.11	19.09	21.04	24.66	21.94	23.42	13.70	14.16	13.50
S.B.T or Equivalent	21.84	28.95	24.36	21.95	30.13	24.47	21.24	26.90	24.03
B.Ed or Equivalent	32.06	30.72	30.93	30.60	26.92	28.96	40.98	37.30	37.22
M.Ed or Equivalent	2.53	2.71	2.56	2.24	2.25	2.22	4.28	3.49	3.63
Others	2.75	3.38	2.96	2.65	3.11	2.77	3.34	3.86	3.55
No Response	17.71	15.15	18.15	17.91	15.65	18.16	16.46	14.29	18.07

Note: Totals may not add to hundred because of rounding of figures.

Table D15
Professional Qualification of Primary School Teachers (Regular) : 2006-07

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	34.88	27.83	32.02	35.43	29.59	33.39	28.95	23.34	25.07
S.B.T or Equivalent	20.56	29.55	24.20	20.50	29.79	23.74	21.25	28.92	26.56
B.Ed or Equivalent	21.63	21.75	21.68	21.07	19.42	20.49	27.67	27.69	27.69
M.Ed or Equivalent	1.12	1.35	1.21	1.07	1.19	1.11	1.64	1.75	1.72
Others	2.56	3.01	2.74	2.59	2.78	2.66	2.25	3.58	3.18
No Response	19.25	16.51	18.14	19.34	17.22	18.60	18.24	14.71	15.79

Note: Totals may not add to hundred because of rounding of figures.

Table D15 (A)
Percentage of Regular and *Para*-Teachers with Professional Qualification : 2006-07

State/UT	All Teachers (Regular & *Para*-Teachers)	Only Regular Teachers	*Para*-Teachers			
			Under All Managements	In Government Schools	In Government Aided Schools	In All Private Un-aided Schools
Andaman & Nicobar Islands	97.87	97.93	94.12	93.62	100.00	100.00
Andhra Pradesh	85.23	92.68	39.21	38.95	91.67	74.06
Arunachal Pradesh	35.02	37.21	21.42	21.61	50.00	6.06
Assam	39.77	41.54	15.72	15.75	9.77	19.42
Bihar	62.78	64.78	51.51	51.46	79.05	34.25
Chandigarh	99.14	99.17	96.72	96.15	100.00	96.97
Chhattisgarh	56.66	58.81	46.39	48.11	47.48	31.15
Dadra & Nagar Haveli	86.80	87.05	79.41	100.00	0.00	66.67
Daman & Diu	68.29	69.92	37.50	50.00	35.71	50.00
Delhi	99.14	99.17	98.53	98.32	97.88	98.86
Goa	92.34	92.48	82.29	70.00	95.65	70.00
Gujarat	96.03	96.05	94.12	98.42	94.06	89.92
Haryana	88.85	88.90	84.75	94.07	64.81	38.13
Himachal Pradesh	92.99	95.68	77.77	77.95	100.00	74.29
Jammu & Kashmir	50.72	53.18	42.10	42.24	-	34.00
Jharkhand	67.14	86.65	36.19	36.00	67.86	47.23
Karnataka	99.85	99.86	92.00	92.31	100.00	90.48
Kerala	96.97	96.95	97.89	98.55	97.19	96.91
Lakshadweep	88.73	88.65	100.00	100.00	-	-
Madhya Pradesh	60.09	60.17	59.33	65.36	57.39	42.82
Maharashtra	87.95	87.86	97.49	97.92	97.71	95.42
Manipur	39.43	39.64	23.86	39.66	7.76	24.32
Meghalaya	33.81	34.52	22.35	26.68	20.50	23.00
Mizoram	60.48	70.61	16.61	26.05	12.26	3.06
Nagaland	15.92	15.93	13.82	13.19	-	15.63
Orissa	89.74	89.82	65.82	66.87	40.00	33.33
Puducherry	93.92	94.11	86.10	91.23	100.00	77.14
Punjab	93.27	93.64	74.51	76.62	79.03	55.56
Rajasthan	86.00	86.10	84.99	87.93	76.47	65.36
Sikkim	37.09	37.22	11.76	12.77	0.00	0.00
Tamil Nadu	95.40	95.46	90.35	95.18	94.29	86.76
Tripura	38.47	39.11	19.75	19.88	12.50	18.64
Uttar Pradesh	75.25	88.73	35.71	35.40	61.15	66.39
Uttarakhand	71.13	73.96	29.27	30.08	30.53	24.07
West Bengal	71.02	75.71	22.24	21.03	23.62	11.11
All States*	**78.21**	**81.85**	**44.88**	**44.29**	**44.21**	**54.91**

*Percentage is computed based on all teachers including those who have not responded and reported not having professional qualification.

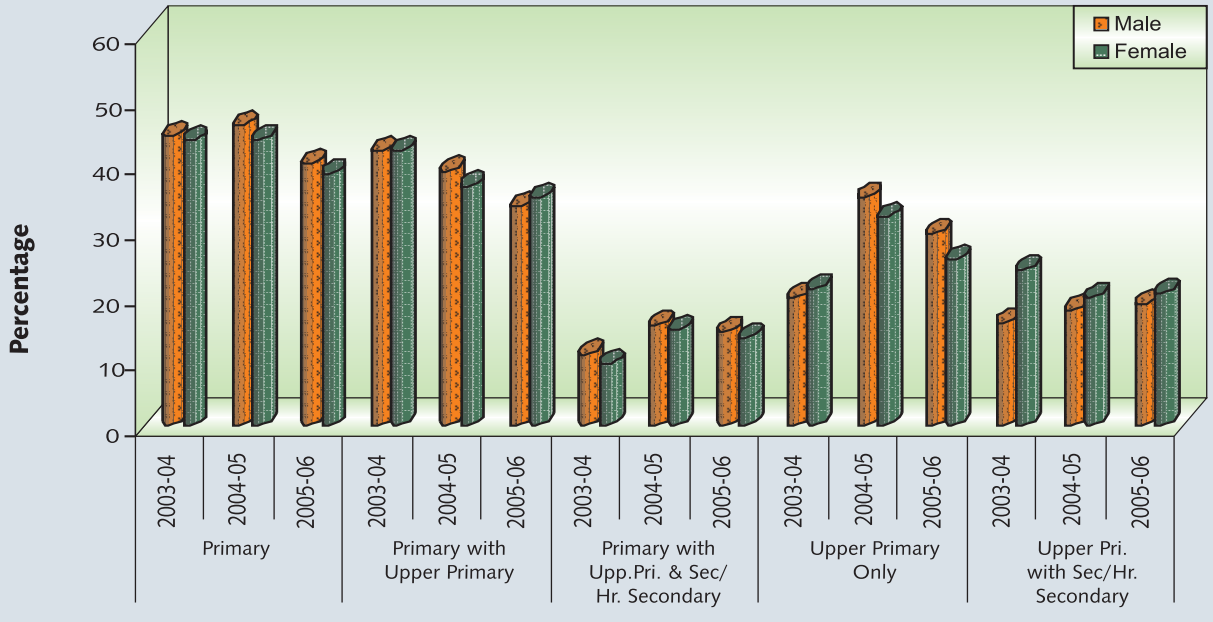
76.07 percent, females 72.46 percent), Maharashtra (males 39.77 percent, females 40.31 percent) and Orissa (males 48.18 percent, females 46.28 percent), have the Secondary level qualification which is also true for a few north-eastern states. On the other hand, in a few states, such as Andhra Pradesh, Chandigarh, Delhi, Puducherry, Rajasthan, Uttar Pradesh and Uttarakhand, majority (above 50 percent) of Primary school teachers are

Table D16
Percentage of Teachers Provided In-Service Training : 2005-06

School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Only	39.90	38.38	39.28	40.82	41.89	41.20	28.73	27.61	27.96
Primary with Upper Primary	33.99	34.73	34.32	36.58	42.33	38.73	19.26	21.59	20.80
Primary with Upper Primary & Secondary/ Hr. Secondary	14.18	13.26	13.68	16.81	19.94	18.05	9.14	9.34	9.28
Upper Primary Only	29.22	25.18	27.66	30.51	29.40	30.16	19.90	17.18	18.16
Upper Primary & Secondary/ Hr. Secondary	18.38	20.06	18.99	20.02	25.26	21.54	12.78	13.59	13.21
All Schools (2006-07)	**33.22**	**32.30**	**32.29***	**35.37**	**38.49**	**36.06**	**19.14**	**20.27**	**19.18**
All Schools (2005-06)	37.88	43.97	37.03	40.62	49.57	41.44	18.94	32.80	20.44
All Schools (2004-05)	36.50	44.34	37.37	38.99	49.55	42.07	18.57	34.54	21.12
All Schools (2003-04)	33.09	44.70	33.64	35.11	49.73	37.20	18.32	35.53	20.29

* May not match with the DISE Flash Statistics : 2006-07 because of limitations in the compilation of data.

Figure 4.10
Percentage Distribution of Teachers Received In-Service Training



Graduates and above. Uttarakhand has more Post-Graduate Primary school teachers than teachers having Graduate degrees and the percentage of such female teachers is more than their male counterparts.

Percentage of teachers by professional qualifications (excluding *para*-teachers) presented in Tables D14 and D15 suggests that about 40.98 percent male and 37.30 percent female teachers (all categories) in urban areas are B.Ed or equivalent, compared to 30.60 percent male and 26.92 percent female teachers in rural areas. Both together show that 37 and 29 percent teachers respectively in the urban and rural areas have such degrees. It has also been noticed that percentage of such teachers in the urban areas is higher than the same in the rural areas. The corresponding figures in case of teachers at Primary level are 27.67 percent male and 27.69 percent female teachers (total 27.69 percent). In case of integrated Higher Secondary schools, as many as 43.65 percent male and 47.91 percent female teachers had B.Ed or equivalent degree in 2006-07, compared to 45.93 percent in case of all teachers. Upper Primary attached to Secondary and Higher Secondary schools also have 60.33 percent (60.45 male and 60.10 female) teachers with B.Ed degree. Further, it is noticed that compared to teachers having B.Ed degree, the percentage of teachers having M.Ed degree across school types is low. On the other hand, a good number of teachers are J.B.T or equivalent which is true both for all categories and Primary teachers. Considering all teachers together, only 1.21 percent teachers in Primary schools have M.Ed or equivalent degree compared to 1.94 percent in independent Elementary, 3.29 percent in integrated Higher Secondary, 7.35 percent in Upper Primary and 4.17 percent in Upper Primary attached to Secondary and Higher Secondary schools. The percentage of no response in each school category indicates that a fairly good number of regular teachers do not possess any

> "More than 78 percent of the total teachers who impart elementary education possess one or the other professional qualification compared to 45 percent in case of *para*-teachers"

Table D17
Distribution of *Para*-Teachers by School Category : 2006-07

School Category	Number of Para-Teachers				
	Male	Female	Total	Rural Areas	%age in Rural Areas
Primary Only	201008	150228	351236	338041	96.24
Primary with Upper Primary	51289	38499	89788	79116	88.11
Primary with Upper Primary & Secondary/ Hr. Secondary	4950	5948	10898	6049	55.51
Upper Primary Only	12906	8125	21031	18361	87.30
Upper Primary & Secondary /Hr. Secondary	22648	17996	40644	34269	84.32
No Response	30	11	41	23	56.10
All Schools (2006-07)	**292831**	**220807**	**513638**	**475859**	**92.64**
All Schools (2005-06)	305973	192971	498944	464535	93.10
All Schools (2004-05)	241926	135740	379385	346824	91.42
All Schools (2003-04)	167730	91369	259099	240734	92.91

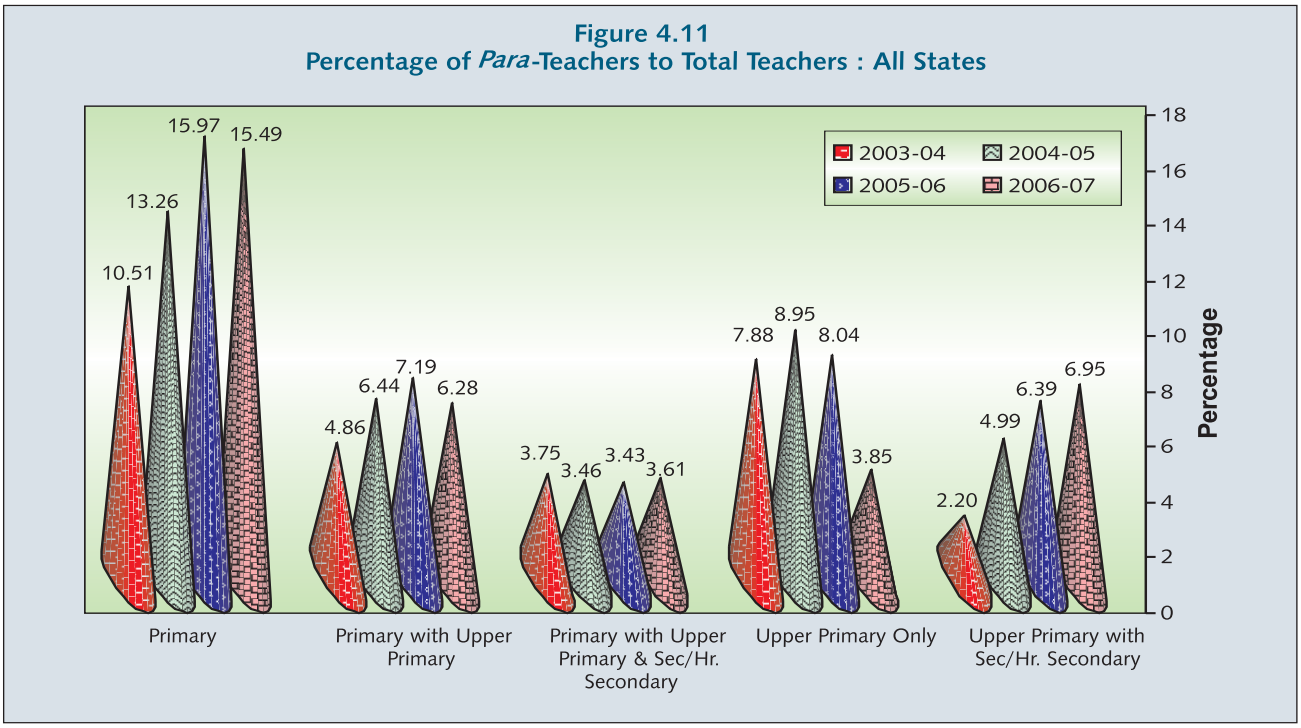
Note: Rural and urban totals may not add to total number of *para*-teachers because of no responses in these areas and also in male and female categories.

professional qualification. The percentage of such teachers (both regular and *para*-teachers) is 21.79, compared to 18.15 percent in case of regular teachers of all categories). The state-wise percentage of teachers with professional qualifications is presented in Table D15 (a). It reveals that more than 78 percent of the total teachers who impart elementary education possess one or the other professional qualification

Table D18
Percentage of *Para*-Teachers to Total Teachers : 2006-07

School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Only	14.99	16.20	15.49	15.84	20.26	17.44	4.67	3.71	4.01
Primary with Upper Primary	6.46	6.06	6.28	7.04	7.86	7.34	3.21	2.95	3.04
Primary with Upper Primary & Secondary /Hr. Secondary	3.54	3.67	3.61	3.73	4.37	3.98	3.16	3.26	3.23
Upper Primary Only	3.84	3.86	3.85	4.02	4.72	4.24	2.58	2.22	2.35
Upper Primary & Secondary/ Hr.Secondary	6.08	8.48	6.95	6.98	12.04	8.44	3.00	4.06	3.56
No Response	3.69	1.99	1.35	4.86	3.36	1.69	1.23	0.00	0.98
All Schools (2006-07)	**9.81**	**10.28**	**9.86**	**10.78**	**13.87**	**11.87**	**3.47**	**3.30**	**3.36**
All Schools (2005-06)	11.21	10.47	10.91	12.29	14.00	12.87	3.81	3.42	3.27
All Schools (2004-05)	10.04	8.53	9.09	10.91	11.27	10.72	3.87	3.29	3.27
All Schools (2003-04)	7.91	6.98	7.06	8.56	9.32	8.31	3.01	2.41	2.36

Figure 4.11
Percentage of *Para*-Teachers to Total Teachers : All States



compared to 45 percent in case of *para*-teachers. In case of only regular teachers, the percentage is as high as 81.85. The state-specific percentages reveal that majority of regular teachers in all the north-eastern states, including Assam as well as in Jammu & Kashmir, Chhattisgarh etc. are yet to attain professional qualification, which is also true in case of *para*-teachers.

was the lowest (0.58 percent). Their percentage was as high as 59.49 percent in Kerala, 50.46 percent in Uttarakhand, 45.99 in Tamil Nadu, 55.02 percent in Himachal Pradesh and 52.06 percent in Orissa, and as low as 7.89 percent in Arunachal Pradesh and 8.22 percent in Meghalaya. Delhi (28.38 percent), Chandigarh (12.80 percent) etc. too have a very low percentage of teachers having been imparted in-service training during the previous year.

Table D19

Academic Qualification of All Category *Para*-Teachers : 2006-07

Qualification	Percentage								
	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.18	3.00	3.10	3.20	3.09	3.15	2.79	2.28	2.46
Secondary	9.32	10.85	9.98	9.43	11.03	10.09	7.12	9.36	8.54
Higher Secondary	33.39	36.52	34.73	34.02	38.30	35.79	20.39	22.01	21.42
Up to Higher Secondary Level	**45.89**	**50.37**	**47.81**	**46.65**	**52.42**	**49.03**	**30.30**	**33.65**	**32.42**
Graduate	39.42	35.30	37.65	39.04	34.32	37.09	47.26	43.30	44.74
Post- Graduate	13.81	13.49	13.67	13.50	12.52	13.10	20.02	21.49	20.95
Graduate & Post-Graduates	**53.23**	**48.79**	**51.32**	**52.54**	**46.84**	**50.19**	**67.28**	**64.79**	**65.69**
M.Phil/ Ph.D	0.39	0.41	0.40	0.38	0.37	0.37	0.72	0.81	0.78
Others	0.21	0.23	0.22	0.19	0.20	0.20	0.59	0.47	0.51
No Response	0.29	0.19	0.24	0.24	0.18	0.22	1.11	0.29	0.59

Note: Totals may not add to hundred because of rounding of figures.

In-Service Training of Teachers

As many as 1.69 million teachers had undergone in-service training in 2005-06 compared to 1.70 million in 2004-05. In other words, about 33.22 percent male and 32.30 percent female teachers (all categories) were imparted in-service training during the year 2005-06, compared to 37.88 percent male and 43.97 percent female teachers in 2004-05. In percentage terms, more female teachers were imparted in-service training than their male counterparts which, is true both for rural and urban areas. More than 71 percent teachers in Gujarat (males 79.05 percent and females, 64.54 percent) underwent in-service training, the highest amongst all the states. The percentage of such teachers in Sikkim

The highest percentage of teachers imparted in-service training is noticed in case of teachers in Primary schools (total 39.28 percent; male 39.90 percent, and female 38.38 percent), followed by independent Elementary schools (total 34.32 percent; male 33.99 percent; and females 34.73 percent), Upper Primary schools (total 27.66 percent; male 29.22 percent; and female 25.18 percent), Upper Primary attached to Secondary and Higher Secondary schools (total 18.99 percent; male 18.38 percent; and female 20.06 percent) and integrated Higher Secondary schools (total 13.68 percent; male 14.18 percent; and female 13.26 percent) (Table D16).

Both male and female teachers together, numbering about 45 percent teachers in the Primary schools,

received in-service training during the previous academic year. The percentage of such teachers has been much higher in rural areas (41.20 percent) than the same in case of urban areas (27.96 percent). Further, it has also been observed that a good number of Primary school teachers in government managed schools received in-service training (male 44.26, female 45.26 percent), compared to only 10.33 percent males and 17.52 percent

Figure 4.12
Percentage of *Para*-Teachers by Educational Qualification : All States

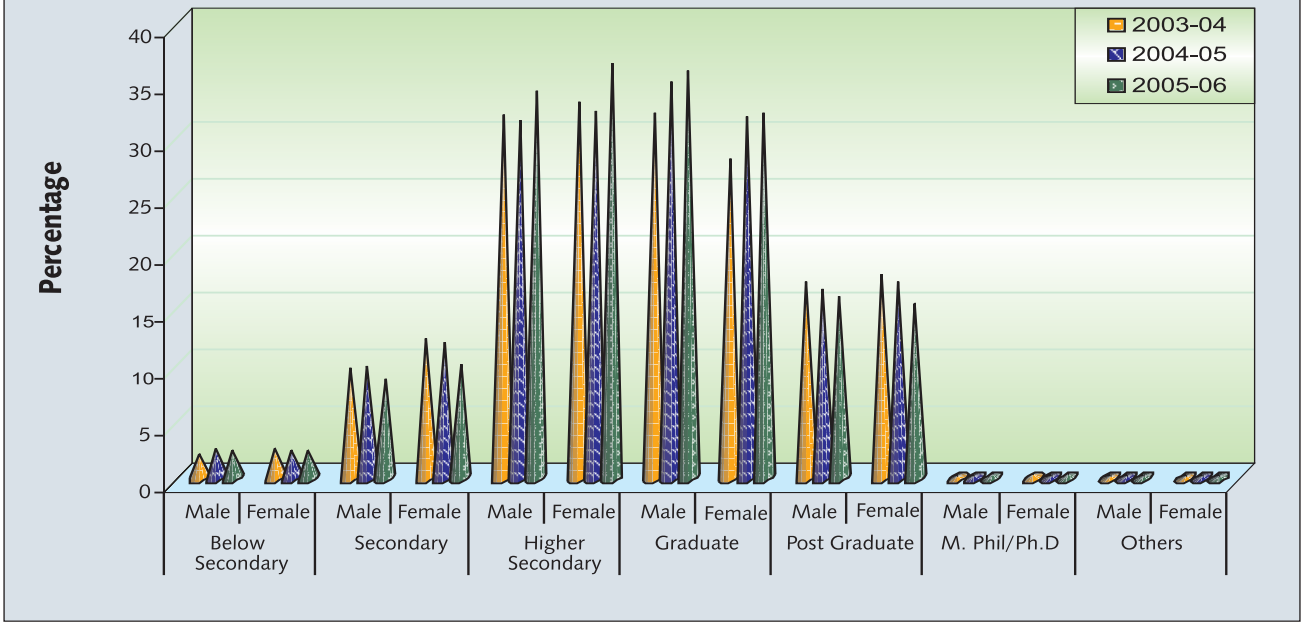


Table D20
Academic Qualification of Primary School *Para*-Teachers : 2006-07

Qualification	Percentage								
	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.86	3.52	3.71	3.85	3.53	3.72	4.06	3.24	3.53
Secondary	10.40	11.28	10.77	10.40	11.07	10.68	10.41	14.78	13.20
Higher Secondary	37.93	41.49	39.45	38.15	42.05	39.79	28.88	32.19	31.00
Up to Higher Secondary Level	**52.19**	**56.29**	**53.93**	**52.40**	**56.65**	**54.19**	**43.35**	**50.21**	**47.73**
Graduate	34.35	30.97	32.90	34.20	30.72	32.74	40.85	35.08	37.16
Post Graduate	12.84	12.11	12.53	12.79	12.01	12.46	14.82	13.86	14.21
Graduate & Post Graduates	**47.19**	**43.08**	**45.43**	**46.99**	**42.73**	**45.20**	**55.67**	**48.94**	**51.37**
M.Phil/ Ph.D	0.32	0.33	0.32	0.32	0.32	0.32	0.34	0.43	0.39
Others	0.13	0.14	0.13	0.13	0.12	0.13	0.29	0.32	0.31
No Response	0.17	0.17	0.17	0.17	0.17	0.17	0.36	0.11	0.20

Note: Totals may not add to hundred because of rounding of figures.

female teachers in private managed schools. A few states, such as Andhra Pradesh (55 percent), Goa (68 percent), Gujarat (73 percent), Himachal Pradesh (68 percent), Kerala (66 percent), Tamil Nadu (64 percent) and Uttarakhand (62 percent), have had a much higher percentage of trained teachers (Primary) than the average of all districts (39.28 percent). On the other hand, the percentage of trained teachers in the states of Arunachal Pradesh (11 percent), Bihar (44 percent), Chhattisgarh (36 percent), Karnataka (17 percent), Meghalaya (10 percent) and Uttar Pradesh (18 percent) has been very low as the majority of Primary school teachers in these states were not provided in-service training during the pervious year. All the north-eastern states too have a lower percentage of teachers having been imparted in-service training than the all-India average of 39.

Table D21

Percentage of *P*ara-Teachers with Professional Qualification by School Category : 2006-07

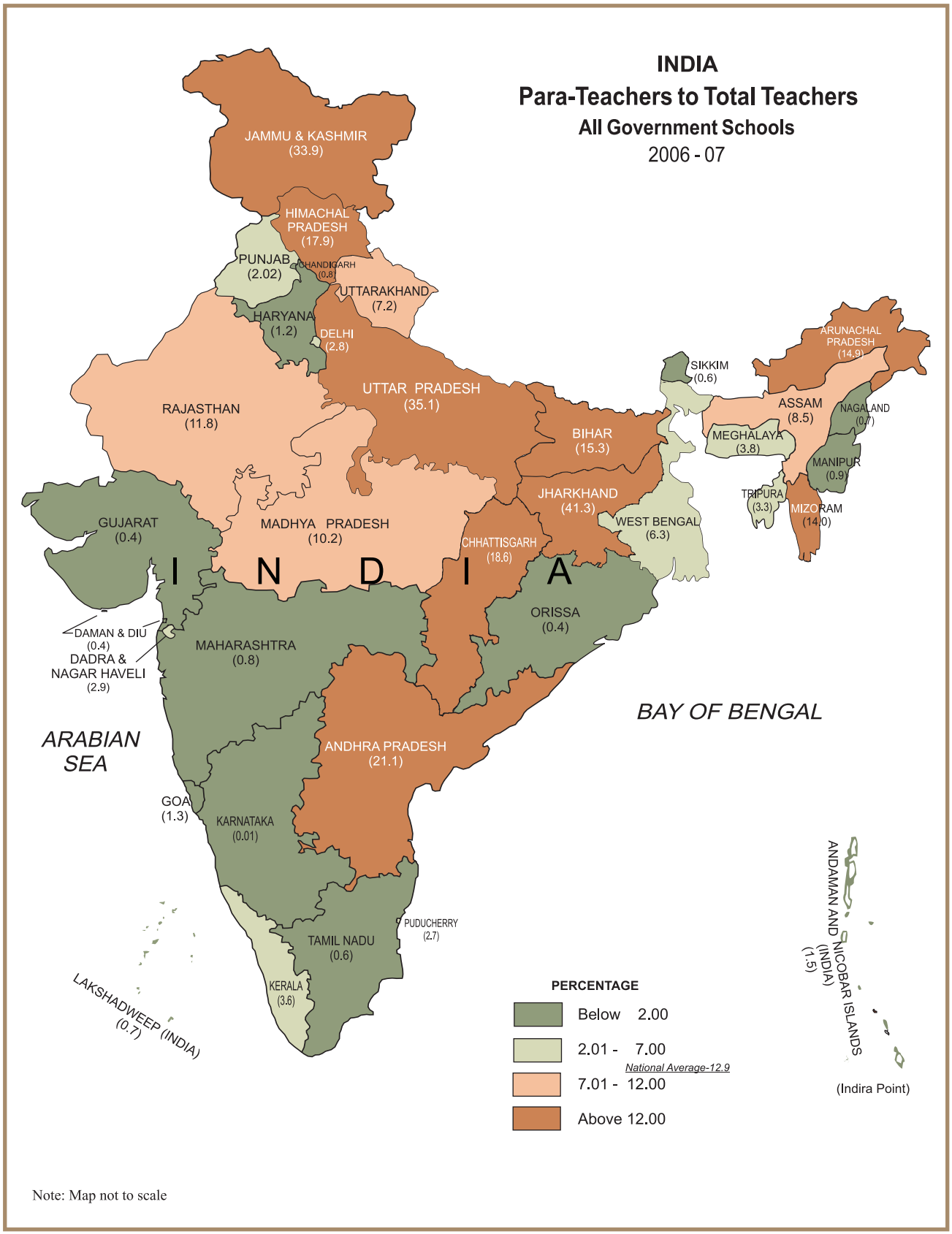
School Category	Percentage				
	Male	Female	All Areas	Rural Areas	Urban Areas
Primary Only	45.53	38.19	**42.39**	14.57	9.28
Primary with Upper Primary	86.30	48.42	**47.22**	7.39	9.79
Primary with Upper Primary & Secondary/ Hr. Secondary	98.92	68.49	**62.97**	13.17	26.62
Upper Primary Only	97.48	63.42	**61.78**	1.37	3.19
Upper Primary & Secondary/ Hr. Secondary	94.63	43.67	**48.51**	7.53	6.58
All Schools	**47.05**	**42.17**	**44.88**	**55.97**	**44.53**

Para-Teachers

Comprehensive data on *para*-teachers is being collected through the DISE operations every year. It reveals that all the states have reported information on *para*-teachers though in a few states there number is negligible. It has also been observed that *para*-teachers are not confined only to Primary and Upper Primary schools but a good number of them have also been posted in other types of schools. Further, that in as many as 70,338 schools (5.88 percent of total schools) only *para*-teachers were working in 2006-07 against 79,480 schools (7.07 percent) in 2005-06. The number of such schools in Rajasthan, Jharkhand and Assam, has been respectively as high as 17,570, 13,946 and 9,743 schools, their corresponding percentages being 17.40, 34.33 and 15.22 of the total schools in these states. It may be recalled that the total number of such schools in Madhya Pradesh has come down to 7,423 from 37,285 schools reported in the previous year as the state has recently upgraded most of its EGS into formal Primary schools. In other states such schools are only a few.

"Distribution of *para*-teachers by school category reveals that 14.99 percent male teachers and 16.20 percent female teachers of the corresponding gender-wise total teachers posted in Primary schools are *para*-teachers"

Across the country, as many as 514 thousand *para*-teachers were working in 2006-07 which is 9.86 percent of total teachers, compared to 499 thousand (10.91 percent) in 2005-06. During 2005-06 and 2006-07, as many as 14,694 additional *para*-teachers were appointed which shows an increase


INDIA
Para-Teachers to Total Teachers
All Government Schools
2006 - 07
JAMMU & KASHMIR (33.9)
HIMACHAL PRADESH (17.9)
PUNJAB (2.02)
CHANDIGARH (0.8)
UTTARAKHAND (7.2)
HARYANA (1.2)
DELHI (2.8)
RAJASTHAN (11.8)
UTTAR PRADESH (35.1)
BIHAR (15.3)
SIKKIM (0.6)
ARUNACHAL PRADESH (14.9)
ASSAM (8.5)
NAGALAND (0.7)
MEGHALAYA (3.8)
MANIPUR (0.9)
TRIPURA (3.3)
MIZORAM (14.0)
JHARKHAND (41.3)
WEST BENGAL (6.3)
CHHATTISGARH (18.6)
MADHYA PRADESH (10.2)
GUJARAT (0.4)
I N D I A
ORISSA (0.4)
DAMAN & DIU (0.4)
DADRA & NAGAR HAVELI (2.9)
MAHARASHTRA (0.8)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (21.1)
GOA (1.3)
KARNATAKA (0.01)
PUDUCHERRY (2.7)
TAMIL NADU (0.6)
KERALA (3.6)
LAKSHADWEEP (INDIA) (0.7)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (1.5)
(Indira Point)
PERCENTAGE
Below 2.00
2.01 - 7.00
National Average-12.9
7.01 - 12.00
Above 12.00
Note: Map not to scale

Map 4.4

of 2.95 percent over the total *para*-teachers in the previous year. Of the total *para*-teachers, 57 percent are male and the remaining 43 percent are female teachers. The respective percentage of male and female *para*-teachers to total male and female teachers works out to be 9.81 and 10.28, which is quite similar to the corresponding figures in the previous year. In other words, about 10 percent of total teachers (all categories) are *para*-teachers compared to 11 percent in the previous year. It may also be of interest to know that 93 percent of the total *para*-teachers have been posted in rural areas. Urban areas had only 37.8 thousand *para*-teachers in 2006-07, compared to 475.8 thousand in rural areas (Table D17). In percentage terms, it is very high in rural areas (11.87 percent) than the same in urban areas (3.36 percent). In rural areas, the percentage of female *para*-teachers has been very high in a few school types, such as Primary (17.44 percent) but the same is not true in case of female *para*-teachers in urban areas. The percentage of female *para*-teachers in Primary schools in urban areas has been as low as 4.01.

Table D22
Professional Qualification of *Para*-Teachers (All Categories) : 2006-07

Qualification	Percentage								
	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	14.47	13.86	**14.18**	14.69	14.46	**14.57**	10.09	8.97	**9.28**
S.B.T or Equivalent	8.48	6.40	**7.57**	8.41	5.97	**7.39**	9.96	9.85	**9.79**
B.Ed or Equivalent	15.40	12.61	**14.17**	14.9	10.77	**13.17**	25.55	27.67	**26.62**
M.Ed or Equivalent	1.54	1.47	**1.51**	1.46	1.25	**1.37**	3.17	3.25	**3.19**
Others	7.16	7.83	**7.46**	7.22	7.92	**7.53**	5.85	7.07	**6.58**
No Response*	52.95	57.83	**55.12**	53.32	59.63	**55.97**	45.37	43.18	**44.53**

* Including teachers without professional qualifications.

Table D23
SC & ST Teachers Employed in Government and Private Managed Schools : 2006-07

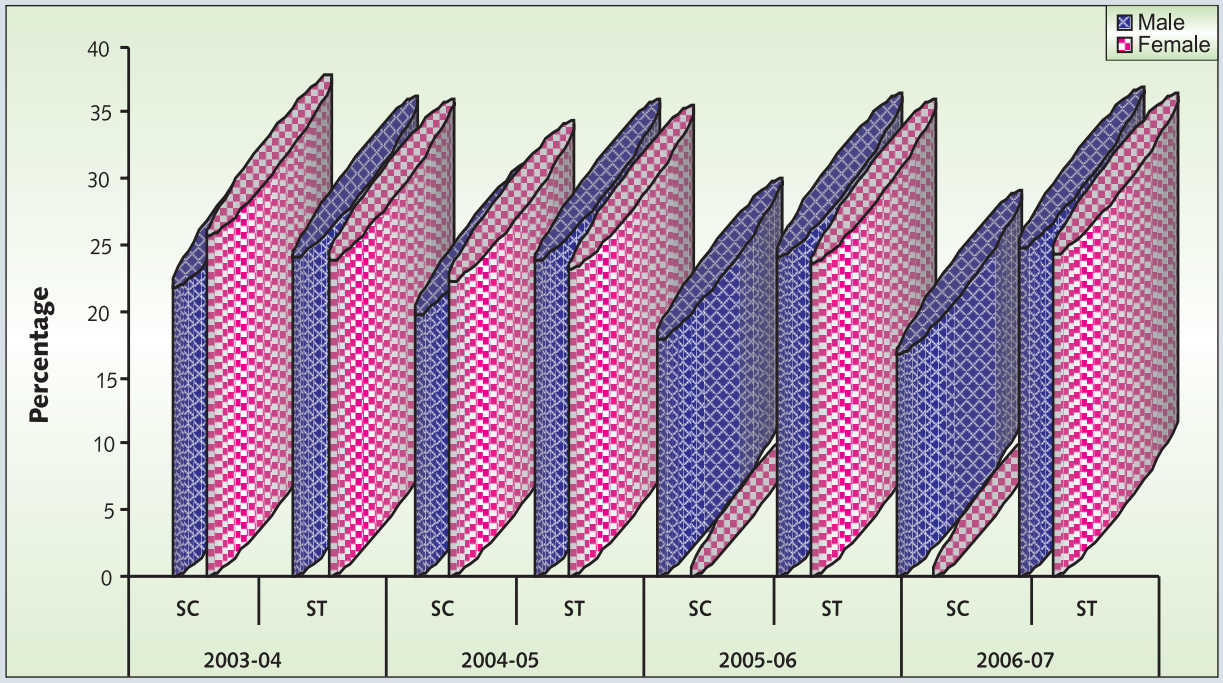
Management	Number of Teachers			
	Scheduled Castes	Scheduled Tribes	Scheduled Castes & Scheduled Tribes	Other Backward Class
Government Managements	501652	378026	879678	1149745
Percentage	78.81	82.16	80.22	68.85
Private	134329	81106	215435	517999
Managements Percentage	21.10	17.63	19.64	31.01
All Managements	636511	460105	1096616	1669982
% to Total Teachers	**12.20**	**8.82**	**21.01**	**32.00**

Note: Total may not add to 100 because of missing values as percentages are worked out based on total teachers.

The state-specific number of *para*-teachers reveals that majority of *para*-teachers have been appointed in the states of Andhra Pradesh (71,296; 13.88 percent of total *para*-teachers), Bihar (35,642; 6.93 percent)), Chhattisgarh (22,612; 4.40 percent), Jharkhand (50,911; 9.91 percent), Madhya Pradesh (37,898; 7.38 percent, compared to 1,19,212 in 2005-06), Rajasthan (34,775; 6.77 percent), Uttar Pradesh (1,54,757; 30.13 percent, compared to 95,773 in 2005-06), and West Bengal (22,192; 4.32 percent) which together constitute a total of 457 thousand *para*-teachers, i.e. 89 percent of the total *para*-teachers across 35 States and UTs. Compared to these states, other states, except Assam (15,158 *para*-teachers) and Himachal Pradesh (8,875 *para*-teachers), have only a fewer number of *para*-teachers.

Notably, *para*-teachers are not confined only to Primary schools. A good number of other types of schools also have *para*-teachers as in 2006-07. However, majority of them have been posted in Primary schools. A total 351 thousand *para*-teachers are posted in the Primary schools, which is 68 percent of total *para*-teachers in the country. The distribution of *para*-teachers by school category reveals that 14.99 percent male teachers and 16.20 percent female teachers of the corresponding gender-wise total teachers posted in Primary schools are the *para*-teachers. About 57 percent of the total *para*-teachers in Primary schools are male and the balance 43 percent are female teachers. Their combined percentage is about 15.49, which means that more than 15 out of every 100 teachers in Primary schools are *para*-teachers, of which 17 out of 100 are in rural areas and 4 out of 100 are in urban areas. Their number is more than 89.8 thousand in case of Elementary schools, which amounts to 6.28 percent of the total teachers in Elementary schools. On the other hand, as many as 21,031 *para*-teachers are posted in independent Upper Primary schools which is 6.28 percent of the total teachers in such schools. Compared to Primary schools, Upper Primary and Elementary schools, integrated Higher Secondary, and Upper Primary attached to Secondary & Higher Secondary schools have much less number of *para*-teachers. In both these types of schools, about 10.9 thousand and 40.6 thousand *para*-teachers were

Figure 4.13
Percentage of SC & ST Teachers (All Schools) : All States



appointed in 2006-07, which respectively works out to be 3.61 and 6.95 percent of the total teachers in these schools (Table D18).

Further, it is observed that Andhra Pradesh, Bihar, Delhi, Jammu & Kashmir, Mizoram and Uttar Pradesh have an average of one *para*-teacher in its all category schools. It is also true for Primary schools in case of Bihar, Jammu & Kashmir, Jharkhand, Mizoram and Uttar Pradesh. The respective percentage of male and female *para*-teachers in Primary schools in Chhattisgarh is as high as 18.87 and 24.02. Arunachal Pradesh too has a high percentage of male *para*-teachers, 19.76, and female *para*-teachers, 31.02. Their respective percentages are 15.28 and 22.75 in Bihar, 23.31 and 12.52 in Rajasthan, 23.90 and 16.18 in Himachal Pradesh, and 26.85 and 47.09 in Uttar Pradesh. Compared to high percentage in these states, the percentage of *para*-teachers to total teachers in the remaining states is low. Kerala has only 2.44 percent *para*-teachers against 0.69 percent in Gujarat. The percentage of male and female para-teachers to total teachers in Delhi comes to be 3.30 and 3.11. All the states in the north-eastern region of the country also reported information on *para*-teachers in all types of its schools; the percentage of *para*-teachers to total teachers in these states (except Arunachal Pradesh and Mizoram) is quite low as compared to other states. Daman & Diu, Dadra & Nagar Haveli, and Lakshadweep hardly have any *para*-teacher in its Primary schools.

> "A good number of schools are either single-classroom or single-teacher schools despite availability of an average of 4 teachers per school, all of which need serious intervention. May be rationalization of teachers is the only solution"

Academic Qualification of *Para*-Teachers

The distribution of *para*-teachers by school category reveals that they are almost equally qualified as regular teachers. About 44.27 percent regular male teachers, 45.32 percent regular female teachers and 44.71 percent all regular teachers have up to Higher Secondary education. The percentage in case of *para*-teachers is 45.89 percent male, 50.37 percent female and 47.81 all *para*-teachers. The distribution of teachers below Higher Secondary level further reveals that the percentage in case of regular teachers is slightly lower than that of the *para*-teachers. However, the percentage of such *para*-teachers in Primary schools is lower than that of the regular teachers. Only 3.18 percent male and 3.00 percent (all categories) female *para*-teachers are below Secondary level, compared to 2.86 male and 3.01 percent female regular teachers. The percentage in case of regular Primary teachers is still higher at 3.99 male and 4.33 female teachers. The corresponding percentages of primary *para*-teachers are 3.86 male, 3.52 female teachers. About 53.23 percent male and 48.79 percent female *para*-teachers are Graduates and Post Graduates, compared to 54.49 percent male and 53.25 percent female regular (all categories) teachers. This shows that more than 51 percent *para*-teachers have Graduate and Post Graduate degrees, compared to 54 percent in the case of regular teachers. In urban areas, the percentage of such *para*-teachers is favourably much higher at 65.69 compared to 50.19 in the rural areas. Though the number is small, a few regular (0.42 percent male and 0.54 percent female) and *para*-teachers (0.39 percent male and 0.41 percent female) are even M.Phil/Ph.D degree holders. This is also true in case of teachers in Primary schools (Tables D19 & D20).

The state-specific distribution of *para*-teachers by qualifications suggests that a few states have higher percentage of teachers below Secondary level than the average of all districts (3.10 percent). Arunachal Pradesh, Dadra & Nagar Haveli, Haryana, Jharkhand, Meghalaya, Mizoram, Nagaland, Punjab, Rajasthan, and Tripura are such states. On the other hand, Chhattisgarh (1.88 percent), Delhi (0.63 percent), Himachal Pradesh (0.75 percent), Jammu & Kashmir (0.32 percent), Karnataka (2.00 percent), Orissa (1.79 percent), Uttarakhand (0.68 percent) and West Bengal (1.83 percent) have lower percentage of *para*-teachers with below Secondary level

qualifications. Comparatively, percentage of such teachers in other school types is still lower in Primary schools (3.71 percent).

On the other hand, it is observed that in a number of states, the number of *para*-teachers with Secondary qualification is much higher than the national average (9.98 percent). Arunachal Pradesh, Andhra Pradesh, Assam, Daman & Diu, Gujarat, Jharkhand, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Orissa, Tripura and West Bengal are a few such states. On the other hand more than 50 percent teachers in the states of Goa, Lakshadweep, Manipur, Sikkim and West Bengal are Graduates compared to the national average of 37.65 percent. In Chandigarh and Delhi, more than half of the total teachers that impart elementary education are Post-Graduates. Chhattisgarh, Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Puducherry, Punjab, Rajasthan, Tamil Nadu and Uttarakhand too have a good number of Post-Graduate *para*-teachers.

"About 87 out of 100 teachers in rural areas and 93 out of 100 teachers in the urban areas were not involved in non-teaching assignments. Not much difference is observed in the number of days spent on non-teaching assignments across school types."

Professional Qualifications of *Para*-Teachers

Para-teachers though are academically equally or better qualified than the regular teachers, but many of them do not possess professional qualifications. Not much difference is observed across school types between male and female *para*-teachers. However, the percentage of *para*-teachers without professional qualifications is a bit low in urban areas than the same in rural areas. The percentage of such teachers in urban areas in case of male teachers is 45.37 and in case of female teachers 43.18. The corresponding figures in rural areas are 53.32 percent for male and 59.63 percent for female teachers. It is also interesting to note that 11.96 percent male *para*-teachers and 7.50 percent female *para*-teachers in Primary schools have B.Ed or equivalent degrees. Percentage of such *para*-teachers is a little higher in urban areas (17.60 percent male and 17.35 percent female *para*-teachers) than in rural areas (11.82 percent male and 6.92 percent female *para*-teachers). In addition, about 1 percent *para*-teachers in the Primary schools have M.Ed or equivalent degrees. The percentage of *para*-teachers with M.Ed degrees is slightly higher in case of other school types. About 17 percent *para*-teachers teaching in Primary schools are J.B.T or equivalent and another 8.21 percent male and 4.62 percent female teachers have S.B.T or equivalent qualifications (Tables D21 and D22). State-specific percentages of *para*-teachers [Table D15 (a)] reveal that in the majority of states all such teachers are yet to attain professional qualifications. However, in Delhi, Gujarat, Haryana, Karnataka, Maharashtra, Rajasthan and Tamil Nadu and in a few smaller states, above 90 percent *para*-teachers possess professional qualifications. But the percentage of such *para*-teachers is as low as 35.71 percent in Uttar Pradesh, 29.27 percent in Uttarakhand and 22.24 percent in West Bengal.

Distribution of Teachers by Caste

The caste distribution of teachers (including *para*-teachers) is presented in Table D23. This has also been presented in case of all government and private managements together. The data reveals that government is the main employer of both Scheduled Castes and Scheduled Tribes teachers as majority of SC and ST teachers (all categories) are employed in schools run by government managements. However, the percentage of OBC teachers is comparatively lower than the same in case of Scheduled Castes and Scheduled Tribes teachers. About 79 percent SC and 82 percent ST teachers are employed respectively in the government and private managed schools. The share of SC and ST teachers together in government schools is 80 percent, compared to about 20 percent in case of private managed schools. As many as 0.64 million SC and 0.46 million ST teachers are engaged in imparting elementary education, respectively representing 12.20 percent and 8.82 percent of the total teachers. Altogether, there are about 1.10 million SC and ST teachers, which is 19.64 percent of the total teachers that impart elementary education in the country. The percentage of OBC

teachers in government managed schools stands at 69 percent compared to 31 percent in case of private managed schools.

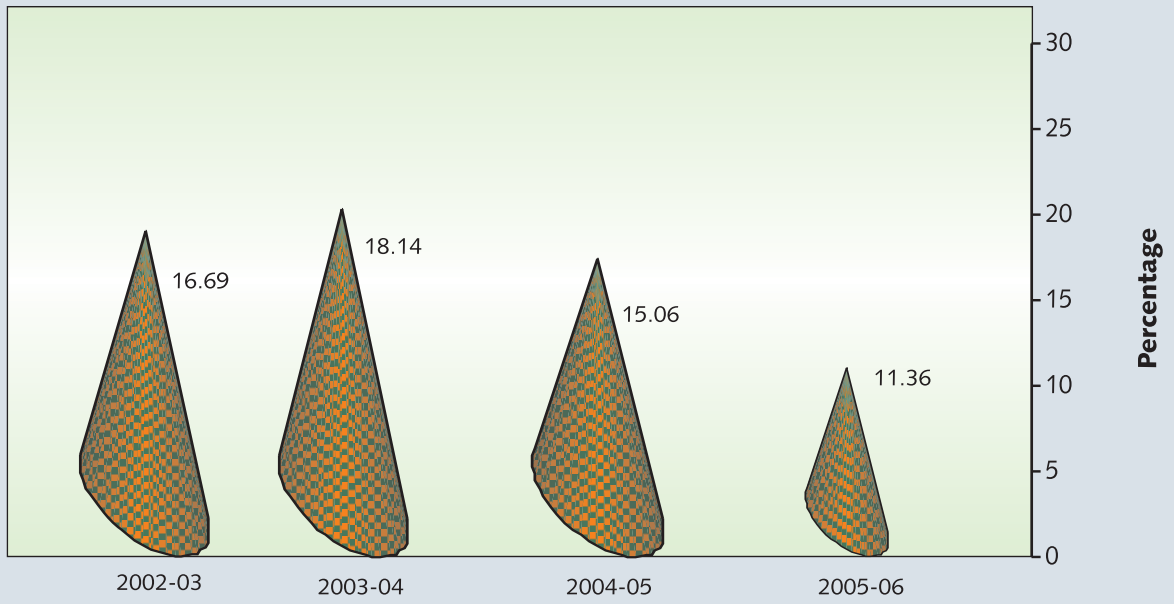
Teachers Involvement in Non-Teaching Assignments

It is a common belief that teachers in general and Primary school teachers in particular, hardly get time for teaching because they are mostly involved in non-teaching assignments. Through the DISE 2006-07 operations, information was collected from all teachers on the number of working days spent on non-teaching assignments during the previous academic year i.e. 2005-06. The information thus obtained has been used to compute average number of working days spent on non-teaching assignments, which is presented by school category and also separately in case of all government and private managements schools together (Table D24). While computing the average number of days, only those teachers are considered who were involved in non-teaching assignments during the previous year, that is, in 2005-06. The percentage of such teachers is also presented separately both in case of rural and urban areas (Table D24).

Table D24 reveals that majority of teachers imparting elementary education across 35 States and Union Territories were not involved in non-teaching assignments in 2005-06 which is also true for previous years. The percentage of such teachers (all categories) has been as low as 11.36 (15.06 percent in previous year) compared to 12.63 percent in rural and only 6.98 percent in urban areas. This suggests that 87 out of 100 teachers in rural areas and 93 out of 100 teachers in the urban areas were not involved in non-teaching assignments. Comparatively, a little less than double the percentage of teachers in rural areas was involved in non-teaching assignments than teachers in the urban areas. Not much difference is observed in the number of days spent on non-teaching assignments across school types.

It is further observed that the highest number of teachers involved in non-teaching assignments amongst

Figure 4.14
Percentage of Teacher Involved in Non-Teaching Assignments : All States



major states was in West Bengal and Bihar (25 percent), followed by Assam (23 percent), Himachal Pradesh (21 percent), Kerala (20 percent), and Tamil Nadu (16 percent). On the other hand, the percentage of such teachers in Chhattisgarh, Delhi, Karnataka, Puducherry, Punjab and Rajasthan was low as majority of the teachers in these states were not involved in non-teaching assignments during the previous academic year. The teaching-learning, if not taking place regularly may not be because of involvement of teachers in non-teaching assignments as teachers are involved in non-teaching assignments only for a few days and percentage of such teachers has also been quite low. It may, however, be noted that in a few smaller states, such as Andaman and Nicobar Islands, Goa and Meghalaya, the percentage of teachers involved in such assignments is above 20 percent.

The data on all schools together reveals that, on an average, a teacher was involved in the non-teaching assignment only for 16 days during the pervious academic year (of the 11.36 percent of those who were involved). In rural areas, teachers were involved in assignments for 16 days compared to 18 days in urban areas. Teachers in government managed schools as well as teachers in schools run by private managements were engaged for 16 days in non-teaching activities. The average number of days spent on non-teaching assignments was highest (36 days) in Puducherry and the lowest (3 days) in Rajasthan.

Table D24
Average Number of Working Days Spent on Non-Teaching Assignments
2003-04 to 2005-06

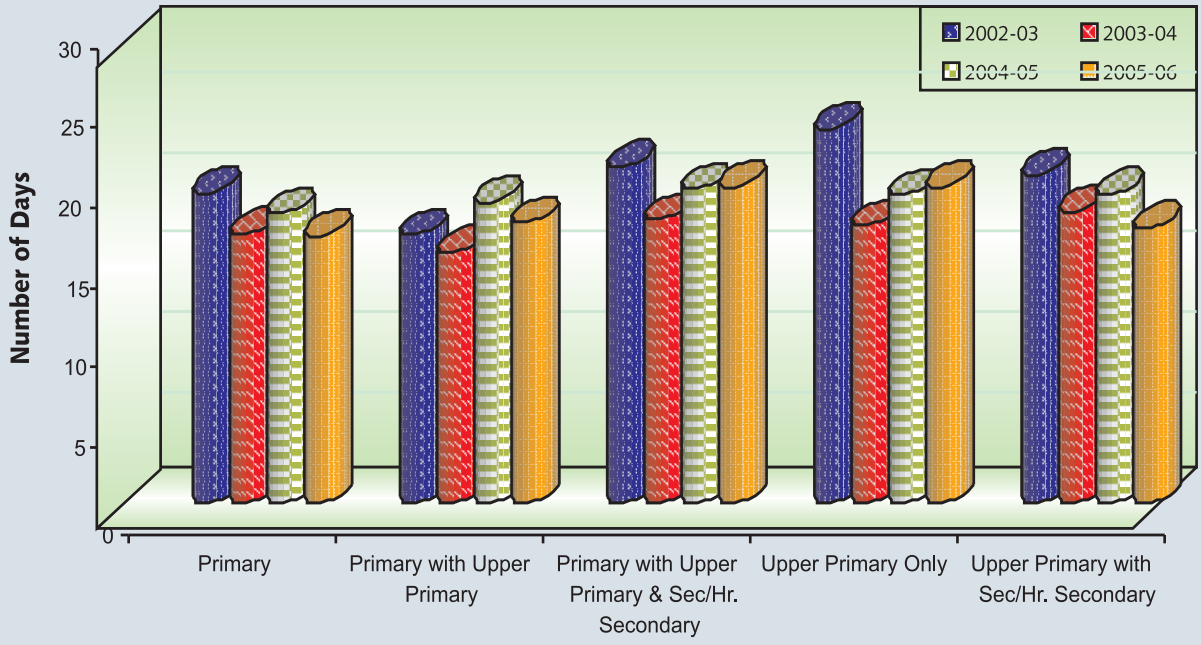
School Category	Number of Days Involved				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	15	15	17	15	15
Primary with Upper Primary	16	16	19	16	14
Primary with Upper Primary & Secondary/ Hr. Secondary	18	17	20	17	19
Upper Primary Only	18	18	18	18	18
Upper Primary & Secondary/Hr. Secondary	16	15	19	15	16
All Schools	16	16	18	16	16
Percentage of Teachers Involved in Non-Teaching Assignments to Total Teachers					
2005-06	**11.36**	**12.63**	**6.98**	**13.76**	**6.02**
2004-05	15.06	16.60	9.56	18.06	7.62
2003-04	18.14	20.28	10.60	21.82	8.05

The average number of days spent on such types of assignments was also high in Bihar (25 days), Assam (24 days), Delhi (22 days), Jharkhand (26 days), Madhya Pradesh (22 days), Tripura (29 days), and Manipur (22 days). So far as teachers in Primary schools/sections are concerned, only 10 states reported more than 20 days' involvement in non-teaching assignments during the previous academic year. Assam (23 days), Bihar (24 days), Daman & Diu (27 days), Jharkhand (26 days), Madhya Pradesh (20 days), Puducherry (29 days) and Tripura (37 days) are

few such states. In Delhi, Primary school teachers are reported to have been engaged for 15 days compared to 6 days in Chandigarh, 13 days in Tamil Nadu, 8 days in Karnataka and 7 days in Kerala.

in a few states there number is not satisfactory and hence need improvement. The previous section on enrolment-based indicators reveals that quality of education in terms of learners' attainment across the country is not

Figure 4.15
Average Number of Working Days Spent on Non-Teaching Assignments : All States



Concluding Observations

The analyses presented above not only indicate that the number of teachers imparting elementary level of education has increased but all indicators analysed have shown consistent improvement over the previous years. The elementary schools/sections now have more average number of teachers than a few years back. The number of students per teacher measured in terms of pupil-teacher ratio, average number of students sitting in one classroom etc, all have improved over the previous years. Despite all such improvements, there are still locations where PTR is not satisfactory and a single classroom has to accommodate a large number of pupils. A good number of schools are either single-classroom or single-teacher schools despite availability of an average of 4 teachers per school, all of which need serious intervention. May be rationalization of teachers is the only solution.

The percentage of female teachers engaged in imparting elementary education has also improved but satisfactory which can be improved only through active participation of teachers. Useful in-service programmes can be of great help in improving classroom transaction. In the previous academic year, a good number of teachers across the country has undergone in-service training but efforts made are not reflected in the learners' attainment which is still a major area of concern. Without delay we should seriously identify training needs so that commensurate training can be arranged.

Lastly, we should initiate the process of filling-up vacant positions of teachers. The recruitments, which were undertaken in the recent past, suggest that many of the new teachers recruited are *para*-teachers. This is also evident from the growing number of such teachers engaged in imparting elementary education across the country. Quite a good number of schools are left to *para*-teachers to manage school affairs. Studies should be conducted on the functioning of all such schools and also quality of learner's attainment in these schools for which DISE data can be a rich source of information for initiating any study in this direction.


I LOVE MY
`INDIA'

Educational Development Index

Introduction

Internationally, Human Development Index (HDI) and Education for All (EFA) Development Index (EFA-DI) have been used for cross-country comparisons in overall human development and universalising elementary education respectively. Both HDI and EFA-DI measures outcomes. The HDI measures development by combining indicators of life expectancy, educational attainment and income. It uses adult literacy rates and combined gross enrolment ratio for primary, secondary and tertiary schooling as indicators of educational development and gives adult literacy more significance in computing the index. On the other hand, EFA development index uses one indicator as a proxy measure for each of the four EDI components and each component is assigned equal weight in the overall index. The indicators used are: (i) total primary net enrolment ratio; (ii) adult literacy rate; (iii) survival rate to Grade V; and (iv) average of three gender parity index for primary education, secondary education and adult literacy, with each being weighted equally.

"Based on the DISE data, an effort has also been made by NUEPA and MHRD, to compute an Educational Development Index, separately for Primary and Upper Primary levels of education and also a composite index for the entire elementary education"

The provision and use of elementary education services in India has been improving quite fast during the last decade. However, the development has not been uniform across the states and districts in the country. The elementary education related interventions have been creating and improving access and infrastructure, investing in more teachers and their quality and several processes, aimed at improving educational outcomes related to not only enrolment and retention, but improving the learning levels. From the point of view of an education system that is transforming itself, it is important to look at not only the outcome indicators, but at the input and process indicators too. The purpose of an index that summarizes various aspects related to input, process and outcome indicators is to identify geographic areas that lag behind in overall education development. In India, DISE provides information on various school based inputs and processes as well some indicators related to outcomes. Based on the DISE data, an effort has also been made by the National University of Educational Planning and Administration (NUEPA) and the Government of India (MHRD, Department of School Education and Literacy) to compute an Educational Development Index (EDI), separately for Primary and Upper Primary levels of education and also a composite index for the entire Elementary education (*see Elementary Education in India: Progress Towards UEE: DISE Flash Statistics: 2006-07*; NUEPA and GOI, 2008) for which the Government of India constituted a Working Group on EDI in 2005-06 of which NUEPA was also a member[1]. It identified indicators and developed computation methodology. The basic purpose of computing an EDI is to know comparative status of a state vis-à-vis other states with regard to different aspects of universalisation.

Indicators Used

The Working Group on EDI identified a number of indicators falling under different aspects of

[1] Contributions received from the members of the Working Group on EDI constituted by the MHRD, in particular Dr. Deepa Sankar, World Bank, Delhi, and Mr. Dhir Jhingran, MHRD, New Delhi in developing methodology and identification of indicators are gratefully acknowledged. Inputs received from Dr. Deepa Sankar on this section is also thankfully acknowledged.

universalisation of education, covering input, process and outcome indicators. This set of indicators take note of all aspects and is expected to present the true picture of universalisation. The variables used to compute EDI in the present exercise are presented in Table E1. It may also be noted that EDI in India is still evolving and each indicator used have a specific purpose. However, they are not fixed and hence a review may be undertaken periodically. If need be new indicators can be added to the existing set of indicators or a few of them may be dropped out. As many as 23 indicators have been used in computing EDI which are further re-grouped into the following four sub-groups:

- Access,
- Infrastructure,
- Teachers, and
- Outcome indicators.

DISE provides information in case of most of these indicators, that have been used to compute the EDI at Primary and Upper Primary levels of education. Under the access indicators, two indicators namely, percentage of un-served habitations and availability of schools per thousand child population (6-11/11-14 year) have been used. The projected child population provided by the Office of the Registrar General of India has been used while the percentage of un-served habitations has been obtained from the All-India Education Survey: 2002-03. It may be noted that the information on un-served habitations is available for year 2002-03, though a number of Primary and Upper Primary schools have been opened across the country since then. Thus the same may not present the true picture with regard to availability of schooling facility in 2006-07. However, in view of the absence of other independent source of data on coverage of habitations, except state reports, EDI continues to use 2002-03 data, which will be updated as and when independent data becomes available. In view of these limitations, ratio of Primary to Upper Primary schools/sections has also been used as an indicator of access at Upper Primary level of education. While computing the ratio, both Primary and Upper Primary schools as well as Primary and Upper Primary sections attached to Secondary and Higher Secondary schools have been considered.

The Working Group on EDI identified five indicators under infrastructure set of indicators. Average student-classroom ratio, percentage of schools with student-classroom 60 and above, percentage of schools without drinking water facility in school and percentage of schools with common and girls' toilet are such indicators.

The third set of indicators, six in numbers, are teacher related indicators. Pupil-teacher ratio, percentage of female teachers, schools with PTR 60 and above, percentage of single-teacher schools, percentage of schools with less than 3 teachers and percentage of teachers without professional qualifications are such indicators under this category.

"Pass percentage and percentage of appeared children passing with 60 percent and above marks in terminal Grades IV/V and VII/VIII, considered as proxy indicators of learners' attainment, are also used in outcome indicators in the EDI"

The last set of indicators is related to outcome indicators amongst which gross enrolment ratio (overall, SC and ST) is the most important one. While computing GER, projected population provided by the Office of the Registrar General of India have been used to workout 6-11 and 11-14 year population. It may be noted that GER for SC and ST population has been obtained from the Selected Education Statistics of the Ministry of HRD. Gender Parity Index (enrolment) is another important indicator which shows the extent of participation of girls compared to their counterpart boys in educational programmes. One of the other important outcome indicators is ratio of exit class over Class I enrolment which has been used only at Primary level. A few states reported this to be above 100 percent which is treated as missing values in EDI computation. Average dropout and repetition rates are other important outcome indicators which have been computed by using DISE data based on common schools in 2005-06 and 2006-07. In case of states having negative dropout rate are considered as missing values. Pass percentage and percentage of appeared children passing with 60 percent and above marks in terminal Grades IV/V and VII/VIII, considered as proxy indicators of learners' attainment, are also used in outcome indicators in the EDI. Needless to mention that while analysing EDI, data limitations presented above should be kept in mind.

Table E1
Indicators Used in Computing EDI

Component	Indicator
ACCESS	Percentage of Habitations not Served
	Number of Schools per 1000 Child Population
	Ratio of Primary to Upper Primary Schools/Sections (only at Upper Primary stage)
INFRASTRUCTURE	Average Student-Classroom Ratio
	Schools with SCR $\geq$ 60
	Percentage of Schools without Drinking Water Facility
	Percentage of Schools with Common Toilets
	Percentage of Schools with Girls' Toilets
TEACHERS	Percentage of Female Teachers
	Pupil-Teacher Ratio
	Percentage of Schools with Pupil-Teacher Ratio $\geq$ 60
	Percentage of Single-Teacher Schools where the Number of Students $\geq$15
	Percentage of Schools $\leq$ 3 Teachers
OUTCOME	Percentage of Teachers without Professional Qualifications
	Overall Gross Enrolment Ratio
	Gross Enrolment Ratio - Scheduled Castes
	Gross Enrolment Ratio - Scheduled Tribes
	Gender Parity Index in Enrolment
	Repetition Rate
	Dropout Rate
	Ratio of Exit Class over Class I Enrolment (only at Primary stage)
	Percentage of Appeared Children Passed
	Percentage of Appeared Children Passed with $\geq$ 60 percent and more Marks

Notes:

- For methodological details, please refer:

  Orienting Outlays Toward Needs: An Evidence-Based, Equity-Focused Approach for Sarva Shiksha Abhiyan by Dhir Jhingran and Deepa Sankar, Unpublished, 2006.

  Educational Development Index: A Suggestive Framework for Computation by Arun C. Mehta and S. A. Siddiqui, NUEPA, New Delhi, Unpublished, 2007.

- Indicators used for constructing EDI were pre-determined by a Working Group on EDI constituted by the MHRD, Government of India.
- Indicators were normalized before the Principal Component Analysis was applied to decide the factor loadings and weights.
- Separate dimensional indices were constructed first before finalising the EDI; and
- Data provided in Selected Educational Statistics has been used in case of GER of SC and ST population and wherever necessary projected child population provided by the Registrar General of India has been used.

Methodology

A cursory look at the set of 23 indicators (Table E1) reveals that they have either direct or inverse relationship. Some of these indicators are in ratio form and others in percentage form. In view of this, each indicator considered in EDI computation is first required to be normalised. Normalised values range between 0 and 1

Figure 5.1
EDI (Index and Ranks) at Primary Level : All Managements, 2006-07

and it indicates the relative position of states with reference to a selected indicator. Thus in case of each indicator, in view of its nature, the best value and the worst value are identified which are then used to transform by using the following formula:

$$NV_{ij} = 1 - \left[\frac{\{\text{Best } X_i - \text{Observed } X_{ij}\}}{\{\text{Best } X_i - \text{Worst } X_i\}} \right]$$

where NV_{ij} represents normalized index of i^{th} indicator of j^{th} state and X_i is the original value of the i^{th} indicator. Upon receiving *normalized values*, the next step was to assign *factor loadings* and *weights.* Weights to indicators can be assigned in a number of ways. One can judge the significance of an indicator and accordingly assign weight which is based up on the value judgment of an individual. On the other hand, one can assign equal weights to all the indicators or assign different weights to different indicators according to significance of an indicator. The weightage in the computation of an EDI in the present exercise are determined by using *Factor Loadings* and *Eigen Values* from the Principal Component Analysis (PCA). PCA helps in reducing large number of indicators in a few (indicators/categories) without losing their significance which also simplifies analysis. PCA helps in weighing each indicator according to their statistical significance (see *Orienting Outlays Toward Needs: An Evidence-Based, Equity-Focused Approach for Sarva Shiksha Abhiyan by* Dhir Jhingran and Deepa Sankar, Unpublished, 2006). The components identified are known as *Principal Components* which explain maximum variance among a set of indicators. Therefore, the Principal Component Analysis is used to obtain factor loading and weights of the indicators in each of the four sets of indicators, which is done first at the Primary level and then at the Upper Primary level of education. Needless to mention that Primary stage/level of education consists of all Primary schools/sections irrespective of the type of schools; and Upper Primary stage /level of education consists of all the Upper Primary schools/ sections irrespective of the type of schools. This means that all the schools imparting elementary education across the country irrespective of school type are considered in computing EDI which includes schools under the government as well as private managements. Thus, indices for all the four types of indicators have been obtained separately for Primary and Upper Primary level of education which is then used to compute composite EDI for Primary and Upper Primary level of education separately. Composite EDI for Primary and Upper Primary levels of education is used to obtain composite EDI for the Elementary level of education.

In this section outcome of the EDI based on the DISE 2006-07 data is presented. An effort has also been made to compare EDI based state rankings in 2006-07 with those during the previous year 2005-06.

Analysis of EDI

> "Weightage in the computation of an EDI are determined by using *Factor Loadings* and *Eigen Values* from the Principal Component Analysis. PCA helps in reducing large number of indicators in a few without losing their significance"

In view of different sizes and geographical locations of different States and UTs, they are further re-grouped under major states (21 states), states from the north-eastern region (7 states, excluding Assam, which has been considered as a major state because of its size and experience of DPEP), and smaller states (7 states). All the three groups and states in each group are at different level of education development. In view of spatial dimension, their need and requirement vary from state to state. For example, north-eastern states may need more new schools than in the states from the southern region. Similarly smaller States/UTs such as Andaman and Nicobar Islands because of their locations, need to be analysed separately. Most of the major states have experience of implementing large scale programmes, such as DPEP, but the same is not true in case of states in the other two groups, which practically did not experience any such programme in the past. SSA is the first major programme which has been initiated in these smaller states besides the major states. Within each state group, EDI in case of each state was used to assign fresh rankings based on each set of indicators as well as separately for Primary, Upper Primary and composite Elementary levels of education. The EDI reveals a lot about the regional variations that exist in the country which is true both for Primary and Upper Primary levels of education.

North-Eastern States

The seven states grouped under north-eastern region are Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. Assam is not included in this group because of its size and also because of the fact that it experienced DPEP. The EDI presented in Table E2 reveals that Sikkim outperformed the other six states in the region which is true for Primary and composite Primary and Upper Primary (Elementary) levels of education. Incidentally, Sikkim is placed 13th among all the 35 States and UTs of the country in case of composite Primary and Upper Primary levels of education. The state attains an overall EDI of 0.662 for Elementary, 0.686 for Primary, and 0.637 for Upper Primary levels of education which is treated above average as an EDI ranges between 0.00 to 1.00. On the other hand, Mizoram with EDI of 0.658 at Upper Primary level is positioned first. In the previous year 2005-06, Mizoram was first in case of Primary as well as Upper Primary, and composite Primary and Upper Primary levels of education but except in case of Upper Primary level, it lost its position to Sikkim.

Individual EDIs in each set of indicators, however, reveal that Sikkim does not stand first in all the four sets which is true both for Primary and Upper Primary levels

Table E2 (A)
Indices & Ranking at Primary/Upper Primary Level : North-Eastern States (Excluding Assam)
All Managements : All Schools, 2006-07

State	Access Index				Infrastructure Index				Teachers Index			
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank
Arunachal Pradesh	0.468	6	0.184	7	0.463	6	0.644	5	0.464	7	0.691	5
Manipur	0.530	5	0.500	4	0.553	4	0.702	3	0.603	6	0.716	4
Meghalaya	0.850	1	0.491	5	0.350	7	0.490	7	0.617	5	0.729	3
Mizoram	0.716	2	0.758	1	0.653	2	0.710	2	0.756	2	0.747	2
Nagaland	0.588	4	0.485	6	0.604	3	0.656	4	0.662	3	0.682	6
Sikkim	0.601	3	0.521	3	0.764	1	0.833	1	0.780	1	0.771	1
Tripura	0.402	7	0.615	2	0.548	5	0.539	6	0.625	4	0.658	7

State	Outcome Index				Composite EDI					
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary & Upper Primary Level	Rank
Arunachal Pradesh	0.332	7	0.354	7	0.432	7	0.484	7	0.458	7
Manipur	0.475	5	0.653	1	0.547	4	0.649	2	0.598	3
Meghalaya	0.402	6	0.371	6	0.512	6	0.522	6	0.517	6
Mizoram	0.525	1	0.415	3	0.663	2	0.658	1	0.661	2
Nagaland	0.482	4	0.440	2	0.590	3	0.572	4	0.581	4
Sikkim	0.511	2	0.375	5	0.686	1	0.637	3	0.662	1
Tripura	0.504	3	0.376	4	0.542	5	0.547	5	0.545	5

of education. So far as the access indicators at Primary level are concerned, it is found to be very high at 0.850 in case of Meghalaya, compared to 0.716 in case of Mizoram. The lowest EDI in case of access indicators is observed in case of Tripura, having an EDI of 0.402, followed by Arunachal Pradesh with an EDI of 0.468. On the other hand, Sikkim is third with an EDI of 0.601 in case of access indicators, compared to an overall first rank at Primary level of education. But the situation is not the same in other sets of indicators at Primary level.

So far as infrastructure set of indicators at Primary level is concerned, Sikkim has the highest EDI (0.764), which is also true for Upper Primary level of education (EDI, 0.833). It may be recalled that indicators, such as average SCR, availability of drinking water and common toilets and girls' toilets, are considered under infrastructural set of indicators. Sikkim is followed by Mizoram with an EDI of 0.653. The lowest EDI (0.350) is observed in Meghalaya which is quite similar to the position in the previous year 2005-06. This shows a wide

Figure 5.2
EDI at Primay Level : North-Eastern States

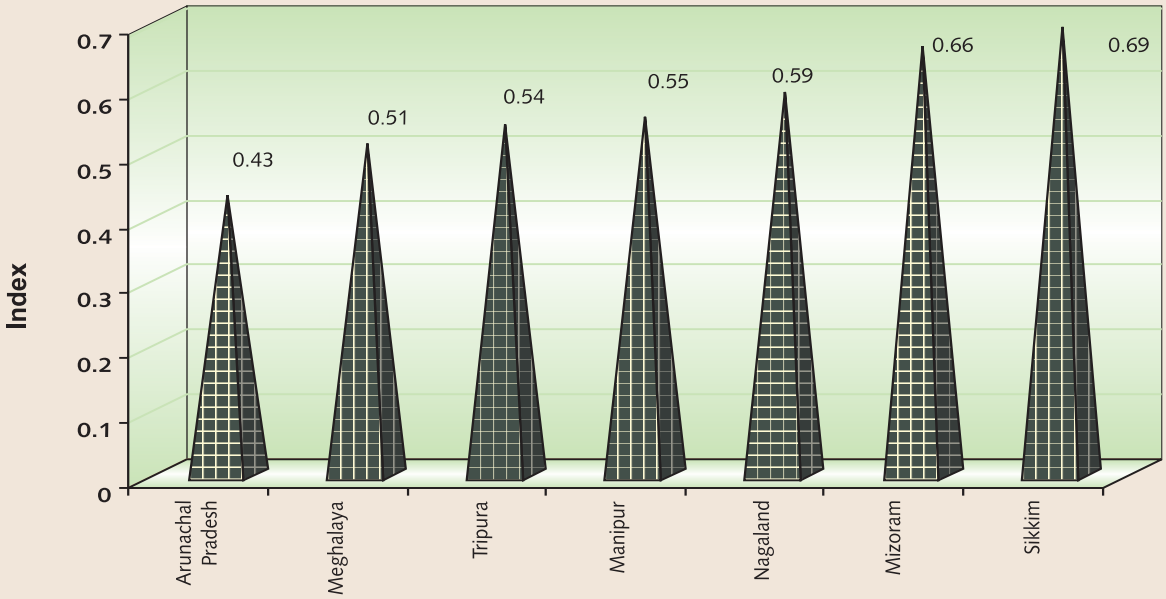


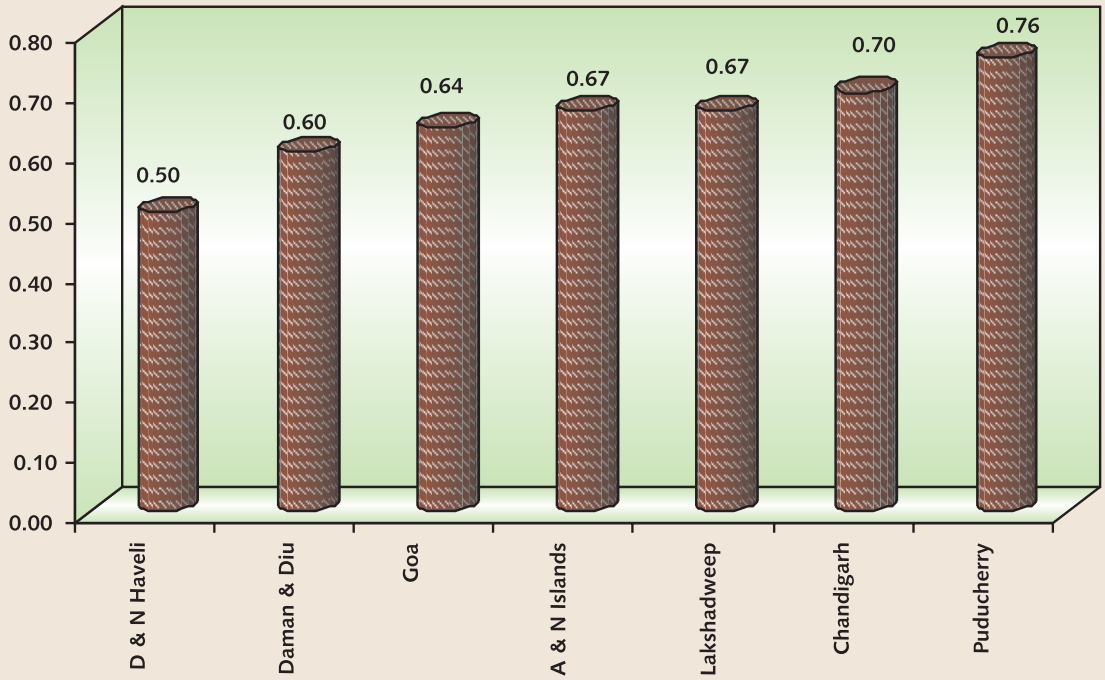
Table E2 (B)
Composite Educational Development Index : North-Eastern States (Excluding Assam)
Primary and Upper Primary Levels : All Schools & All Managements

State	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2005-06		2006-07		2005-06		2006-07		2005-06		2006-07	
Arunachal Pradesh	0.417	7	0.432	7	0.500	7	0.484	7	0.458	7	0.458	7
Manipur	0.520	3	0.547	4	0.608	3	0.649	2	0.564	3	0.598	3
Meghalaya	0.512	4	0.512	6	0.556	6	0.522	6	0.534	5	0.517	6
Mizoram	0.623	1	0.663	2	0.677	1	0.658	1	0.650	1	0.661	2
Nagaland	0.510	6	0.590	3	0.556	5	0.572	4	0.533	6	0.581	4
Sikkim	0.611	2	0.686	1	0.660	2	0.637	3	0.635	2	0.662	1
Tripura	0.511	5	0.542	5	0.560	4	0.547	5	0.535	4	0.545	5

spread regional variations. Meghalaya also has the lowest infrastructure index (0.490) in case of Upper Primary level, indicating that by and large majority of its schools imparting Elementary education do not possess minimum facilities in schools. But the position of the state in case of other sets of indicators, is slightly better than that of infrastructure index which is true both for Primary and Upper Primary levels of education. The schools in Arunachal Pradesh also do not have minimum facilities as the EDIs obtained at the Primary and Upper Primary levels respectively are 0.463 and 0.644. It is worth mentioning here that Arunachal Pradesh stands last in Primary level EDI (0.432) as its ranking is 33 out of 35 states included in the analysis. In 2005-06, it was at 34th position. Arunachal Pradesh has also a lower rank in Upper Primary (30) and Elementary (32) levels as a whole. It is also interesting to further note that irrespective of states, infrastructure facilities are much better in Upper Primary schools than the same in the Primary schools across the seven states of the north-eastern region.

So far as the set of teachers' indicators is concerned, it is Sikkim that is on top of the list with EDI of 0.780, compared to an EDI of 0.648 in the previous year. It may be recalled that six indicators concerning teachers, including percentage of female teachers and pupil-teacher ratio, were used. Mizoram is second with EDI 0.756 and Arunachal Pradesh is the last with EDI 0.464.

Figure 5.3
EDI at Primay Level : Smaller States/UTs



In case of teachers' indicators, Sikkim, with EDI 0.780, stands 7th amongst all the 35 states in case of Primary education; and with EDI 0.771 in case of Upper Primary level of education, its rank is 12th. Last year, Sikkim was ranked 14th in case of teachers index in this regard. Likewise, the state has improved its positions in case of all the three levels of education. Like infrastructure, most of the states in the north-eastern region are also better placed at Upper Primary level with regard to teachers' indicators compared to Primary level. Both at the Primary and Upper Primary levels of education,

"Like infrastructure, most of the states in the north-eastern region are also better placed at Upper Primary level with regard to teachers' indicators compared to Primary level"

the lowest ranked state in the north-eastern region with regard to teachers' indicators is Arunachal Pradesh with an EDI of 0.464 at Primary and 0.691 at Upper Primary level. The corresponding position of Arunachal Pradesh, amongst all the 35 states, is 28th at Primary and 21st at Upper Primary level of education which shows a slight improvement in its position compared to the same in the previous year.

The last set of indicators used is the outcome indicators. As many as 9 indicators are used to see the position of all the 35 states, including seven states from the north-eastern region. The list of indicators used is quite comprehensive through which true picture of universalisation can be obtained. Barring Arunachal Pradesh and Manipur, all the other states in the north-eastern region reported a lower EDI for Upper Primary level compared to Primary level of education, which is just reverse in case of teachers and infrastructure indicators. Amongst all the states at Primary level, rank of Sikkim is 20th compared to 35th of Arunachal Pradesh. It shows improvement in case of Sikkim and deterioration in case of Arunachal Pradesh over the previous year. Correspondingly, they stand second and last within the north-eastern states with respective EDI values of 0.511 and 0.332. Their respective EDIs at Upper Primary level being lower than Primary level, are 0.375 and 0.354 which may be termed as far below the average EDI. However, Mizoram with an EDI of 0.525, ranked first in case of outcome index at Primary level, and 3rd (EDI, 0.415) at Upper Primary level. Though Sikkim stands first with regard to its position at the Primary level, but the same is not true in case of outcome index where it is ranked 2nd with an EDI value of 0.511. At the Upper Primary level, it is ranked 3rd compared to 5th in case of outcome index. It is observed that different states have different positions in different sets of indicators. A careful examination of all the four sets of indicators as well as individual indicators, and also computation of district-specific EDIs in each state, will help states to identify limitations without which no improvement can be expected. The provisions made under SSA can also be best used if such an analysis is carried out.

"Puducherry is ranked 2nd in case of Primary and Upper Primary levels of education. Not only it could maintain its overall position at Upper Primary level but it has also advanced from its 4th position in 2005-06 to 2nd position with regard to Primary level of education"

Smaller States

States/UTs, such as Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Lakshadweep, and Puducherry, are the seven states which have been grouped under smaller states, based on the total number of schools and population they have (Table E3). May be these states are small in size but a cursory look at EDI values indicates that they are doing much better than a number of major states, both in Primary and Upper Primary levels of education. The EDI values and rankings during 2005-06 and 2006-07 indicate a marked improvement in case of Puducherry in composite Primary and Upper Primary levels of education. Not only it is ranked first within the set of smaller states but is also ranked 2nd with an EDI value of 0.771 amongst all the States and UTs of the country in case of composite Primary and Upper Primary levels of education. Amongst all states, Puducherry is ranked 2nd in case of Primary (EDI, 0.761) and Upper Primary (EDI, 0.780) levels of education. Not only it could maintain its overall position at Upper Primary level but it has also advanced from its 4th (EDI, 0.651) position in 2005-06 to 2nd (EDI, 0.761) position with regard to Primary level of education. Irrespective of an educational level, Puducherry is ranked first amongst the smaller set of states but the same is not true in case of all the four individual sets of indicators used in computing EDI both at the Primary and Upper Primary levels of education. The second amongst these states is Chandigarh with an EDI of 0.709 at Primary level and 0.752 at Upper Primary level of education. In case of composite Primary and Upper Primary levels, Chandigarh again is ranked second with an EDI of 0.731.

It may be of interest to note that Chandigarh's overall ranking is 5th (EDI, 0.709) at the Primary and 4th (EDI, 0.752) at Upper Primary level. The other smaller state doing better is Lakshadweep which has only 30 schools under its administration. In overall ranking, it

stands 8th at Primary level (EDI, 0.672) and 7th (EDI, 0.713) at Upper Primary level of education.

Irrespective of states, EDI values at Upper Primary level of education is much higher than the same at the Primary level of education which is quite similar to states in the north-eastern region and also during the previous year. Further, it is observed that except Dadra & Nagar Haveli (29th rank), all smaller states have rankings within the first 20 states at the Primary level. With regard to ranking of all these states at Upper Primary level, all of them except Dadra & Nagar Haveli stand within the first 17 states.

Like states in the north-eastern region, separate analysis is also carried out in case of each of the four sets of indicators. It is observed that EDI value for access indicators is much lower than for the other sets of indicators, which is true for both Primary and Upper Primary levels. The highest EDI for access indicators at Primary level is observed in Lakshadweep (EDI, 0.533) and the lowest (EDI, 0.237) in Arunachal Pradesh. At Upper Primary level, the lowest EDI is also observed in Arunachal Pradesh (EDI, 0.442) and the highest in Chandigarh (EDI, 0.739). Lakshadweep stands 5th (EDI, 0.605) amongst seven smaller states included in the analysis. Even within a set of indicators, the states have not provided equal measure of Primary and Upper Primary schooling facilities. Further, it is observed that all states have a higher EDI value at Upper Primary level than at Primary level.

It may be recalled that only two indicators, namely access-less habitations and number of schools per thousand population, were used under access indicators at Primary level. Since DISE does not collect information

Table E3 (A)
Indices & Ranking at Primary/Upper Primary Level : Smaller States/UTs
All Managements : All Schools, 2006-07

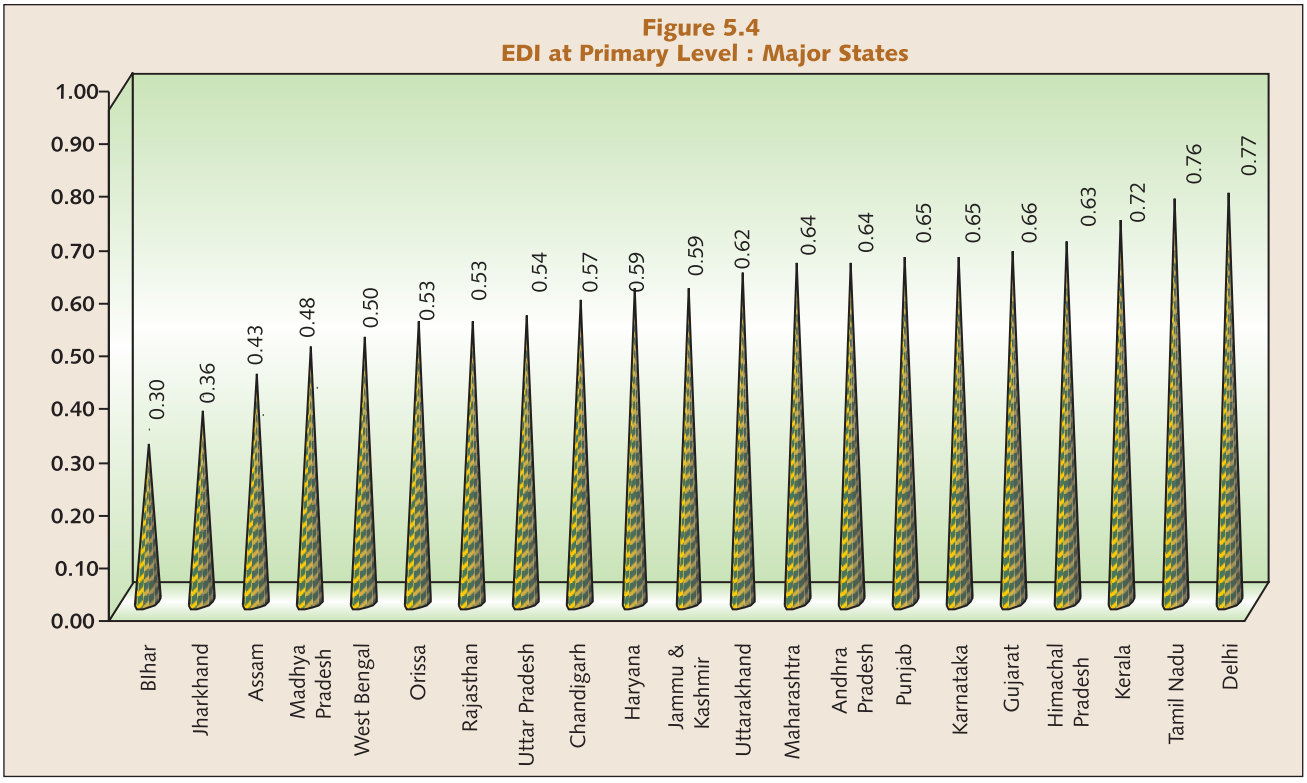
State/UT	Access Index				Infrastructure Index				Teachers Index			
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank
A & N Islands	0.237	7	0.442	7	0.723	3	0.810	5	0.849	3	0.904	2
Chandigarh	0.365	6	0.739	1	0.792	2	0.829	4	0.933	1	0.970	1
D & N Haveli	0.507	2	0.670	4	0.524	7	0.582	7	0.430	7	0.629	7
Daman & Diu	0.389	5	0.713	2	0.679	6	0.745	6	0.736	5	0.744	6
Goa	0.506	3	0.516	6	0.686	5	0.861	2	0.736	6	0.854	4
Lakshadweep	0.533	1	0.605	5	0.704	4	0.842	3	0.834	4	0.780	5
Puducherry	0.480	4	0.684	3	0.863	1	0.875	1	0.855	2	0.891	3

State/UT	Outcome Index				EDI					
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Composite (Primary & Upper Primary)	Rank
A & N Islands	0.605	2	0.520	3	0.670	4	0.683	4	0.676	4
Chandigarh	0.503	5	0.446	4	0.709	2	0.752	2	0.731	2
D & N Haveli	0.563	3	0.393	6	0.502	7	0.568	7	0.535	7
Daman & Diu	0.441	7	0.425	5	0.601	6	0.660	5	0.631	6
Goa	0.515	4	0.330	7	0.636	5	0.654	6	0.645	5
Lakshadweep	0.498	6	0.592	2	0.672	3	0.713	3	0.692	3
Puducherry	0.663	1	0.640	1	0.761	1	0.780	1	0.771	1

according to habitations, the number of access-less habitations in case of each state, as mentioned above, is taken from the AIES. It is also true that a good number of habitations have been provided schooling facilities since 2002-03, the year for which AIES data is the latest available. This is also true in view of SSA under which activities in terms of opening of new schools picked-up in 2002-03 onwards; this is not reflected in school-less habitations. In the light of these observations, ratio of Primary to Upper Primary schools/sections has been used at the Upper Primary level of education to assess the availability of Upper Primary schooling facilities which, like other indicators, is computed based on DISE data.

within the first 15 amongst all the 35 states. Almost similar positions are observed at Upper Primary level wherein the position of Dadra and Nagar Haveli is 26th and the rest of the six states are ranked amongst the first 19 states. It may be recalled that Dadra and Nagar Haveli is amongst the lowest ranked states having an overall rank of 29th at Primary level (EDI, 0.502) and 24th at Upper Primary level of education (EDI, 0.568). Further, it has also been observed that both at these levels, EDI values are much high in case of infrastructure indicators than the access indicators which is similar to the situation in 2005-06. The EDI also suggests that Upper Primary schools/sections are better placed with

Figure 5.4
EDI at Primary Level : Major States



The next set of indicators analysed is infrastructure indicators. The highest EDI value at Primary level is observed in case of Puducherry (EDI, 0.863) and lowest (EDI, 0.524) in case of Dadra and Nagar Haveli. Puducherry attained 4th position amongst 35 states in this respect and Dadra and Nagar Haveli, 28th. Puducherry's overall position in infrastructure index at Upper Primary level is also 4th with an EDI value of 0.863. Next to Puducherry is Chandigarh (EDI, 0.792) at Primary level. Except Dadra & Nagar Haveli (EDI, 0.524 and rank 28), all other six smaller states ranked high and are regard to infrastructure in Primary schools/sections which is quite similar to the states in the north-eastern region. It is good to have better infrastructure in Upper Primary schools but it is equally important to provide better infrastructure also in all Primary schools.

The next set of indicators that have been analysed is indicators concerning teachers amongst which pupil-teacher ratio and percentage of single-teacher schools are the most prominent ones. In a good number of smaller states, EDI values for teachers indicators are higher than for access and infrastructure indicators. It

may be recalled that smaller states as well as states from the north-eastern region are better placed with regard to PTR, both at Primary and Upper Primary levels of education. This is also true in case of a few other states, like Himachal Pradesh.

The highest EDI at Primary level is observed in Chandigarh (EDI, 0.933) and the lowest (EDI, 0.430) in Dadra and Nagar Haveli, which is exactly similar to the ranking in 2005-06. The second ranked state for this set of indicators is Puducherry with an EDI of 0.855, followed by Andaman and Nicobar Islands (EDI, 0.849) and Lakshadweep (EDI, 0.834). On the other hand, at Upper Primary level, Chandigarh with an EDI 0.970 is ranked first, followed by Andaman and Nicobar Islands (EDI, 0.904). Though small in size, Chandigarh is ranked first with regard to teachers indicators amongst all the 35 states. However, both at Primary and Upper Primary levels, Chandigarh, Dadra and Nagar Haveli, Daman and Diu and Lakshadweep are respectively at 1st, 7th. 6th and 5th positions which is quite similar to the ranking in the previous year.

Further, it is observed that the ranking of smaller states, except Dadra and Nagar Haveli, both in case of Primary and Upper Primary levels, is very high with regard to teachers indicators analysed amongst 35 states. Chandigarh UT is ranked first, both at Primary and Upper Primary levels, and Puducherry 4th at Primary and 5th at Upper Primary level of education. Another state from this group, i.e. Lakshadweep, is also ranked high at 6th at Primary and 5th at Upper Primary levels of education. However, all these states are not comfortably placed in other sets of indicators wherein their positions are much lower than the same in case of teacher-based indicators.

Making available schooling facilities, infrastructure and teachers in schools should also be reflected in the outcome indicators. That is why the last set of indicators analysed is the set of outcome indicators. It is noticed to have much lower EDI values than the infrastructure and teachers indicators and it is true for both Primary and Upper Primary levels of education. The highest EDI is observed in case of Puducherry, both at the Primary (EDI,0.663) and Upper Primary (EDI, 0.640) levels of education. It may be observed that Puducherry is not ranked first amongst other sets of indicators (except infrastructure indicators) used in computation of EDI. It is also of interest to note that in most of the states, EDI values are much lower at Upper Primary level than at Primary level, which is just the reverse when other sets of indicators are considered. Infrastructure and teachers indicators are better placed in the Upper Primary level but the same is not true in case of outcome indicators which plays the most important role for achieving the goal of universalisation of elementary education. Unlike in other sets of indicators, most of the smaller states are

Table E3 (B)
Composite Educational Development Index : Smaller States/UTs
Primary and Upper Primary Levels : All Schools & All Managements

State/UT	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2005-06		2006-07		2005-06		2006-07		2005-06		2006-07	
A & N Islands	0.511	6	0.670	4	0.620	6	0.683	4	0.566	6	0.676	4
Chandigarh	0.642	2	0.709	2	0.737	2	0.752	2	0.690	2	0.731	2
D & N Haveli	0.492	7	0.502	7	0.584	7	0.568	7	0.538	7	0.535	7
Daman & Diu	0.536	4	0.601	6	0.648	4	0.660	5	0.592	4	0.631	6
Goa	0.529	5	0.636	5	0.643	5	0.654	6	0.586	5	0.645	5
Lakshadweep	0.635	3	0.672	3	0.664	3	0.713	3	0.650	3	0.692	3
Puducherry	0.651	1	0.761	1	0.748	1	0.780	1	0.700	1	0.771	1

not placed within the first 10 states at Primary level so far as this set of indicators is concerned. However, Puducherry is placed 7th amongst the 35 states with regard to outcome indicators at Upper Primary level and 4th at Primary level. The 2nd ranked state at Primary level is Andaman & Nicobar Islands but the state is ranked 6th at Upper Primary level (EDI, 0.520). The EDI in case of Daman & Diu at Primary level (EDI, 0.441) and that of Goa (EDI, 0.330) at Upper Primary level are much lower than the same in case of Puducherry which is ranked first with regard to outcome indicators both in case of Primary and Upper Primary levels. Incidentally, Daman and Diu is one of the lowest ranked states with regard to outcome indicators at Primary level (rank 31).

Major States

As mentioned above, that the seven states of the north-eastern region and seven other smaller states have been clubbed in two separate groups, and the remaining 21 states, including the national capital of Delhi, have been grouped under major states. Except Delhi, all the other states in the group have experience of initiating major programmes like the District Primary Education Programme (DPEP).

"So far as the composite Primary and Upper Primary EDI amongst 21 major states is concerned, the top five ranking states are Kerala, Delhi, Tamil Nadu, Himachal Pradesh and Karnataka; it is almost similar to the rankings in the previous year"

So far as the composite Primary and Upper Primary education EDI amongst 21 major states is concerned, the top five ranking states are Kerala (EDI, 0.772), Delhi (EDI, 0.757), Tamil Nadu (EDI, 0.741), Himachal Pradesh (EDI, 0.707) and Karnataka (EDI, 0.680); it is almost similar to the rankings in the previous year. Kerala and Delhi maintained their first and second positions but Karnataka conceded its fourth position (EDI, 0.680) to Himachal Pradesh (EDI, 0.707). However, Karnataka's EDI value (0.680) in 2006-07 is slightly higher than the same in the previous year (0.674). These states also have almost similar rankings both in case of Primary and Upper Primary levels of education. However, Tamil Nadu at Primary level conceded its second position to Kerala, and Karnataka its fourth position at Upper Primary level to Himachal Pradesh. EDI at Primary level in case of Tamil Nadu is higher in 2006-07 (0.724) than the same in 2005-06 (0.672). These states are generally seen as educationally advanced states. It may be noted that no major difference is found in composite EDI in case of first three states and also between fourth and fifth ranked states. However, irrespective of an educational level, the difference in EDI values between the highest and lowest ranked states is significant, showing that states are at different levels of educational development. This is also true for all the four sets of indicators used in computing EDI.

On the other hand, Bihar and Jharkhand are ranked 35 and 34 in case of composite primary and upper primary levels of education with an EDI as low as 0.321 and 0.381 respectively which is much lower than that of the top ranked states. Both states have lower EDI values in 2006-07 than the same in 2005-06 which is true for both primary, upper primary and composite primary and upper primary levels of education (barring upper primary in Bihar). In the overall ranking, West Bengal and Arunachal Pradesh are placed 33rd and 32nd respectively in case of composite EDI at primary and upper primary levels which is quite similar to their positions in 2005-06.

Like smaller states and states from the north-eastern region, all these five states have higher EDI values at Upper Primary than at Primary level of education. For example, EDIs in case of Kerala are 0.756 at Primary and 0.788 at Upper Primary levels compared to 0.767 and 0.747 respectively in case of Delhi. Almost similar EDI values are obtained in case of the remaining three states. Gujarat (0.677), Maharashtra (0.677), Andhra Pradesh (0.670) and Punjab (0.654), closely follow the first five ranked states (Table E4) in case of composite Primary and Upper Primary levels of education.

The individual EDI values in case of each of these states in four sets of indicators have also been analysed critically. First, index in case of access indicators is discussed which reveals that none of the top five ranked states maintained their respective positions at Primary level, which is also true for Upper Primary level of

education. Himachal Pradesh improved its position from fourth to third at Primary and maintained its 4th rank at Upper Primary level. The top ranked Kerala lost its position to Chhattisgarh at Primary level and to Gujarat at Upper Primary level. Needless to mention that Gujarat state has achieved the goal of universal access and does not need more schools to open. The indices in case of Himachal Pradesh with regard to access indicators are as high as 0.595 at Primary level and 0.681 at Upper Primary level. Like other groups of states, EDI of major

Table E4 (A)
Indices & Ranking at Primary/Upper Primary Level : Major States
All Managements : All Schools, 2006-07

State	Access Index				Infrastructure Index				Teachers Index			
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank
Andhra Pradesh	0.610	2	0.567	14	0.604	13	0.773	9	0.681	8	0.823	4
Assam	0.593	4	0.521	17	0.302	20	0.425	20	0.402	17	0.614	13
Bihar	0.437	19	0.495	19	0.260	21	0.237	21	0.241	21	0.400	18
Chhattisgarh	0.624	1	0.607	12	0.483	18	0.570	17	0.491	14	0.481	16
Delhi	0.520	11	0.689	3	0.909	1	0.916	1	0.888	2	0.932	1
Gujarat	0.530	9	0.770	1	0.711	8	0.742	13	0.701	4	0.723	10
Haryana	0.483	17	0.648	7	0.801	4	0.871	4	0.587	11	0.640	12
Himachal Pradesh	0.595	3	0.681	4	0.679	9	0.791	8	0.698	6	0.783	5
Jammu & Kashmir	0.580	6	0.664	5	0.526	16	0.671	14	0.697	7	0.781	6
Jharkhand	0.435	20	0.347	20	0.306	19	0.429	19	0.303	20	0.503	15
Karnataka	0.537	8	0.694	2	0.677	10	0.757	12	0.670	9	0.731	9
Kerala	0.326	21	0.609	11	0.866	3	0.909	2	0.898	1	0.902	2
Madhya Pradesh	0.593	5	0.590	13	0.540	15	0.581	15	0.355	19	0.380	19
Maharashtra	0.503	14	0.660	6	0.660	11	0.767	10	0.700	5	0.739	7
Orissa	0.511	13	0.537	16	0.575	14	0.574	16	0.539	13	0.338	20
Punjab	0.526	10	0.639	8	0.887	2	0.907	3	0.615	10	0.738	8
Rajasthan	0.487	16	0.616	10	0.643	12	0.765	11	0.463	16	0.674	11
Tamil Nadu	0.501	15	0.538	15	0.771	5	0.829	6	0.763	3	0.863	3
Uttar Pradesh	0.450	18	0.499	18	0.741	7	0.830	5	0.378	18	0.229	21
Uttarakhand	0.572	7	0.623	9	0.759	6	0.808	7	0.568	12	0.453	17
West Bengal	0.513	12	0.290	21	0.497	17	0.511	18	0.476	15	0.536	14

Continued.....

is ranked 5th (EDI, 0.655) at Primary level amongst 21 major states but it is ranked at 11th, if all the 35 states are considered. The respective indices in case of Kerala are as low as 0.326 (rank 21) at Primary and 0.609 (rank 11) at Upper primary level. Despite Kerala having been doing well in all other sets of indicators, the state is not well placed with regard to access indicators. May be the states in case of access indicators is far below than that of the other sets of indicators which is true for Primary as well as Upper Primary levels of education.

So far as infrastructure indicators are concerned, except Delhi, none of the other first five ranked states could maintain their respective positions. Delhi in fact

has improved its overall position from 2nd to 1st with respect to infrastructure index which is true both for Primary (EDI, 0.909) and Upper Primary (EDI, 0.916) levels of education. Higher infrastructure index indicates that most of the schools in Delhi have got drinking water, common toilets and girls' toilet facility, which is not true for other four states. It may be recalled that Himachal Pradesh has very high ranking with respect to access indicators but the same is not true for infrastructure index. The state ranked 9th at Primary level (EDI, 0.679) and 8th at Upper Primary level (EDI, 0.791) in this aspect. Punjab with an overall rank of 9th (composite Primary and Upper Primary) is placed 2nd (EDI, 0.887) at Primary level and 3rd at Upper Primary level (EDI, 0.907) with regard to infrastructure indicators. By and large, Tamil Nadu could also maintain its overall rank regarding infrastructure indicators, that is, it is ranked 5th (EDI, 0.771) at Primary level and 6th (EDI, 0.829) at Upper Primary level, compared to its overall 3rd rank (EDI, 0.741). Further, infrastructure index reveals that by and large, it is higher in case of Upper Primary level compared to Primary level. The same was also observed in case of smaller states and states in the north-eastern region.

The next sets of indicators that have been discussed fall under the category of teachers and outcome

Table E4 (A)
Indices & Ranking at Primary/Upper Primary Level : Major States
All Managements : All Schools, 2006-07

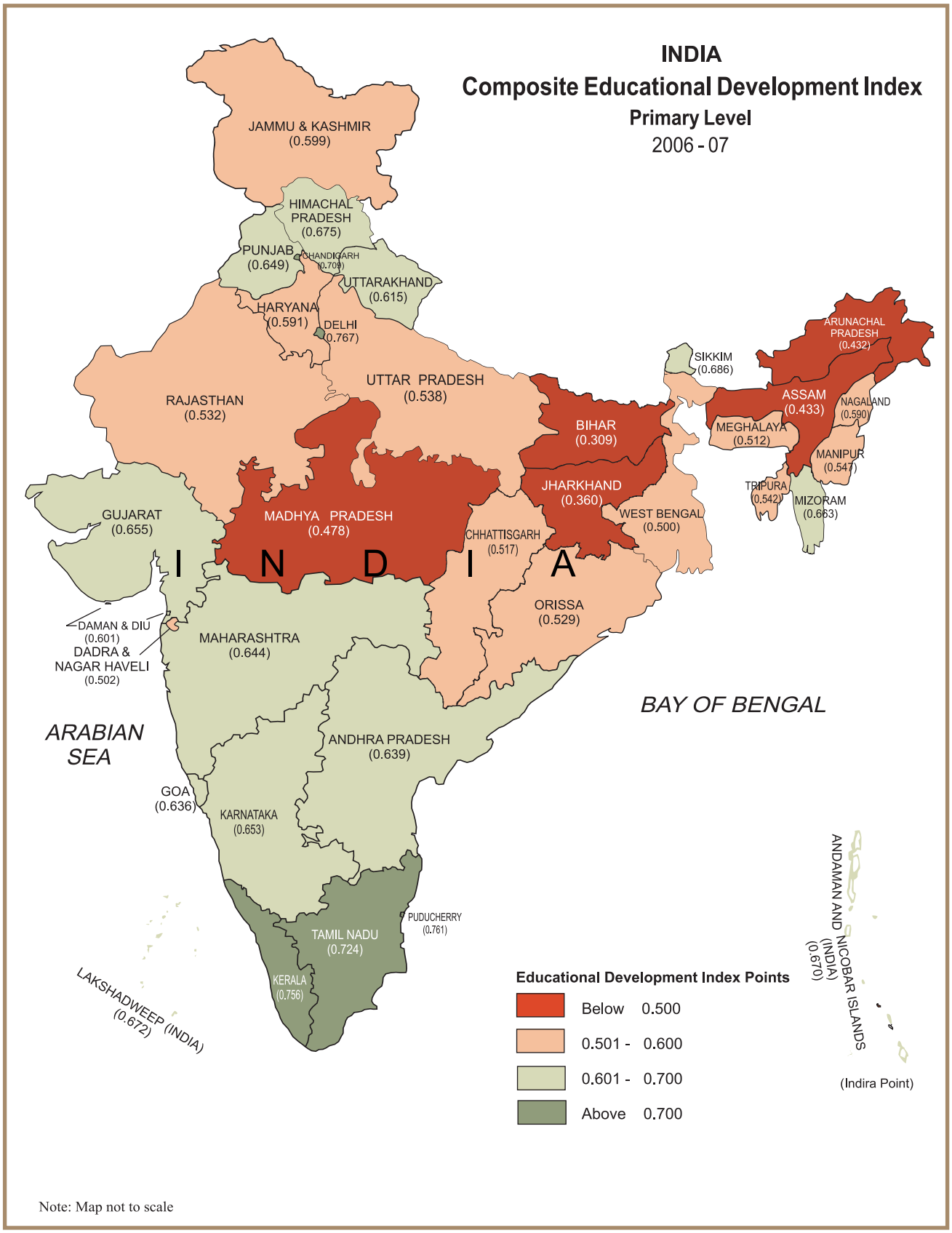
State	Outcome Index				EDI					
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Composite (Primary & Upper Primary)	Rank
Andhra Pradesh	0.646	5	0.609	7	0.639	9	0.700	7	0.670	8
Assam	0.557	10	0.533	10	0.433	19	0.521	15	0.477	18
Bihar	0.388	20	0.228	21	0.309	21	0.334	21	0.321	21
Chhattisgarh	0.539	11	0.448	12	0.517	16	0.526	14	0.521	15
Delhi	0.564	9	0.409	14	0.767	1	0.747	3	0.757	2
Gujarat	0.593	7	0.560	8	0.655	5	0.699	8	0.677	6
Haryana	0.385	21	0.335	16	0.591	12	0.632	12	0.612	12
Himachal Pradesh	0.683	2	0.684	3	0.675	4	0.739	4	0.707	4
Jammu & Kashmir	0.577	8	0.547	9	0.599	11	0.667	9	0.633	10
Jharkhand	0.460	18	0.316	18	0.360	20	0.402	20	0.381	20
Karnataka	0.662	4	0.638	6	0.653	6	0.708	6	0.680	5
Kerala	0.665	3	0.693	2	0.756	2	0.788	1	0.772	1
Madhya Pradesh	0.492	16	0.384	15	0.478	18	0.483	17	0.481	17
Maharashtra	0.629	6	0.659	5	0.644	8	0.710	5	0.677	7
Orissa	0.467	17	0.326	17	0.529	15	0.445	18	0.487	16
Punjab	0.453	19	0.308	19	0.649	7	0.659	10	0.654	9
Rajasthan	0.502	15	0.448	13	0.532	14	0.632	13	0.582	13
Tamil Nadu	0.735	1	0.763	1	0.724	3	0.757	2	0.741	3
Uttar Pradesh	0.528	12	0.464	11	0.538	13	0.514	16	0.526	14
Uttarakhand	0.513	14	0.673	4	0.615	10	0.643	11	0.629	11
West Bengal	0.527	13	0.295	20	0.500	17	0.416	19	0.458	19

indicators. Delhi and Tamil Nadu maintained their high rankings with regard to teachers' index at Primary level which is also true for Upper Primary level of education. However, Kerala slipped to 2nd position. But the same is not true in case of Himachal Pradesh and Karnataka, both for Primary and Upper Primary levels of education. Kerala with EDI of 0.898 and 0.902 at the Primary and Upper Primary levels is respectively ranked 1st and 2nd so far as teachers' index is concerned. Kerala is followed by Delhi (EDI, 0.888; rank 2nd) and Tamil Nadu (EDI, 0.763; rank 3rd) at the Primary level. The rank of Karnataka, with an overall 5th rank, is 9th in case of teachers' index both at the Primary and Upper Primary levels. On the other hand, 4th ranked Himachal Pradesh is 6th (EDI, 0.698) at Primary level and 5th (EDI, 0.783) at Upper Primary level with regard to teachers' index.

Further, it is observed that in most of the 21 major states, teachers' index is observed to be higher for Upper Primary level compared to Primary level. However, the same is not true for outcome index, consisting of GER, examination results, GPI, dropout and repetition rates, etc. Tamil Nadu replaced Kerala and Delhi both at Primary (EDI, 0.735) and Upper Primary (EDI, 0.763) levels in this set of indicators.

Table E4 (B)
Composite Educational Development Index
Primary and Upper Primary Level : Major States
All Schools : All Managements

State	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2005-06		2006-07		2005-06		2006-07		2005-06		2006-07	
Andhra Pradesh	0.604	6	0.639	9	0.705	6	0.700	7	0.654	6	0.670	8
Assam	0.454	18	0.433	19	0.525	15	0.521	15	0.490	17	0.477	18
Bihar	0.335	21	0.309	21	0.319	21	0.334	21	0.327	21	0.321	21
Chhattisgarh	0.557	11	0.517	16	0.561	14	0.526	14	0.559	13	0.521	15
Delhi	0.688	1	0.767	1	0.725	3	0.747	3	0.707	2	0.757	2
Gujarat	0.595	7	0.655	5	0.666	8	0.699	8	0.630	8	0.677	6
Haryana	0.521	15	0.591	12	0.591	13	0.632	12	0.556	14	0.612	12
Himachal Pradesh	0.630	4	0.675	4	0.707	5	0.739	4	0.668	5	0.707	4
Jammu & Kashmir	0.556	12	0.599	11	0.639	10	0.667	9	0.597	11	0.633	10
Jharkhand	0.428	20	0.360	20	0.441	20	0.402	20	0.435	20	0.381	20
Karnataka	0.627	5	0.653	6	0.720	4	0.708	6	0.674	4	0.680	5
Kerala	0.660	3	0.756	2	0.755	1	0.788	1	0.708	1	0.772	1
Madhya Pradesh	0.514	16	0.478	18	0.509	16	0.483	17	0.512	16	0.481	17
Maharashtra	0.593	8	0.644	8	0.677	7	0.710	5	0.635	7	0.677	7
Orissa	0.522	14	0.529	15	0.502	17	0.445	18	0.512	15	0.487	16
Punjab	0.568	10	0.649	7	0.648	9	0.659	10	0.608	9	0.654	9
Rajasthan	0.540	13	0.532	14	0.626	12	0.632	13	0.583	12	0.582	13
Tamil Nadu	0.672	2	0.724	3	0.730	2	0.757	2	0.701	3	0.741	3
Uttar Pradesh	0.482	17	0.538	13	0.482	18	0.514	16	0.482	18	0.526	14
Uttarakhand	0.575	9	0.615	10	0.635	11	0.643	11	0.605	10	0.629	11
West Bengal	0.454	19	0.500	17	0.480	10	0.416	19	0.467	19	0.458	19


INDIA
Composite Educational Development Index
Primary Level
2006 - 07
JAMMU & KASHMIR (0.599)
HIMACHAL PRADESH (0.675)
PUNJAB (0.649)
CHANDIGARH (0.709)
UTTARAKHAND (0.615)
HARYANA (0.591)
DELHI (0.767)
RAJASTHAN (0.532)
UTTAR PRADESH (0.538)
BIHAR (0.309)
SIKKIM (0.686)
ARUNACHAL PRADESH (0.432)
ASSAM (0.433)
NAGALAND (0.590)
MEGHALAYA (0.512)
MANIPUR (0.547)
TRIPURA (0.542)
MIZORAM (0.663)
JHARKHAND (0.360)
WEST BENGAL (0.500)
GUJARAT (0.655)
MADHYA PRADESH (0.478)
CHHATTISGARH (0.517)
I N D I A
ORISSA (0.529)
DAMAN & DIU (0.601)
DADRA & NAGAR HAVELI (0.502)
MAHARASHTRA (0.644)
BAY OF BENGAL
ARABIAN SEA
ANDHRA PRADESH (0.639)
GOA (0.636)
KARNATAKA (0.653)
PUDUCHERRY (0.761)
TAMIL NADU (0.724)
KERALA (0.756)
LAKSHADWEEP (INDIA) (0.672)
ANDAMAN AND NICOBAR ISLANDS (INDIA) (0.670)
(Indira Point)
Educational Development Index Points
Below 0.500
0.501 - 0.600
0.601 - 0.700
Above 0.700
Note: Map not to scale

Map 5.1

Next to Tamil Nadu are Himachal Pradesh at Primary (EDI, 0.683) and Kerala (EDI, 0.693) at Upper Primary levels. Karnataka is ranked 4th (EDI, 0.662) with regard to outcome index at Primary level, 6th with EDI values of 0.653 and 0.708 respectively at Primary and Upper Primary levels amongst the 21 states considered. But it's overall position in case of composite index is 5th with EDI 0.680.

The analysis of EDI clearly reveals that different states are at different levels of educational development in general, and Primary and Upper Primary levels of education in particular. A few states with high EDI values are termed better than the rest of the states but still they may not be well placed with regard to all the four sets of indicators used in computation of EDI. Even if a state is ranked first, still it may need further improvement for which individual EDI value should be critically analyzed. In addition, there is also need to analyse each indicator separately and identify states that need improvement. For instance, Bihar (21), Jharkhand (20), West Bengal (19), Assam (18), Madhya Pradesh (17) and Orissa (16), are a few low ranking states on composite Primary and Upper Primary levels which is also almost true separately for Primary and Upper Primary levels. The composite rank of Bihar and Jharkhand amongst 21 major states remained the same both in 2005-06 and 2006-07 whereas West Bengal slipped to 19th position from 18th in 2005-06. Among the 35 States and UTs, overall ranking of Bihar, Jharkhand and West Bengal is 35, 34 and 33 respectively, all of which are traditionally seen as educationally backward states. Irrespective of sets of indicators, the rank of Bihar varies between 18 to 21 among the 21 major states considered in analysis under major group of states.

A careful analysis would reveal that in a state like Bihar, more than 91 pupils are made to sit in one classroom imparting elementary education. At the same time, pupil-teacher ratio in Bihar is very high (64 pupils per teacher), and in a good number of schools (17.17 percent) PTR is above 100. This is also true for another educationally backward state, namely Jharkhand. The student-classroom ratio in Jharkhand is as high as 65:1. There are still 17.30 percent single-teacher schools across the state. On the other hand, in a state like West Bengal, the ratio of Primary to Upper Primary schools/sections is above 5; it is the only state in the county to have the ratio above 5, meaning availability of an Upper Primary school/section per set of 5 Primary schools/sections. In many of these educationally backwards states, enrolment is noticed to be on rise but at the same time a good number of pupils drop out and those who continue do not reach terminal grade. Bihar also has low percentage of girls both at Primary (45.89 percent) and Upper Primary (41.66 percent) levels. In Bihar, average repetition rate is as high as 11.13 percent and dropout rate as high as 9.34 percent in Primary classes compared to 8.09 percent drop out rate in Jharkhand. On the other hand, retention rate at Primary level in Bihar is around 44 percent. Over time, transition rate has improved but still a good number of pupils drop out from the system before the completion of an educational level and those who continue do not necessarily attain education that can be called satisfactory. All districts together reveal that only 44.96 percent boys and 45.12 percent girls pass with 60 percent and above marks in the terminal Grade IV/V, suggesting the need for careful identification of problems. DISE database can be used to identify all such locations and schools which need immediate attention.

> "To improve their overall position, the states should compute district-specific EDIs and should analyse EDI values separately in case of access, infrastructure, teachers and outcome indicators"

Concluding Observations

Based upon the composite EDI at primary level, states can be grouped into four clusters: Cluster I: EDI up to 0.50, Cluster II: 0.51 to 0.60, Cluster III: 0.61 to 0.70 and Cluster IV: 0.71 and above. Five states have found place in the first cluster having EDI value up to 0.50; the states are Bihar, Jharkhand, Arunachal Pradesh, Assam and Madhya Pradesh. Except Arunachal Pradesh, remaining states are big in size (population) and important for the country to achieve the goal of UEE. On the other hand, 12 states are placed in the second cluster having an EDI value between 0.51 and 0.60. Small as well as major states are placed in this cluster. States like West Bengal, Chhattisgarh, Orissa, Rajasthan, Uttar

Pradesh, Haryana and Jammu and Kashmir are placed in this cluster. On the other hand, smaller states like Dadra and Nagar Haveli, Meghalaya, Tripura, Manipur and Nagaland are also placed in the second cluster with an EDI value between 0.51 to 0.60. All the 17 states from the first and second group need immediate attention. To improve their overall position, the states should compute district-specific EDIs and should analyse EDI values separately in case of access, infrastructure, teachers and outcome indicators. On the other hand, thirteen states are placed in the third cluster with an EDI between 0.61 to 0.70 and only 5 in the fourth cluster having an EDI between 0.71 to 0.77. Even the five top ranking states are not perfect in case of all the four sets of indicators as reflected in individual EDI values. The states are Delhi, Puducherry, Kerala, Tamil Nadu and Chandigarh. EDI in this group varies from 0.709 in Chandigarh to 0.767 in Delhi. Uttarakhand, Andhra Pradesh, Maharashtra, Punjab, Karnataka, Gujarat and Himachal Pradesh are placed in the third cluster with an EDI between 0.61 to 0.70. All the states including the top ranking states should analyse all the indicators used in EDI computation district-wise, and within a district, block-wise which should definitely be followed by adopting appropriate strategies without which neither their overall ranking nor status of universal elementary education in the state are expected to improve. Variables found to have higher weightage than others should be accorded the top most priority while adopting strategies in the year that follows. Some of such variables are:

"Even the five top ranking states are not perfect in case of all the four sets of indicators as reflected in individual EDI values. The states are Delhi, Puducherry, Kerala, Tamil Nadu and Chandigarh."

Primary Level : Percentage of schools without drinking water facility, percentage of schools with common toilet, percentage of female teachers, pupil-teacher ratio, percentage of schools with PTR above 60, percentage of teachers without professional qualification, GER, dropout rate, and students passing with 60 percent and above marks in Grade IV/V; and

Upper Primary Level : Ratio of primary to upper primary schools/sections, student-classroom ratio, schools with SCR 60 and above, percentage of schools with girls' toilet, percentage of female teachers, percentage of single-teacher schools, schools with less than 3 teachers, GER and students passing with 60 percent and above marks in Grade VII/VIII.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