

Teacher-Related Indicators

Introduction

Apart from information on school and enrolment indicators, a good amount of information on teachers is also collected under DISE. Comprehensive profiles of more than 4.7 million teachers is being maintained under DISE. This rich set of information could well be useful in developing teacher education plans by SCERT and DIET faculty across the country who may be its potential users.

The following set of data and indicators with respect to teachers have been available for analysis both at the state level and as average of 604 districts. Wherever necessary, indicators are also presented and analysed by school category. If needed, the same can also be obtained at disaggregated levels, such as school, cluster, block, district, state and national level. In most of the cases, besides gender-wise distribution of teachers, comprehensive information about *para*-teachers is also made available 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 such variables as state-wise 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 that follow. Among various variables, the following deserve special attention and treatment:

- ◆ Number of teachers by school category;
- ◆ Distribution of teachers by school category;
- ◆ Age and sex distribution of teachers;
- ◆ Teachers profile by caste;
- ◆ Professional & educational qualifications;
- ◆ Number of teachers provided in-service training;
- ◆ Pupil-teacher ratio;
- ◆ Average number of teachers by school category;
- ◆ Distribution of female teachers;
- ◆ Types of teachers;
- ◆ *Para*-teachers: number, academic and professional qualifications;
- ◆ Average number of *para*-teachers by school category; and
- ◆ Average number of days engaged in non-teaching assignments.

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 2002-03 to 2005-06 is observed which is

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true in case of most of the States & UTs covered under DISE. Number of teachers distributed by school category in 2005-06 suggests that about 4.69 million (against 4.17 million in 2004-05 and 3.67 million in 2003-04) teachers are engaged in teaching in schools imparting elementary

In absolute terms, the number of Primary teachers increased from 1.59 million in 2002-03 to 2.06 million in 2005-06, but 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

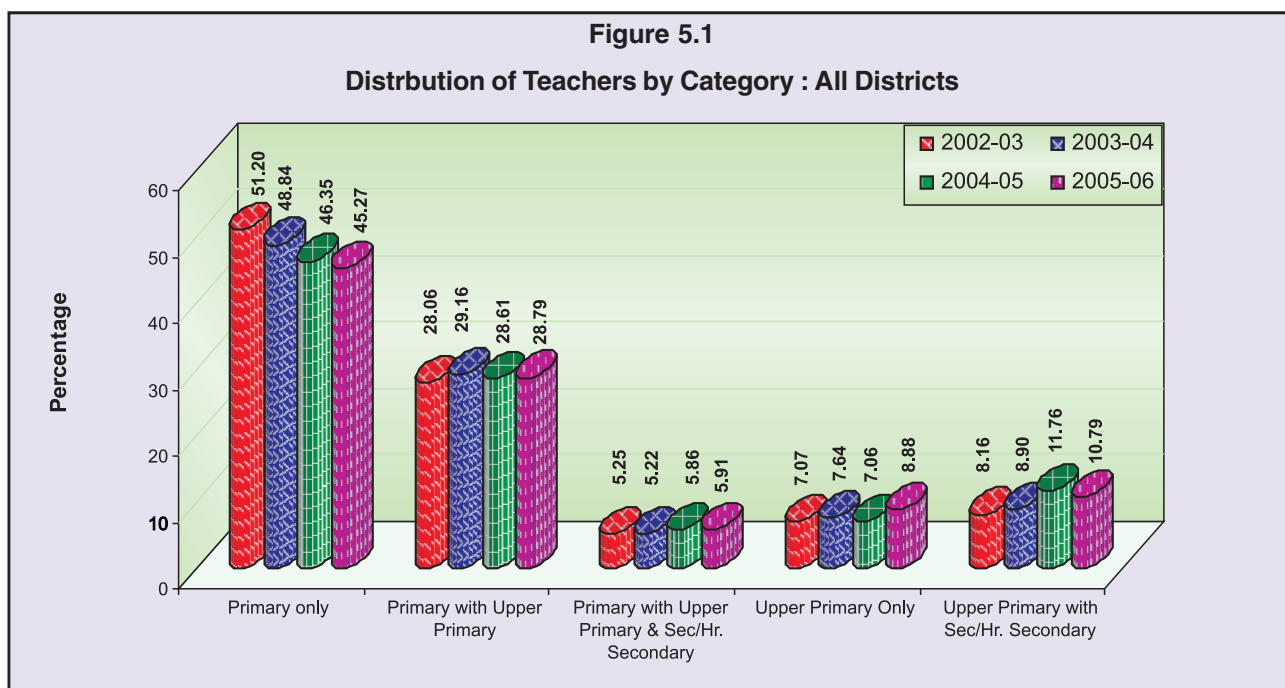


Table E1
Distribution of Teachers by School Category : 2002-03 to 2005-06

Year	School Category						No Response	Total Teachers
	Number of Districts	Primary Only	Primary with Upper Primary	Primary with Upper Primary & Secondary/ Hr. Secondary	Upper Primary Only	Upper Primary & Secondary/ Hr. Secondary		
	Number of Teachers							
2002-03	461	1587298	873222	178449	219553	293112	11532	31,63,166
2003-04	539	1674591	999855	179107	261856	304999	238803	36,67,637
2004-05	581	1854473	1144835	234576	282517	470702	170945	41,72,287
2005-06	604	2063342	1317058	270229	402161	491491	120279	46,90,176

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

education in the country. About 78.24 percent teachers are located in rural areas in 87.23 percent of schools.

50.18 percent in 2003-04 to 43.99 percent in 2005-06. Primary schools have more than 2.06 million (against 1.85 million in 2004-05) of the total 4.69

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million teachers. About 86 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 (28.79 percent/1,31,7058 teachers). The percentage of teachers in such schools in rural and urban areas is 28.09 and 31.44 respectively (Tables E1 and E2) which is quite similar to their respective percentages in the previous year 2004-05. In other types of schools, the percentage varies between 5.91 in integrated Higher Secondary schools to 10.79 (4,91,491 teachers) in Upper Primary attached to Secondary & Higher Secondary schools. Independent Upper Primary schools reported 4,02,161 teachers which is 8.88 percent of total teachers.

Obviously, because of the state size, the highest number of teachers is in Uttar Pradesh (0.53 million), that is, 11.24 percent of the total teachers in the country. On the other hand, among major states, Himachal Pradesh (52,778; 1.23 percent) and Uttarakhand (51,507; 1.10 percent) have the least number of teachers. Delhi reported 64,284 teachers which is 1.38 percent of the total teachers imparting elementary education. The total number of teachers in Delhi is more than the same in a number of other big states. Barring Manipur, all other five newly covered states reported only a few teachers. Manipur has 21,920 teachers which is 0.47 percent of the total teachers imparting elementary education across 604 districts covered under DISE in 2005-06.

Uttar Pradesh also has the highest number of teachers in Primary schools (0.38 million), which is 18.46 percent of the total Primary teachers in the country. Daman and Diu has the least number of teachers in Primary

“Number of Primary teachers increased from 1.59 million in 2002-03 to 2.06 million in 2005-06”

schools (170) in 2005-06, while Delhi has 18,567 (0.90 percent) teachers. Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and West Bengal also reported a large number of

Primary school teachers matching their respective sizes. All the north-eastern states reported small number of Primary school teachers.

The total number of teachers cannot provide any information about the availability of teachers in an individual school type unless the same is linked to the total number of schools in a school category. For this purpose, average number of teachers by school category is presented and briefly analysed (Table E3).

Average Number of Teachers

The average number of teachers in a school imparting Elementary education has shown improvement during the period 2002-03 to 2005-06. Such schools/sections have had more teachers in 2005-06 than in the previous year which is true for all school types. By and large, this is also true for rural and urban areas, barring integrated Higher Secondary schools which had less number of teachers in 2005-06 than in the previous year. The all-India average of all districts reveals that in 2005-06, on an average, there are 4.19 teachers (4.02 teachers in 2004-05) in a school that imparts elementary education. A significant difference is noticed in the availability of teachers in rural areas (3.76 in 2005-06, 3.61

in 2004-05, and 3.58 teachers in 2003-04) and in urban areas (7.40 in 2005-06, 7.25 in 2004-05, and 7.03 teachers in 2003-04. A wide difference is also seen between schools managed by government (3.62 in 2005-06, 3.47 in 2004-05, and 3.43

“Obviously, because of the state size, the highest number of teachers is in Uttar Pradesh (0.53 million), that is, 11.24 percent of the total teachers in the country”

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teachers in 2003-04) and private management schools (7.10 in 2005-06, 7.10 in 2004-05, and 7.23 teachers in 2003-04). Schools in rural areas

government schools (3.62 teachers) is about half of the average in private managed schools (7.10 teachers).

Table E2
Percentage Distribution of Teachers by Category : 2002-03 to 2005-06

School Category	All Areas				Rural Areas				Urban Areas			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	51.20	48.84	46.35	45.27	54.72	52.45	50.08	49.11	35.60	34.48	32.79	30.80
Primary with Upper Primary	28.06	29.16	28.61	28.79	27.01	27.75	27.88	28.09	33.00	34.89	31.58	31.44
Primary with Upper Primary & Secondary/ Hr. Secondary	5.25	5.22	5.86	5.91	3.22	3.43	3.7	4.11	14.08	12.34	14	12.71
Upper Primary Only	7.07	7.64	7.06	8.88	7.75	8.42	7.9	9.02	4.23	4.52	3.99	8.37
Upper Primary & Secondary/ Hr. Secondary	8.16	8.9	11.76	10.79	7.09	7.74	10.25	9.34	12.89	13.5	17.46	16.26

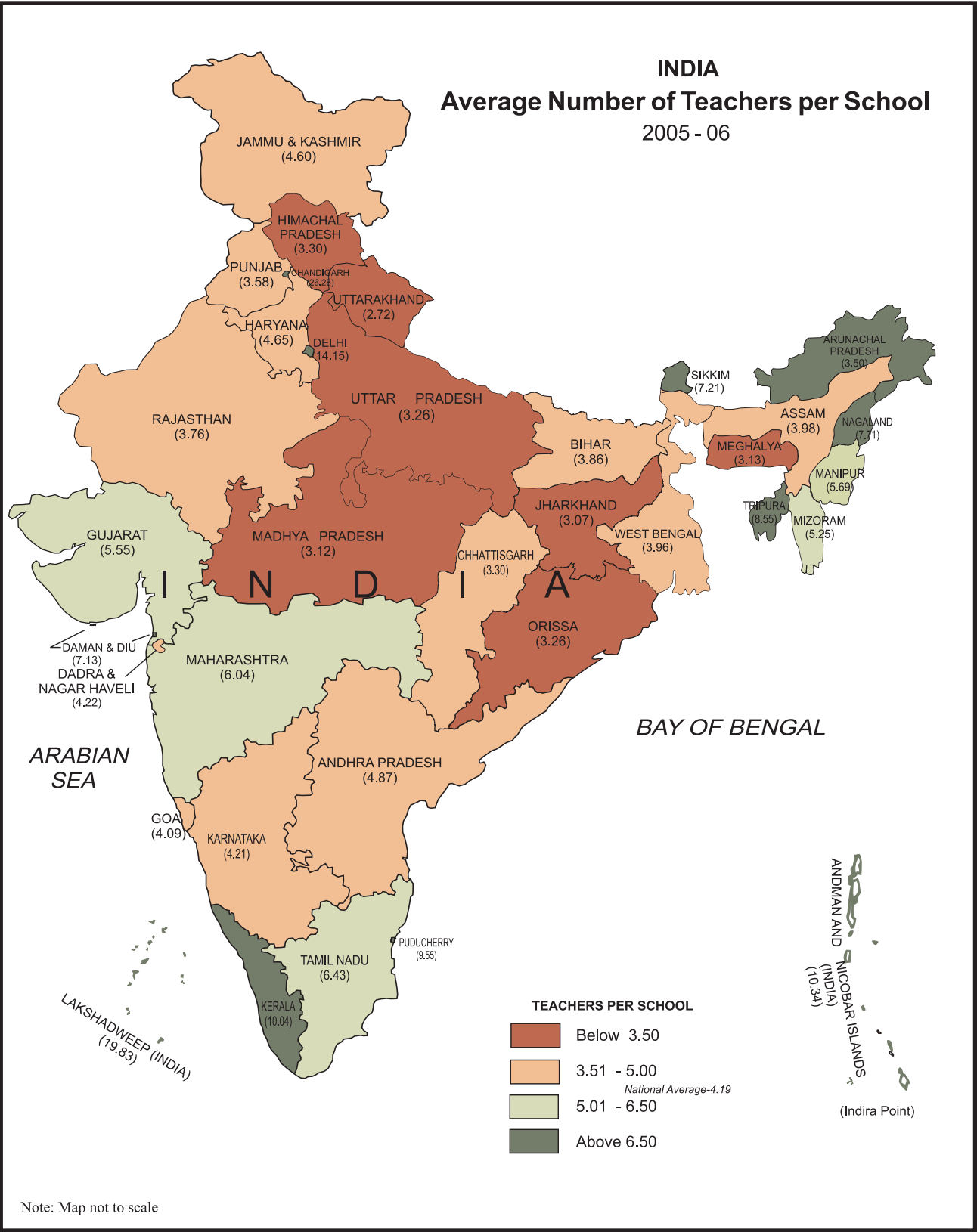
Note: Totals may not add to hundred because of missing values and rounding of figures.

Table E3
Average Number of Teachers by School Category: 2002-03 to 2005-06

School Category	All Areas				Rural Areas				Urban Areas			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	2.64	2.72	2.74	2.84	2.49	2.56	2.56	2.67	4.29	4.47	4.63	4.62
Primary with Upper Primary	6.64	6.79	6.60	6.71	6.21	6.30	6.18	6.33	8.79	8.96	8.55	8.41
Primary with Upper Primary & Secondary/ Hr. Secondary	9.60	10.45	10.92	10.29	8.15	9.24	9.17	8.93	11.68	12.26	13.38	12.49
Upper Primary Only	4.32	4.25	3.99	4.60	4.20	4.11	3.84	4.10	5.62	5.63	5.46	9.14
Upper Primary & Secondary/ Hr. Secondary	8.30	8.84	8.96	9.14	7.63	7.91	7.97	8.04	10.44	11.62	12.06	12.36
All Schools	3.71	3.94	4.02	4.19	3.41	3.58	3.61	3.76	6.61	7.03	7.25	7.40

have fewer teachers than schools in urban areas and the difference is significant. Further, it is noticed that the average number of teachers in

It is interesting to note that barring Uttarakhand (2.84 teachers), all other states reported an average of 3 and more teachers in



Map 5.1

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school that impart Elementary education across the country but the same is not true for all school types. Amongst the states, Delhi has the highest average number of teachers (14.15) and Chhattisgarh and Himachal Pradesh, the lowest average (3.30). Kerala with 10 teachers and Chandigarh with 26 teachers too have a very high average number of teachers

“Barring Uttarakhand all other states reported an average of 3 and more teachers in school that impart Elementary Education”

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 (10.29) followed by Upper Primary attached to Secondary and Higher Secondary schools (9.14), independent Elementary (6.71), and Upper Primary (4.60) schools. However,

Table E4

Average Number of Teachers by Category and Management : 2002-03 to 2005-06

School Category	Percentage							
	All Government Managements				All Private Managements			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	2.47	2.55	2.54	2.63	4.88	4.76	4.76	4.74
Primary with Upper Primary	6.17	6.35	6.16	6.33	8.40	8.45	8.08	7.85
Primary with Upper Primary & Secondary/ Hr. Secondary	7.81	9.18	10.59	10.11	10.89	11.36	11.12	10.41
Upper Primary Only	4.15	4.09	3.81	4.03	5.34	4.93	4.77	6.81
Upper Primary with Secondary & Higher Secondary	7.19	7.46	8.01	7.94	10.34	10.80	10.33	10.67
All Schools	3.24	3.43	3.47	3.62	7.22	7.23	7.10	7.10

compared to 3.86 teachers in Bihar and 6.43 in Tamil Nadu. All the states in the north-eastern region have adequate number of teachers in its schools. States, such as Gujarat (5.55), Maharashtra (6.04), Mizoram (5.25), Nagaland (7.71), Puducherry (9.55), and Sikkim (7.21), have on an average more than 5 teachers. Tamil Nadu reported an average of 6.43 teachers and West Bengal, 3.96 teachers in schools that impart Elementary education.

“The highest number of teachers per school is observed in case of integrated Higher Secondary schools”

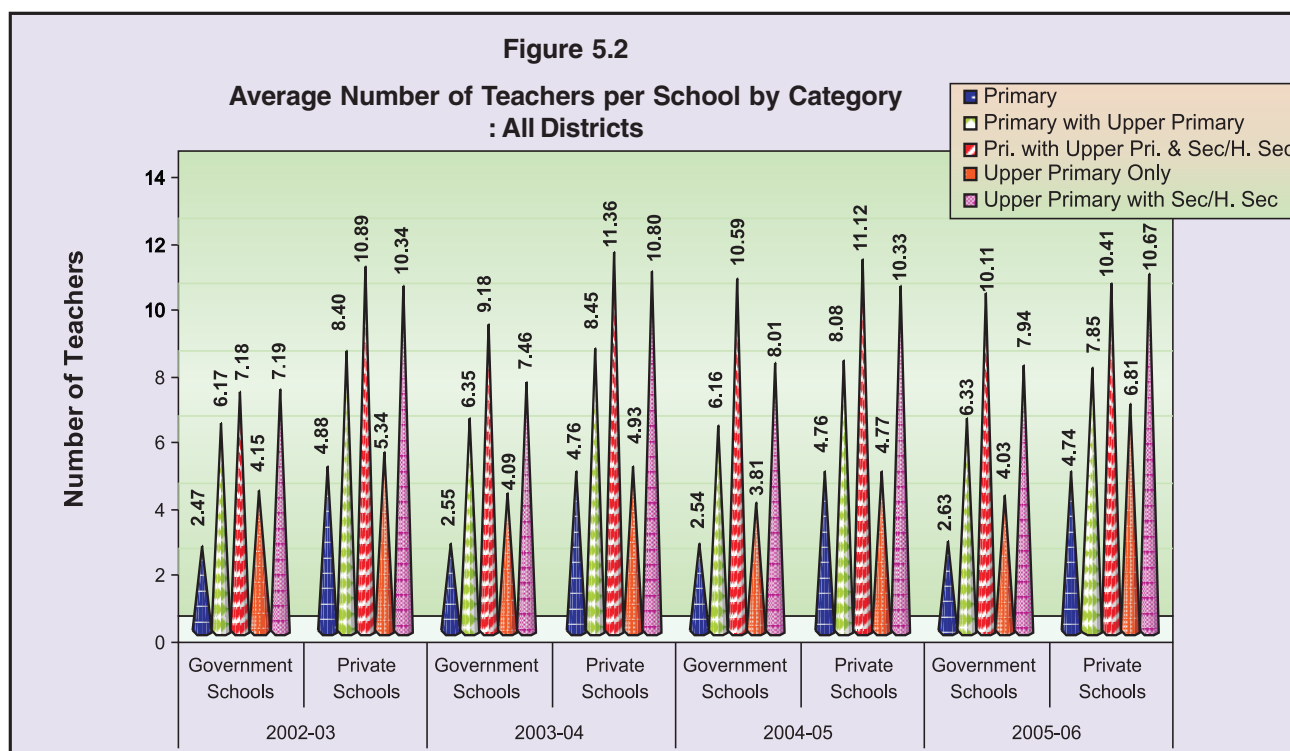
despite improvement, the same is noticed the lowest in case of Primary schools (2.84 teachers) which is quite similar to one in the previous year.

Like teachers in other school types, average number of teachers in Primary schools also has shown an increasing trend during the period from 2002-03 to 2005-06. Primary schools have had an average of 2.84 teachers in 2005-06 against 2.74 teachers per school in 2004-05 and 2.64

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teachers in 2002-03. Schools located in rural areas had an average of 2.67 teachers as compared to 4.62 teachers in schools located in urban areas. All Primary schools managed by government had an average of 2.63 teachers per school compared to 4.74 teachers in private managed schools.

teachers (14.15) 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 is 2.10. All Primary schools in Bihar have had an average of 2.97 teachers compared to 2.18 teachers in Rajasthan. The average is as high as 5.57 in Nagaland, 5.78



Improvement in average number of teachers in Primary schools may be attributed to SSA initiatives. In addition, a few states, such as Bihar, initiated a process of teacher recruitment. 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 Arunachal Pradesh (1.83), all other states have an average of more than 2 teachers per school in their Primary segment. In Kerala, the average per school is as high as 6.35 teachers at this level, and in Chandigarh it is 9.89 and in Delhi 8.85. Lakshadweep also reported a high average number of

in Puducherry, 5.08 in Sikkim and 3.93 in Tripura. West Bengal also reported an average of more than 3 teachers in its Primary schools.

The analysis further reveals that, irrespective of the school type and state, private-managed schools have better average number of teachers per school than government-managed schools. Compared to

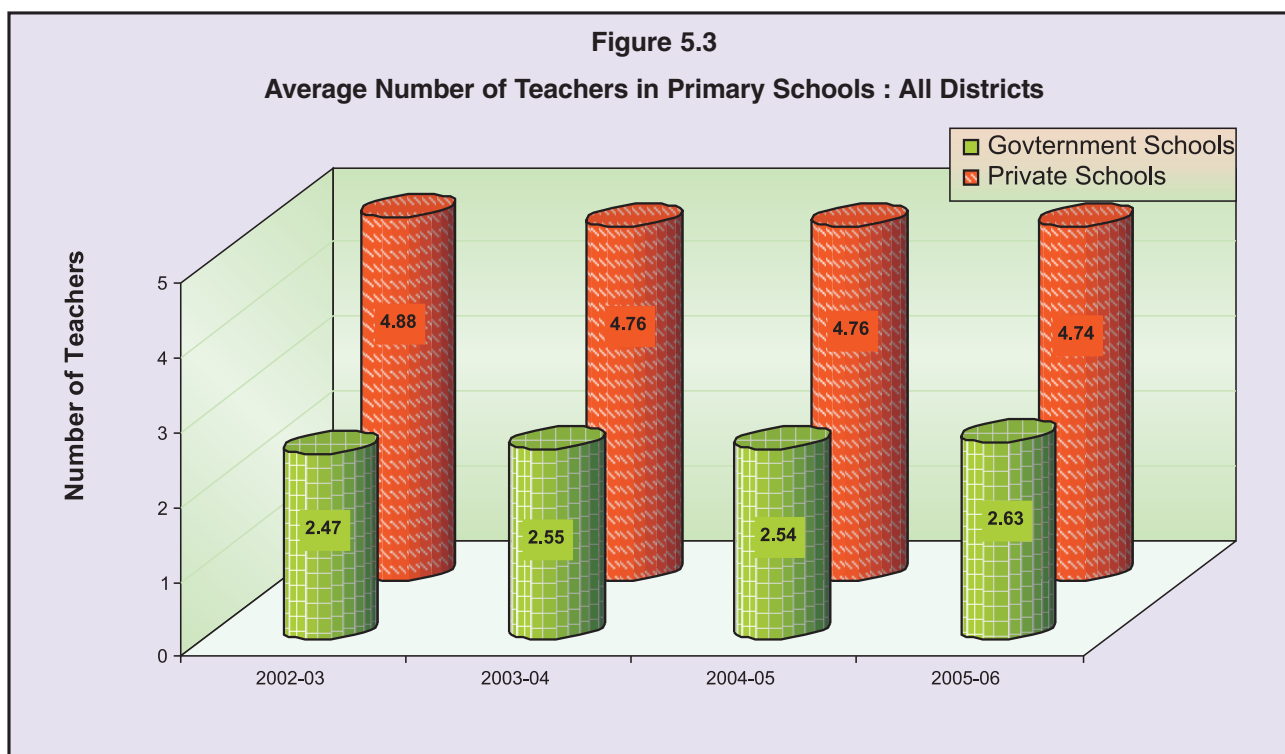
2.63 teachers in government-managed Primary schools, the corresponding number in private-managed schools is as high as 4.74 teachers. In about 19 States & UTs, the average number of teachers in government-managed Primary schools has been lower

“All Primary schools managed by government had an average of 2.63 teachers per school compared to 4.74 teachers in private managed schools”

than even the national average of 2.84 teachers. In the states of Chhattisgarh (2.63), Dadra and Nagar Haveli (2.09 teachers), Goa (2.03 teachers), Himachal Pradesh (2.39 teachers), Jammu & Kashmir (2.34 teachers), Jharkhand (2.09), Karnataka (2.03), Madhya Pradesh (2.18 teachers), Rajasthan (2.00), Uttarakhand (2.06) etc, the

“In 19 States & UTs, the average number of teachers in government-managed Primary schools has been lower than even the national average of 2.84 teachers”

which is the second highest among all the states that reported DISE data in 2005-06. Kerala too has an average of 6.73 teachers in its private managed Primary schools compared to 5.55 in Delhi and 9.60 in Chandigarh. Maharashtra also reported an average of almost 7 teachers in its Primary schools. Arunachal Pradesh which reported a low



average number of teachers is even lower than 2.84 in government managed Primary schools. Except Arunachal Pradesh, Manipur and Meghalaya, all other states from the north-eastern region have higher number of teachers in their Primary schools than the national average. The private managed Primary schools in all the states have had more than two teachers. The same has been significantly high in Rajasthan which has 4.00 teachers in every private-managed Primary school. The average number of teachers in Primary schools in Tripura has been high at 7.00

average of 1.83 teachers, has had an average of 6.04 teachers in case of its private managed Primary schools when only 1.70 percent of schools under government managed reported such an average.

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

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increased. There are about 145 districts across 35 States & UTs that have more than 50 percent female teachers. All schools together have had 40.33 percent (against 39.78 percent in 2004-05) female teachers in 2005-06. Urban areas (64.02 percent in 2005-06) have higher percentage of female teachers than the rural areas (34.00 percent) in 2005-06 compared to 33.12 percent in 2004-05; this is true for all school types. Irrespective of school types, a significant difference is also noticed in case of female

teachers. The percentage of female teachers under such managements is also high in the states of Andaman and Nicobar Islands (71.67 percent), Delhi (77.94 percent), Himachal Pradesh (60.00 percent), Kerala (70.80 percent), Punjab (73.85 percent) and Tamil Nadu (77.30 percent).

Chandigarh also has the high percentage of female teachers (76.03 percent) in case of its government schools compared to 66.80 percent

Table E5

Distribution of Female Teachers by Category : 2002-03 to 2005-06

School Category	All Areas				Rural Areas				Urban Areas			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	34.40	35.96	38.06	39.17	29.95	30.92	32.77	34.31	64.37	66.51	68.21	68.17
Primary with Upper Primary	40.50	42.98	43.20	42.96	33.85	35.75	36.35	36.40	64.43	65.97	65.79	65.01
Primary with Upper Primary & Secondary/ Hr. Secondary	54.60	54.09	58.30	54.39	40.78	40.39	44.25	43.25	68.39	69.32	72.21	67.90
Upper Primary Only	23.60	24.47	25.89	34.05	20.45	21.16	22.59	27.28	49.27	48.94	50.14	61.25
Upper Primary & Secondary/ Hr. Secondary	36.60	36.97	37.76	36.09	28.72	28.79	30.42	28.19	56.54	55.74	53.93	53.01
All Schools	36.60	38.18	39.78	40.33	30.53	31.61	33.12	34.00	63.18	64.40	64.75	64.02

teachers in schools under private and government managements. Compared to 47.72 percent female teachers (47.97 percent in 2004-05) in case of private managements, the corresponding percentage in case of government schools has been low at 35.77 (34.56 in 2004-05) (Tables E5 and E6).

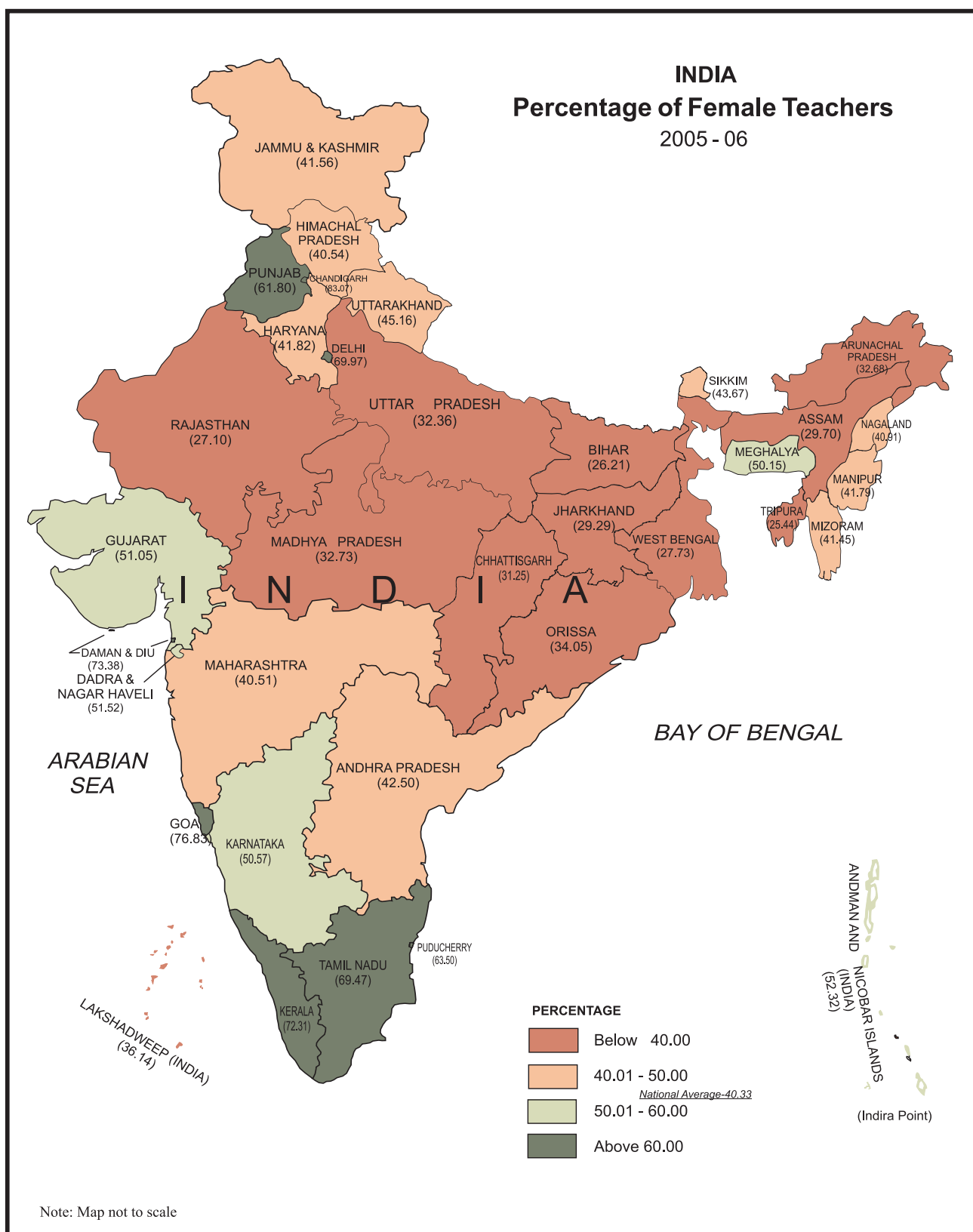
More than 80 percent of the total teachers in private managed (all categories) schools in Chandigarh, Daman and Diu, Goa and Puducherry, have female

“There are about 145 districts across 35 States & UTs that have more than 50 percent female teachers”

in Kerala. The corresponding percentage in case of Delhi has been 58.46. Further, it is noticed that percentage of female teachers in Government managed schools (all category teachers) is higher than the same in case of private managed schools in Assam, Bihar, Maharashtra, Uttar Pradesh etc.

However, the percentage of female teachers in government managed schools in Bihar has been as low as 25.55 compared to 26.56 in West Bengal and 26.89 in Rajasthan, all of which have shown improvement over the

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Map 5.2

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same in 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 (50.90 percent), Punjab (56.60 percent) and Tamil Nadu (61.20 percent) are such states. The percentage of such teachers in private managed schools (Puducherry, 79.72;

“In Higher Secondary schools, female teachers outnumber their male counterparts, as their percentage is as high as 58.30”

Secondary schools, female teachers outnumber their male counterparts, as their percentage is as high as 58.30. The percentage of female teachers in such schools in urban areas is as high as 67.90 compared to 43.25 in rural areas. The percentage of female teachers in Higher Secondary schools under private managements has been 59.72 compared

Table E6

Distribution of Female Teachers by Category and Management : 2002-03 to 2005-06

School Category	Percentage							
	All Government Managements				All Private Managements			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	31.58	32.65	34.31	35.58	55.42	56.33	58.65	57.03
Primary with Upper Primary	36.90	39.42	39.42	39.38	50.69	53.31	52.99	51.64
Primary with Upper Primary & Secondary/ Hr. Secondary	43.41	42.17	46.39	45.97	60.41	60.96	64.94	59.72
Upper Primary Only	21.67	23.00	24.76	28.73	33.41	29.72	29.83	45.95
Upper Primary with Secondary & Higher Secondary	34.07	34.69	36.70	34.26	40.65	39.75	39.10	37.99
All Schools	31.34	34.20	34.56	35.77	44.84	51.26	47.97	47.72

Punjab, 73.85; and Tamil Nadu, 77.30 percent) in these states is much higher than the same in government managed schools.

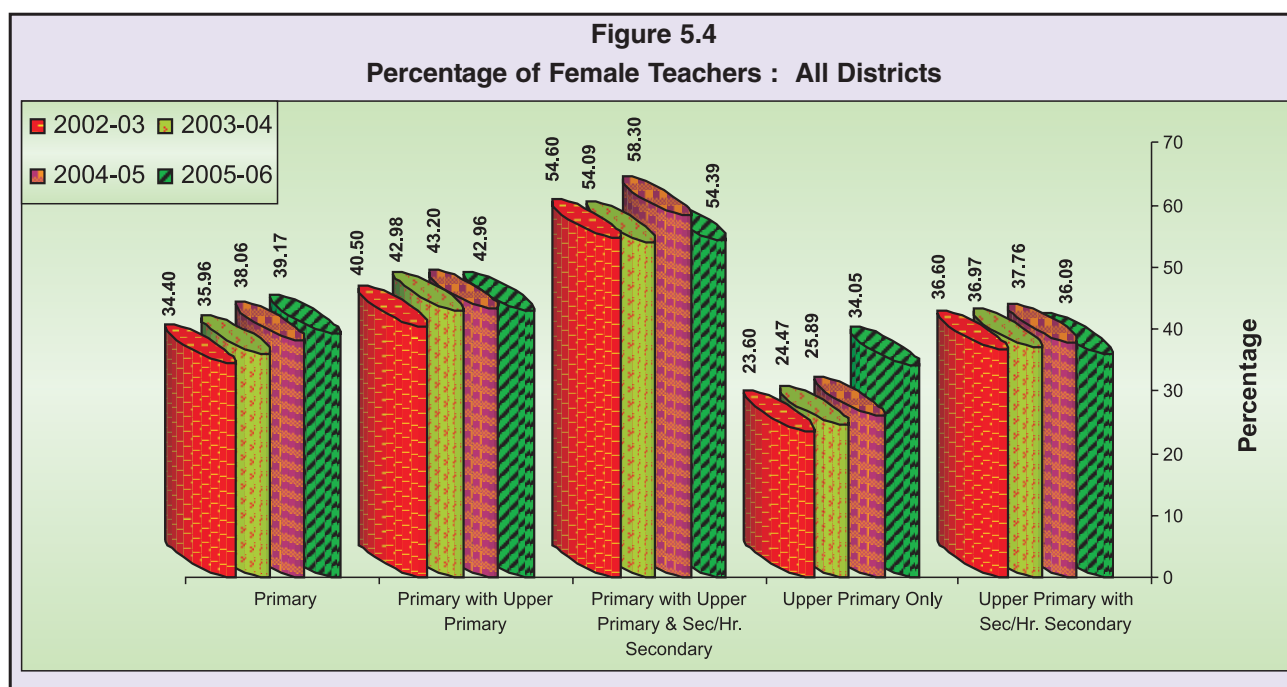
The percentage of female teachers by school category across 35 States and Union Territories reveals that irrespective of the school type, barring integrated Higher Secondary schools, in none of the other school types the percentage of female teachers has been satisfactory. In Higher

“Percentage of female teachers in Higher Secondary schools under private managements has been 59.72 compared to 45.97 in schools managed by government”

to 45.97 in schools managed by government. However, a few states like Arunachal Pradesh (31.56 percent), Bihar (19.49 percent), Jharkhand (31.95 percent), Rajasthan (28.87 percent), Tripura (31.31 percent), Uttar Pradesh (32.75 percent) and West Bengal (33.69 percent), have had a very low percentage of female teachers in this category. On the other hand, in Delhi (78.31 percent), Tamil Nadu (67.77 percent), Karnataka (72.69 percent), Puducherry (78.96

percent) and Kerala (75.62 percent), majority of teachers in integrated Higher Secondary schools are female. North-Eastern states of Meghalaya (70.44 percent) and Mizoram (53.96 percent) also have high percentage of female teachers in such schools. However, it is Chandigarh with the highest percentage of 82.75 Higher Secondary schools having female teachers.

(28.42 percent), Bihar (18.83 percent), Chhattisgarh (25.25 percent), Jharkhand (26.14 percent), Madhya Pradesh (28.73 percent), Rajasthan (25.94 percent), Uttar Pradesh (31.38 percent) and West Bengal (24.99 percent), female teachers are in minority and their number is much lower than their counterpart male teachers.



So far as Primary schools are concerned, more than one out of every three teachers is a female (39.17 percent). In states like Kerala (74.33 percent) and Tamil Nadu (75.30 percent), majority of Primary school teachers are female. Andaman and Nicobar Islands (52.16 percent), Daman and Diu (84.71 percent), Goa (81.59 percent), Chandigarh (80.45 percent), Delhi (69.39 percent), Punjab (64.34 percent), Puducherry (60.45 percent), Uttarakhand (54.89 percent) and Meghalaya (51.04 percent) too have a high percentage of female teachers in its Primary schools. On the other hand, in the states of Arunachal Pradesh

“In Kerala and Tamil Nadu majority of Primary school teachers are female”

In Elementary schools, the percentage of female teachers has been a bit higher than the same in the Primary schools (42.96 percent). On the other hand, the percentage of female teachers in independent Upper Primary schools has been only 34.05 but a few states such as Delhi (51.67 percent), Goa (67.86 percent), Gujarat (55.21 percent), Karnataka (51.94 percent), Kerala (68.89 percent), Puducherry (55.17 percent) and Tamil Nadu (64.27 percent) have more female teachers in such schools than male teachers. Punjab too has a high percentage (49.21) of female teachers in this school category. In Upper Primary attached to Secondary & Higher

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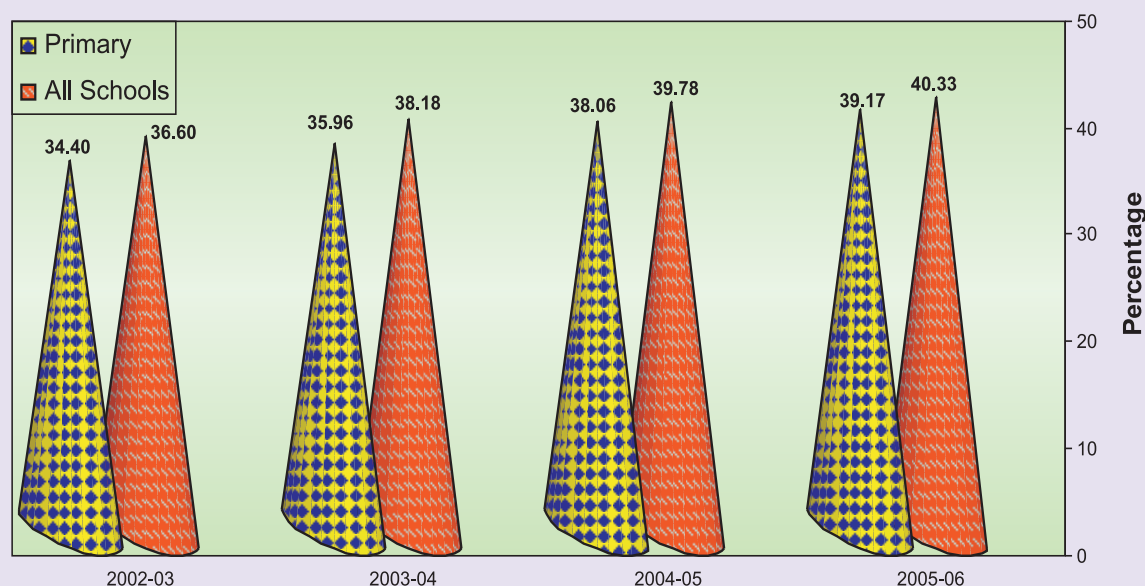
Secondary schools, the percentage of female teachers has been about 36.09. Gujarat (54.15 percent), Karnataka (53.49 percent), Kerala (74.76 percent), Tamil Nadu (66.67 percent), Chandigarh (75.49 percent) and Andaman and Nicobar Islands (51.28 percent) have a very high

“As many as 30.73 percent schools that impart Elementary Education, did not have any female teacher in 2005-06 compared to 33.00 percent such schools in 2004-05”

such schools in urban areas has been low at 10.93 (11.29 in 2004-05) and in rural schools 33.65 (35.72 in 2004-05). About 94 percent of schools without female teachers are located in rural areas. A significant difference is also noticed in case of schools managed by government (32.36

Figure 5.5

Percentage of Female Teachers in Primary & All Schools : All Districts



percentage of female teachers in this category also.

Schools Without Female Teachers

In addition to the percentage of female teachers presented above, percentage of schools with no female teacher has also been analysed, based on schools having two and more teachers. As many as 30.73 percent schools (462 thousand all categories schools), that impart elementary education, did not have any female teacher in 2005-06 compared to 33.00 percent such schools in the previous year 2004-05. The percentage of

percent) and under private managements (23.46 percent) (Table E7).

Further, in the case of Primary schools, it is noticed that in as many as 32.56 percent schools (332 thousand schools), no female teacher has been posted. The percentage of schools without female teachers is as high as 41.11 in the state of Bihar, 33.85 in Madhya Pradesh, 38.81 in Chhattisgarh, 38.00 in Jammu & Kashmir, 34.70 in Jharkhand, 62.61 in Tripura and 50.24 in West Bengal. Rajasthan (27.98 percent) and Uttar Pradesh (32.20 percent) too have a large number

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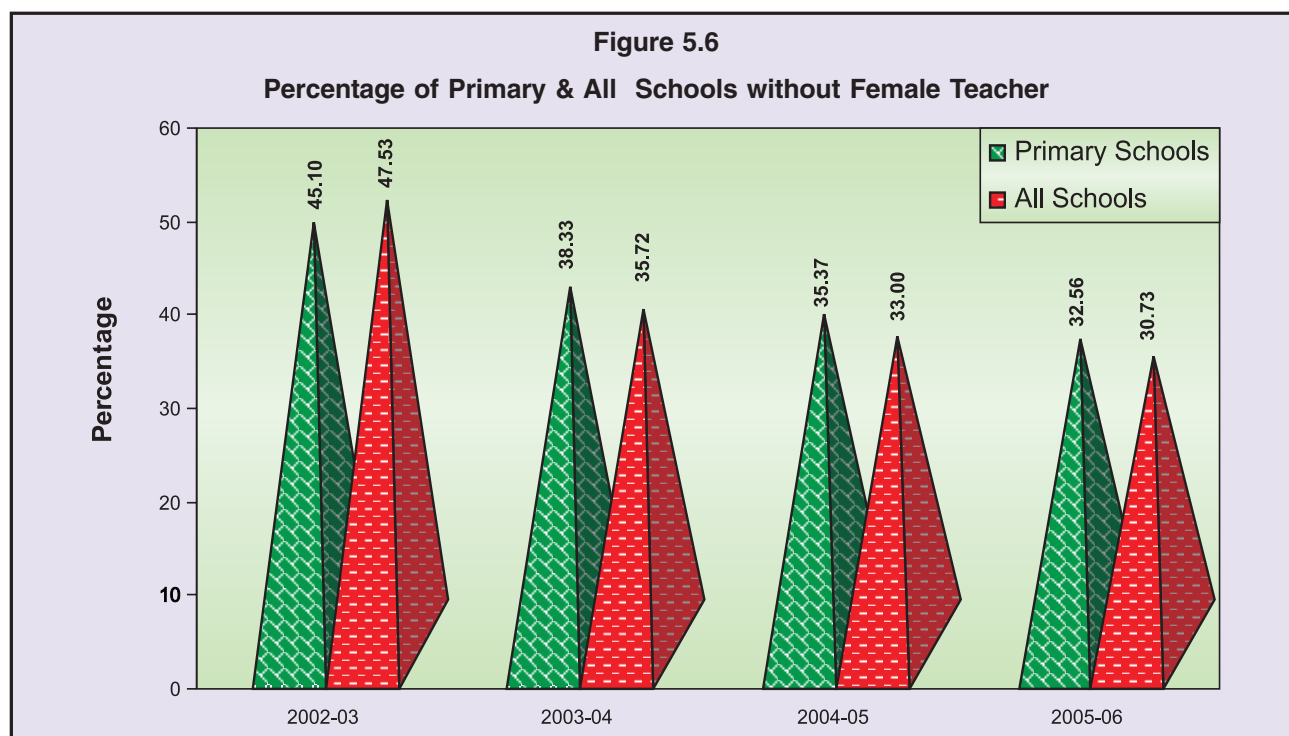
of Primary schools without female teachers. Except Delhi, Kerala, Mizoram, Puducherry, without female teachers is above 20 percent. However, percentage of such schools has been

Table E7

Schools without Female Teachers by Category : 2005-06

School Category	Percentage				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary only	32.56	34.50	12.49	33.60	23.23
Primary with Upper Primary	23.04	26.58	7.43	24.70	18.08
Primary with Upper Primary & Secondary/Hr. Secondary	17.01	22.99	7.36	20.82	14.58
Upper Primary only	41.37	44.17	16.13	41.22	41.98
Upper Primary & Secondary/Hr. Secondary	25.85	30.82	11.80	27.18	24.14
All Schools (2005-06)	30.73	33.65	10.93	32.36	23.46
All Schools (2004-05)	33.00	36.26	11.29	34.79	22.93
All Schools (2003-04)	35.72	39.17	12.91	37.46	24.54
All Schools(2002-03)	37.52	40.93	14.57	38.91	26.99

Note: Schools having 2 or more teachers.



Punjab, Sikkim, Tamil Nadu and Uttarakhand, in all the other states, the number of Primary schools

only 1.57 in Kerala and 10.10 in Tamil Nadu. Chandigarh did not have any Primary school

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without female teacher in 2005-06, which is also true for other school types, barring integrated Higher Secondary schools. The percentage in case of integrated Higher Secondary schools has been as low as 1.55.

So far as independent Upper Primary schools are concerned, in as many as 41.37 percent schools, no female teacher is posted. The percentage of such Upper Primary schools in 2005-06 has been as high as 55.06 in Bihar, 41.75 in Chhattisgarh, 30.66 in Jharkhand, 39.47 in Madhya

“Irrespective of the type of school, a large number of schools in the country do not have any female teacher”

of schools in the country do not have any female teacher. This is also applicable to Elementary schools (23.04 percent) and integrated Higher Secondary schools (17.01 percent). Kerala and Tamil Nadu too have only few such schools. Majority of teachers, irrespective of the school type, in Kerala and Tamil Nadu are female teachers.

Pupil-Teacher Ratio

One of the important indicators that influence classroom transaction is the pupil-teacher ratio.

Table E8
Pupil-Teacher Ratio by Category : 2002-03 to 2005-06

School Category	All Areas				Rural Areas				Urban Areas			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	46	44	42	40	46	44	44	41	39	40	37	36
Primary with Upper Primary	38	38	36	35	39	38	37	35	35	36	35	34
Primary with Upper Primary & Secondary/ Hr. Secondary	33	32	31	30	32	31	31	30	35	33	32	30
Upper Primary Only	31	30	31	30	31	30	32	31	29	28	29	26
Upper Primary & Secondary/ Hr. Secondary	37	34	31	30	38	35	33	31	35	31	28	27
All Schools	40	39	38	36	42	40	39	37	36	36	33	32

Pradesh, 65.63 in Orissa, 45.07 in Rajasthan, 48.19 in Uttar Pradesh and 57.30 in Uttarakhand. It has been the lowest in Kerala (1.20 percent). Andaman and Nicobar Islands, Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Lakshadweep, Puducherry, and Tripura did not report any such school. Only 2.59 percent Upper Primary schools in Tamil Nadu do not have female teachers. Further, it has been observed that irrespective of the type of school, a large number

It is presented by school category in Table E8. Irrespective of school types, an improvement in pupil-teacher ratio has been observed during the period 2002-03 to 2005-06. The highest-pupil-teacher ratio in 2005-06 is observed to be in the case of Primary schools (40: 1), followed by Elementary schools (35: 1), Upper Primary attached to Secondary & Higher Secondary schools, integrated Higher Secondary schools and independent Upper Primary schools (30:1).

Similar trend was observed during the previous year. Further, pupil-teacher ratio in the case of a few states is observed to be higher than the national average which is true for all types of schools. All category schools together had a pupil-teacher ratio of 36 in 2005-06 compared to 38 in 2004-05. The corresponding figures in rural and urban areas are 37 and 32 respectively which also show improvement over the previous year. Government managed schools have a slightly higher pupil-teacher ratio (37) than the same in

“All category schools together had a pupil-teacher ratio of 36 in 2005-06 compared to 38 in 2004-05”

Despite the improvement in PTR over a period of time, still 9 out of 35 States and Union Territories have above 40:1 pupil-teacher ratio in Primary schools. The highest pupil-teacher ratio in Primary schools is observed in Bihar (62:1), followed by Uttar Pradesh (60:1), Jharkhand (48: 1) and West Bengal (48:1). Bihar too has a high ratio both in case of government (62:1) schools and Private managed schools 38:1. One can easily imagine the classroom conditions where pupil-teacher ratio is as high as 62:1. In

Table E9
Pupil-Teacher Ratio by Category and Management : 2002-03 to 2005-06

School Category	All Government Managements				All Private Managements			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	46	45	44	41	35	37	35	34
Primary with Upper Primary	40	39	39	36	32	33	31	31
Primary with Upper Primary & Secondary/ Hr. Secondary	34	33	29	30	33	31	31	30
Upper Primary Only	30	29	30	30	34	34	35	32
Upper Primary with Secondary & Higher Secondary	40	35	30	27	33	32	28	32
All Schools	43	41	40	37	33	34	31	32

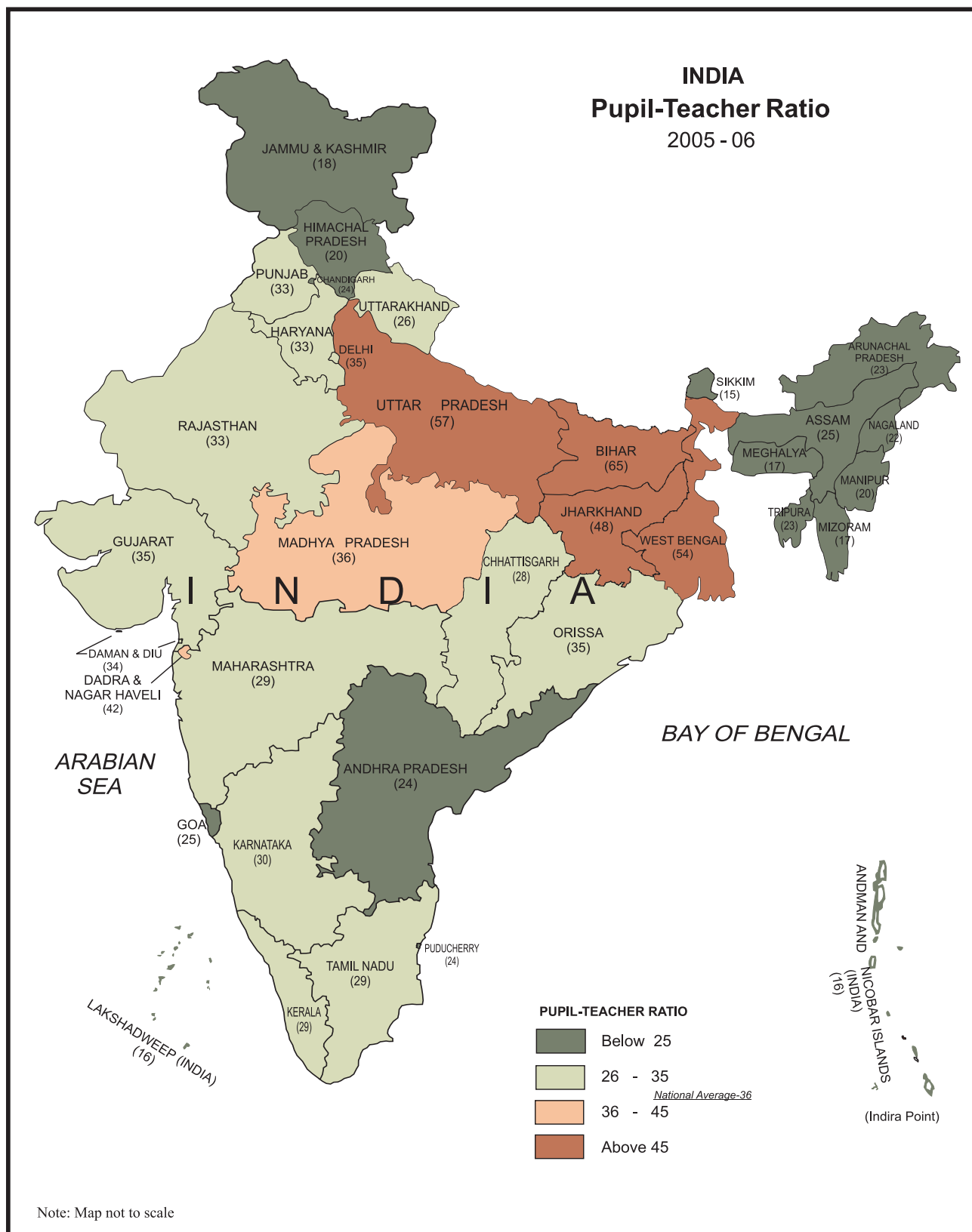
the private managed schools (32). All schools together show that Bihar with 65 students per teacher had the highest ratio and Sikkim with 15, the lowest ratio in 2005-06. Bihar too has a high pupil-teacher ratio of 47 even in case of schools managed by private managements. The corresponding ratio for Uttar Pradesh has also been high at 52:1; and 66:1 in case of West Bengal.

“The highest pupil-teacher ratio in Primary schools is observed in Bihar”

addition, many schools are single-teacher and single-classroom schools, all of which further deteriorate the situation within the classroom and hence need immediate attention.

The heavy pupil-teacher ratio is also indirectly reflected when student-classroom ratio is analysed which is as heavy as 91 in case of Bihar and 69 in Jharkhand. On an average, the

Teacher-Related Indicators



Map 5.3

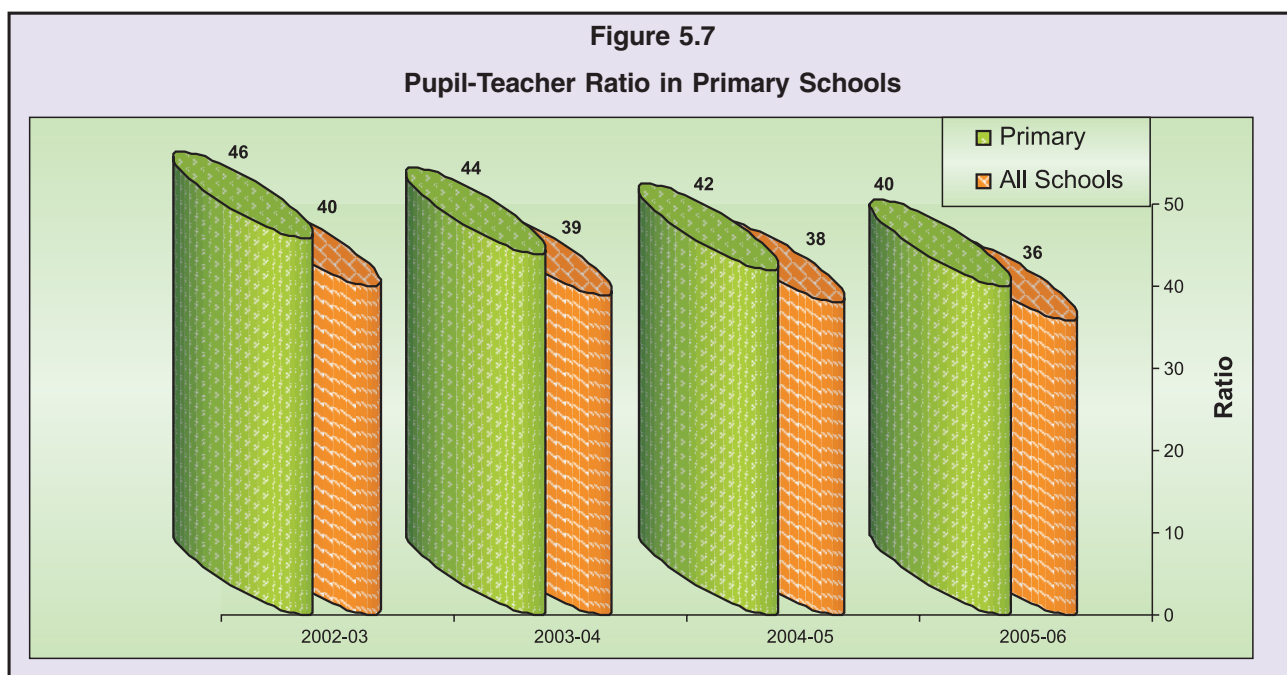
student-classroom ratio in a Primary school is 42:1, which, in other school types, is lower than that in Primary schools. In Bihar, it is not only student-classroom ratio in Primary schools that is high but pupil-teacher ratio is also very high in the case of independent Elementary schools (103), Upper Primary schools (71) and Higher Secondary schools (70). On the other hand, states like Arunachal Pradesh (23: 1), Himachal Pradesh (20: 1), Jammu & Kashmir (14: 1), Karnataka (24: 1) and Kerala (26:1) have almost an ideal pupil teacher ratio. Delhi reported a pupil-teacher ratio of 43: 1 and Puducherry, 21:1. All the states from

“Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Karnataka and Kerala have almost an ideal pupil teacher ratio”

(71: 1), while integrated Higher Secondary schools in Bihar have a pupil-teacher ratio of (61: 1). In a good number of other states like Assam (19: 1), Jammu and Kashmir (18: 1), Himachal Pradesh (15: 1), Puducherry (24: 1) and Uttarakhand (25: 1), the

pupil-teacher ratio in Elementary schools has been satisfactory. The same is also true for all north-eastern states including Assam which has a comfortable ratio of 19:1 in this type of schools.

The analysis of pupil-teacher ratio reveals that in the case of a large number of schools, it is



the north-eastern region also have a comfortable pupil-teacher ratio of (25: 1).

Comparatively, pupil-teacher ratio in Upper Primary schools (30:1) is better than that in Primary schools. Bihar has a very high pupil-teacher ratio even in independent Elementary schools

above 100. About 5.49 percent schools located in rural areas have PTR above 100 compared to 4.16 percent in urban areas. The percentage of schools with PTR above 100 in 2005-06 has shown a slight decline from its previous value in 2004-05. In as many as 5.93 percent Primary schools, the

“About 5.49 percent schools located in rural areas have PTR above 100 compared to 4.16 percent in urban areas”

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pupil-teacher ratio is above 100 (rural 6.05 and urban 4.68 percent). The percentage in

managed schools (5.80 percent). On the other hand, 4.90 percent Upper Primary schools, 3.76

Figure 5.8
Percentage of Schools with PTR above 100 : All Districts

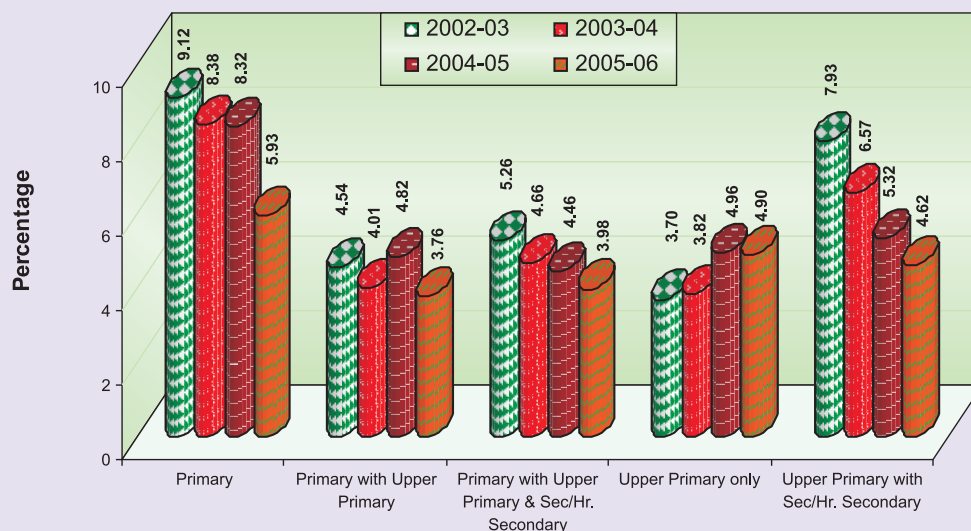
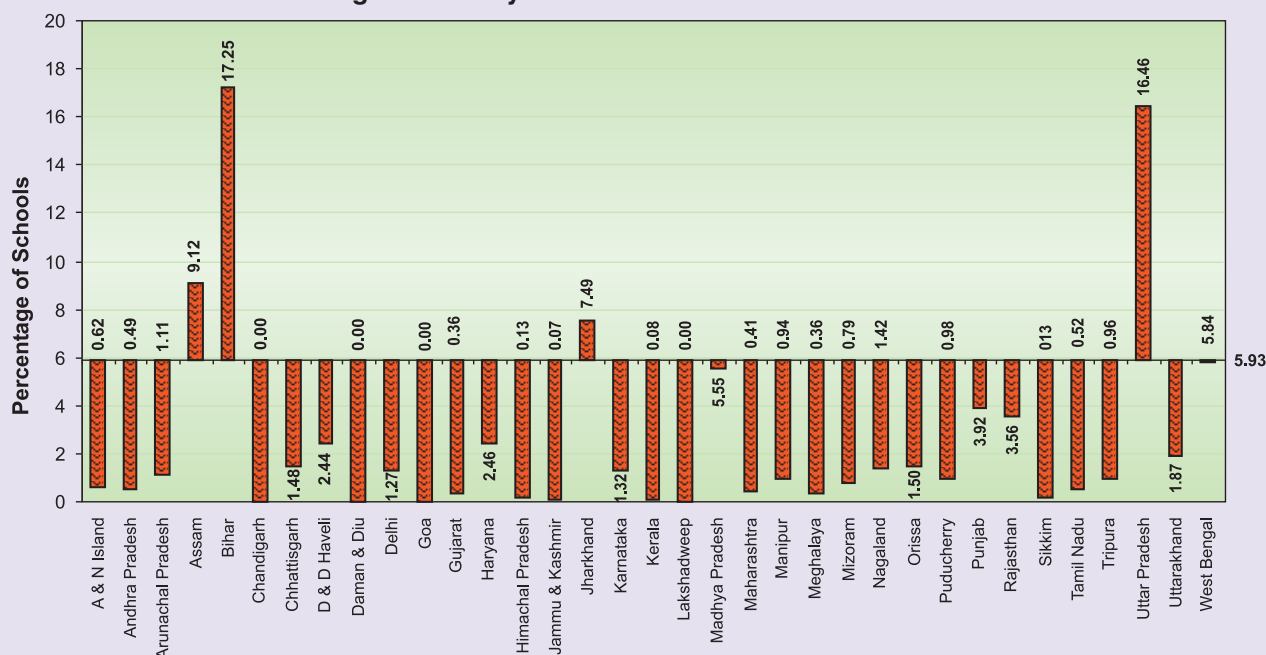


Figure 5.9
Percentage of Primary Schools with PTR above 100 : 2005-06



government schools (5.94 percent) having PTR 100 and above is much higher compared to private

percent Elementary schools, 3.98 percent integrated Higher Secondary schools and 4.62

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percent Upper Primary attached to Higher Secondary schools also have had pupil-teacher ratio above 100 (Tables E10 and E11). It is also

compared to only 0.08 percent schools in the Kerala. Bihar (17.25 percent) and Jharkhand (7.49 percent) too have a large number of such schools.

Table E10

Percentage of Schools having PTR above 100 by Category : 2002-03 to 2005-06

School Category	All Areas				Rural Areas				Urban Areas			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	9.12	8.38	8.32	5.93	9.57	8.68	8.66	6.05	4.74	5.22	4.94	4.68
Primary with Upper Primary	4.54	4.01	4.82	3.76	4.73	4.05	5.08	3.69	3.66	3.97	3.73	4.09
Primary with Upper Primary & Secondary/ Hr. Secondary	5.26	4.66	4.46	3.98	4.91	3.83	4.39	4.02	5.82	5.89	4.58	3.94
Upper Primary Only	3.70	3.82	4.96	4.90	3.77	3.96	5.08	5.10	2.94	2.43	3.80	3.08
Upper Primary & Secondary/ Hr. Secondary	7.93	6.57	5.32	4.62	8.71	7.35	6.05	5.15	5.49	4.25	3.19	3.03
All Schools	7.80	7.08	7.14	5.30	8.38	7.49	7.61	5.49	4.53	4.65	4.33	4.16

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

observed that 16.46 percent Primary schools in Uttar Pradesh have a PTR of 100 and above

Himachal and all the states from the north-eastern region have negligible number of such schools.

Table E11

Percentage of Schools having PTR above 100 by Category and Management : 2002-03 to 2005-06

School Category	All Government Managements				All Private Managements			
	2002-03	2003-04	2004-05	2005-06	2002-03	2003-04	2004-05	2005-06
Primary Only	9.35	8.53	8.51	5.94	5.86	6.67	6.37	5.80
Primary with Upper Primary	4.89	3.88	5.06	3.59	3.22	4.51	4.03	4.27
Primary with Upper Primary & Secondary/ Hr. Secondary	6.11	4.35	4.05	3.51	4.65	4.88	4.69	4.29
Upper Primary Only	3.48	3.34	4.20	4.48	5.07	5.88	8.28	6.53
Upper Primary with Secondary & Higher Secondary	8.44	6.37	4.54	3.42	7.00	6.85	6.44	6.13
All Schools	8.17	7.26	7.39	5.33	5.04	5.89	5.73	5.28

Teacher-Related Indicators

Age Profile of Teachers

The distribution of teachers in different age groups and types of teachers by school category have also been presented (Table E12). Below 18, 18-25, 26-35, 36-45, 46-55 and above 55 years are the age groups in which the percentages of male and female teachers are presented. The average age of teachers across

“Average age of teachers across states suggests that majority of teachers in Primary schools are between age group of 26-45 years which is also true for other types of schools”

school types has been very low. However, the same in case of male teachers improved slightly in the previous year (from 6.73 percent in 2004-05 to 9.41 percent in 2005-06). Teachers in this age group are treated as the young teachers. The slight improvement

in percentage of young teachers may be because of the teachers' recruitment which

Table E12

Age Profile of Male Teachers by School Category : 2005-06

School Category	Percentage of Teachers						
	Below 18 Years	18-25 Years	25-35 Years	36-45 Years	46-55 Years	Above 55 Years	No Response
Primary Only	0.10	9.94	31.37	24.69	18.82	9.00	6.08
Primary with Upper Primary	0.13	11.85	33.67	26.45	18.08	5.56	4.25
Primary with Upper Primary & Secondary/ Hr. Secondary	0.10	10.11	34.48	26.41	17.02	5.42	6.48
Upper Primary Only	0.04	4.21	20.70	27.56	28.14	13.24	6.10
Upper Primary & Secondary/ Hr. Secondary	0.03	5.71	27.21	31.42	24.34	6.96	4.33
All Schools (2005-06)	0.09	9.41	30.71	26.33	20.04	8.04	5.37
All Schools (2004-05)	0.05	6.73	28.91	26.80	20.90	10.09	6.53
All Schools (2003-04)	0.03	4.60	26.63	26.23	21.73	12.50	8.29
All Schools (2002-03)	0.02	3.18	25.48	26.52	22.16	15.73	6.92

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

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 were found to be below 18 years of age and that is true both for male and female teachers. No significant difference is noticed in rural areas also. Further, it has been noticed that the percentage of teachers in the age group 18-25 years across

“Slight improvement in percentage of young teachers may be because of teachers' recruitment which is initiated in a few states, like Bihar”

is initiated in a few states, like Bihar. A large number of regular posts of teachers have been lying vacant across the country while fresh recruitments have taken place only in a few states. A few states have discontinued recruitment of regular teachers and have appointed a number of *para-teachers* which is evident in the statistics presented in the following section.

Further, it is observed that percentage of male teachers in the age group above 55 years has been 8.04 (Table E12) and 4.34 in case of female teachers (Table E13). All these teachers are expected to retire in the next 2-3 years. In view of there being in large number (4.69 million), the number of teachers retiring soon is as high as 298 thousand which is about 6.37 percent of the

vacant posts. Even Delhi reported about 6 percent such vacant posts. Further, it is observed that the percentage of teachers in position in Primary schools in most of the states has been above 90. The percentage has been comparatively low in a few states such as Bihar (71.39 percent), Chhattisgarh (67.61 percent), Himachal Pradesh (78.34 percent) and Punjab (71.54 percent).

Table E13
Age Profile of Female Teachers by School Category : 2005-06

School Category	Percentage of Teachers						
	Below 18 Years	18-25 Years	25-35 Years	36-45 Years	46-55 Years	Above 55 Years	No Response
Primary Only	0.24	16.59	32.40	24.91	16.01	4.81	5.04
Primary with Upper Primary	0.25	17.19	33.97	26.34	15.45	3.29	3.51
Primary with Upper Primary & Secondary/ Hr. Secondary	0.16	15.44	34.11	26.74	15.64	3.55	4.35
Upper Primary Only	0.06	9.29	28.81	29.17	22.40	6.58	3.69
Upper Primary & Secondary/ Hr. Secondary	0.08	8.55	29.71	31.02	22.91	4.50	3.22
All Schools (2005-06)	0.21	0.03	32.52	26.41	16.95	4.34	4.23
All Schools (2004-05)	0.08	0.03	31.89	27.80	18.11	5.71	4.52
All Schools (2003-04)	0.03	0.03	30.77	28.43	19.02	7.06	6.16
All Schools (2002-03)	0.02	0.01	29.96	29.30	19.45	8.95	6.06

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

total number of teachers. Further, 78 percent of the total retiring teachers will be in rural areas. The states should, therefore, undertake a thorough analysis of data on teachers and initiate steps for timely recruitment of teachers. A few states can expect quantum jump in *para*-teachers in the years that follow.

About 32 percent teachers' positions (all category teachers) in Bihar and 15 percent in Jharkhand await to be filled up. Himachal Pradesh too has about 19 percent

Rajasthan reported about 14 percent teachers' positions in Primary schools as vacant. A few other types of schools also reported a low percentage of teachers in position than the sanctioned positions.

“States should undertake a thorough analysis of data on teachers and initiate steps for timely recruitment of teachers”

Further, teachers' profile by type of teacher and school category suggests that majority of the teachers are designated as Teacher which is also true for all types of schools. Language teachers are noticed in all type of

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schools. Head Teacher and Acting Head Teacher are the other two categories under which a large number of teachers fall which is true for all types of schools.

Qualifications of Teachers

Both educational as well as professional qualifications of teachers across school types have been presented. Irrespective of the type of school, qualifications of a good number of teachers are below Secondary level. This is also applicable even to integrated Higher Secondary schools and Upper Primary attached to Secondary

“Distribution of teachers by educational qualification reveals that a little less than half of the male (44.54 percent), and 46.54 percent female teachers are Higher Secondary and below”

Secondary and below. A few of them are even below Secondary level (3.04 percent). The percentage of teachers upto Higher Secondary level is higher in rural areas (Total 48.02 percent; male 46.41 percent; and female 51.21 percent) than the same in urban areas (Total 36.25 percent; male 32.76 percent; and female 38.20 percent). On the other hand, about 53 percent male and 51 percent female teachers are Graduates and Post Graduates. Urban areas (60.53 percent) have more Graduates and Post Graduates teachers than the

Table E14

Academic Qualification of All Category (Regular) Teachers by Sex : 2004-05

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.02	3.63	3.26	3.17	4.09	3.47	2.07	2.81	2.55
Secondary	20.73	23.12	21.69	21.63	25.1	22.78	15.06	19.7	18.07
Higher Secondary	22.87	22.29	22.64	23.78	24.94	24.17	16.96	17.66	17.41
Upto Higher Secondary	46.62	49.04	47.59	48.58	54.13	50.42	34.09	40.17	38.03
Graduate	33.43	31.79	32.77	32.45	28.89	31.27	39.6	36.85	37.81
Post Graduate	15.93	15.79	15.87	15.19	13.97	14.78	20.66	18.98	19.57
Graduate & Post Graduates	49.36	47.58	48.64	47.64	42.86	46.05	60.26	55.83	57.38
M.Phil/ Ph.D	0.24	0.29	0.26	0.21	0.24	0.22	0.44	0.40	0.41
Others	0.18	0.23	0.20	0.17	0.20	0.18	0.29	0.28	0.29
No Response	3.59	2.85	3.29	3.39	2.57	3.12	4.93	3.33	3.89

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

& Higher Secondary schools. The distribution of all category teachers by educational qualification reveals that a little less than half of the male (44.54 percent), and 46.54 percent female teachers are Higher Secondary and below (Tables E14 and E15). Altogether 45.35 percent (all categories) teachers who impart elementary education are only Higher

same in rural areas (49.72 percent). Only 46.46 percent female teachers are Graduates and above in rural areas, compared to 58.79 percent in urban areas. Irrespective of the school type, a few teachers have even M. Phil and Ph. D degrees (Total 0.40 percent; male 0.36 percent; and female 0.46 percent).

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The distribution of Primary school teachers in position by qualifications reveals that majority of the teachers are Higher Secondary and below (total 55.16 percent, male 55.90 percent, and female 54.03 percent). About 4.09 percent male and 4.75 percent female teachers are below Secondary and another 28.20 percent male and 26.03 percent female teachers have completed Secondary level of education. Not much difference is noticed in percentage of teachers below Secondary in rural areas and

“Only 29.09 percent of the total Primary school male teachers are Graduates against 29.76 percent such female teachers”

and Post Graduate degrees against about 41 percent in rural areas (Table E16).

Further, the state-specific distribution of teachers by academic qualifications reveals that a few states have a significant number of teachers below Secondary level. Assam (males 11.46 percent; and females 11.72 percent), Dadra and Nagar Haveli (males 12.00 percent and females 8.91 percent), Gujarat (males 6.52 percent; and females, 7.58 percent), Haryana

Table E15

Academic Qualification of All Category (Regular) Teachers by Sex : 2005-06

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	2.84	3.35	3.04	2.91	3.63	3.15	2.42	2.84	2.69
Secondary	18.93	21.02	19.78	19.76	22.76	20.77	13.70	17.90	16.39
Higher Secondary	22.77	22.17	22.53	23.74	24.82	24.10	16.64	17.46	17.17
Upto Higher Secondary	44.54	46.54	45.35	46.41	51.21	48.02	32.76	38.20	36.25
Graduate	35.26	33.29	34.46	34.43	30.63	33.15	40.56	38.02	38.93
Post Graduate	17.79	17.60	17.71	16.95	15.83	16.57	23.09	20.77	21.60
Graduate & Post Graduates	53.05	50.89	52.17	51.38	46.46	49.72	63.65	58.79	60.53
M.Phil/ Ph.D	0.36	0.46	0.40	0.31	0.39	0.34	0.68	0.60	0.63
Others	0.25	0.31	0.27	0.22	0.27	0.24	0.40	0.39	0.39
No Response	1.81	1.80	1.80	1.69	1.67	1.68	2.52	2.02	2.20

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

urban areas but the same is not true in case of teachers having Graduate and Post Graduate degrees. Only 29.09 percent of the total Primary school male teachers are Graduates against 29.76 percent such female teachers. Another 13 percent male and 14 percent female teachers are Post-Graduates. A few of them have even M. Phil and Ph. D degrees. About 50 percent Primary school teachers in urban areas have Graduate

(males 10.94 percent; and females 18.06 percent), Jharkhand (males 8.00 percent; and females, 11.50 percent), Meghalaya (males 17.16 percent; and females, 18.47 percent), Mizoram (males 25.13 percent; and females 35.59 percent), Nagaland (males 18.83 percent; and females 14.79 percent), Punjab (males 16.67 percent; and females 22.52 percent), Sikkim (females 10.05 percent) and Tripura (males 34.77

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percent; and females 30.64 percent) are such states.

Majority of primary teachers in Assam (males 58.63 percent and females 58.22 percent), Daman and Diu (females 56.25 percent), Goa (males 54.29; and females 56.86 percent), Gujarat (males 48.97 percent; and females 49.68 percent), Himachal Pradesh (males 44.24 percents; and females 42.65 percent), Lakshadweep (males 66.67 percent; and females 68.09 percent), Maharashtra (males 44.06 percent; and females 43.64 percent), Orissa

teachers. More than three out of 10 Primary school female teachers in Rajasthan and Uttarakhand are found to be Post-Graduates.

It has also been observed that compared to teachers in Primary schools, teachers in other school types are better qualified. Only 1.99 percent male and 2.66 percent female teachers in Elementary schools are below Secondary level (all teachers, 2.28 percent). About 52 percent male and 44 percent female teachers in such schools are Graduates and Post-Graduates compared to 48 percent all teachers. Majority of teachers in

Table E16
Academic Qualification of Primary School (Regular) Teachers : 2005-06

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	4.09	4.75	4.35	4.13	5.09	4.45	3.72	3.90	3.84
Secondary	23.61	23.25	23.47	24.07	24.21	24.12	18.57	20.80	20.09
Higher Secondary	28.20	26.03	27.34	28.54	27.33	28.13	24.58	22.71	23.30
Upto Higher Secondary	55.90	54.03	55.16	56.74	56.63	56.70	46.87	47.41	47.23
Graduate	29.09	29.76	29.36	28.65	27.86	28.38	33.96	34.61	34.40
Post Graduate	12.81	13.84	13.22	12.58	13.34	12.84	15.34	15.11	15.18
Graduate & Post Graduates	41.90	43.60	42.58	41.23	41.20	41.22	49.30	49.72	49.58
M.Phil/ Ph.D	0.18	0.24	0.20	0.17	0.22	0.19	0.24	0.29	0.28
Others	0.13	0.19	0.16	0.12	0.16	0.14	0.24	0.26	0.25
No Response	1.88	1.94	1.90	1.74	1.79	1.75	3.36	2.32	2.65

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

(males 45.12 percent) etc, have passed the Secondary level which is also true for a few north-eastern states. On the other hand, in a few states, such as Rajasthan and Uttarakhand, majority of Primary school teachers are Graduates and above. Uttarakhand has more Post Graduate female Primary school teachers than male

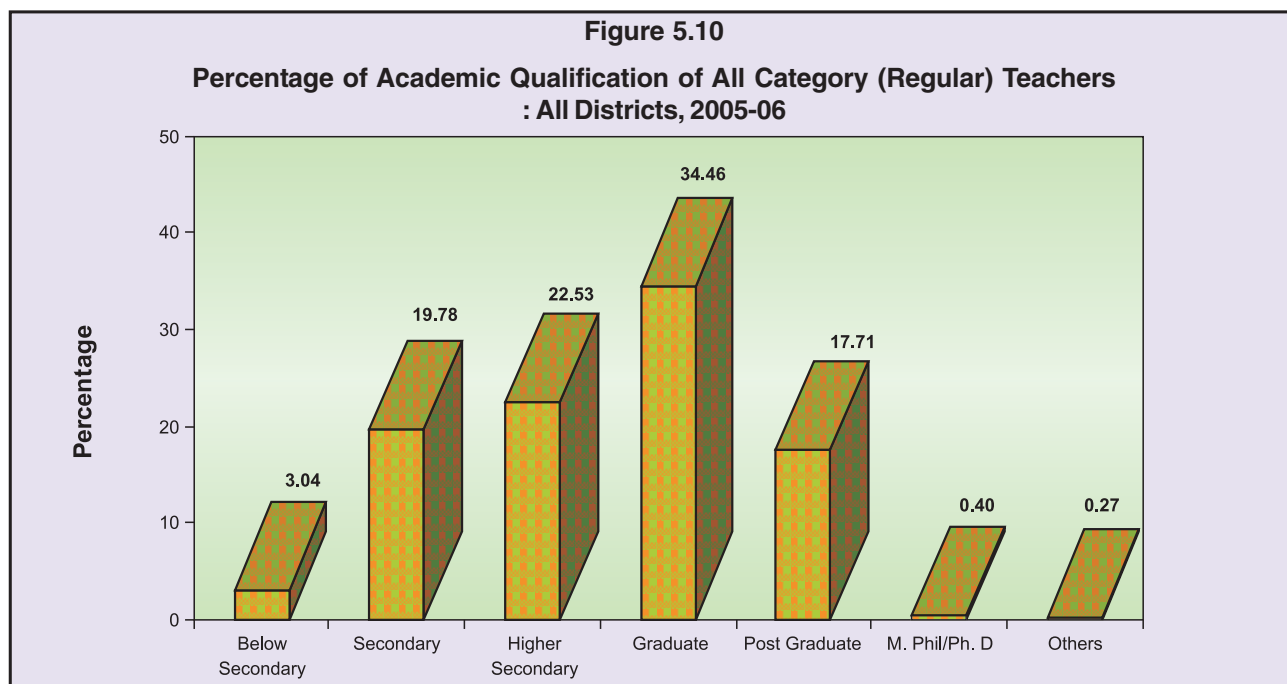
“In Rajasthan and Uttarakhand, majority of Primary school teachers are Graduates and above”

integrated Higher Secondary schools are either Graduates (male 44.50 percent; and female 42.84 percent) or Post-Graduates (male 26.84 percent, and females 28.05 percent). About 40.45 percent male and 46.79 percent female teachers in such schools in Uttarakhand are Post-Graduates. Majority of teachers in independent Upper

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Primary schools are either Graduates or Post-Graduates. About 72 percent male and 73 percent female teachers in Madhya Pradesh and 80

Primary schools are Graduates and Post-Graduates which is also true in case of a number of other states.



percent male and 77 percent female teachers in such schools in Rajasthan are Graduates and Post-Graduates. Similar pattern is observed in the

Percentage of teachers by professional qualifications (excluding para-teachers) presented in Tables D17 and D18 suggests that about 41.36

Table E17

Professional Qualification of All Category Teachers (Regular) : 2005-06

Professional Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	24.11	20.63	22.71	25.08	23.90	25.08	14.14	14.74	14.52
S.B.T or Equivalent	24.67	32.39	27.79	24.93	32.91	27.94	22.95	29.63	27.24
B.Ed or Equivalent	32.36	29.58	31.23	30.95	25.78	29.22	41.36	36.45	38.21
M.Ed or Equivalent	2.59	2.78	2.67	2.30	2.30	2.30	4.45	3.64	3.93
No Response	16.27	14.62	15.60	16.14	14.10	15.46	17.11	15.54	16.10

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

case of Upper Primary integrated with Higher Secondary schools too. In Delhi, above 90 percent male and female teachers in independent Upper

percent male and 36.45 percent female teachers (all categories) in urban areas are B.Ed or equivalent compared to 30.95 percent male and

Teacher-Related Indicators

25.78 percent female teachers in rural areas. The corresponding figures in case of teachers at Primary level are 21.65 percent male and 21.08 percent female teachers. In case of integrated Higher Secondary schools, as many as 44.64 percent male and 46.01 percent female teachers had B.Ed or equivalent degree in 2005-06. Upper Primary attached to Secondary and Higher Secondary schools also have 65.35 and 62.47 percent male and female teachers with

“As many as 1.70 million teachers had undergone in-service training in 2004-05 compared to 1.46 million in 2003-04”

school category indicates that a fairly good number of regular teachers do not have any professional qualification.

In-Service Training of Teachers

Like other indicators, percentage of teachers undergone in-service training during the previous year (2004-05) across all types of schools has also been presented in case of all the States and UTs included under DISE in 2005-06. As many as

Table E18

Professional Qualification of Primary School Teachers (Regular) : 2005-06

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	36.14	29.27	33.43	36.97	31.86	35.24	27.35	22.65	24.14
S.B.T or Equivalent	24.01	33.13	27.61	23.98	33.44	27.19	24.23	32.29	29.73
B.Ed or Equivalent	21.65	21.08	21.42	21.27	19.09	20.53	25.81	26.20	26.08
M.Ed or Equivalent	1.19	1.44	1.29	1.14	1.30	1.20	1.66	1.78	1.74
No Response	17.01	15.09	16.25	16.64	14.31	15.85	20.96	17.09	18.32

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

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 very 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. All teachers together reveal that only 1.29 percent teachers in Primary schools have M.Ed or equivalent degree compared to 2.26 percent in independent Elementary, 5.11 percent integrated Higher Secondary, 6.33 percent Upper Primary and 4.59 percent in case of teachers in Upper Primary attached to Secondary and Higher Secondary schools. The percentage of no response in each

“More female teachers were imparted in-service training than their male counterparts which is true both for rural and urban areas”

1.70 million teachers had undergone in-service training in 2004-05 compared to 1.46 million in 2003-04. In other words about 37.88 percent male and 43.97 percent female teachers (all categories) were imparted in-service training during the previous year, that is, 2004-05 compared to 36.50 percent male and 44.34 percent female teachers in 2003-04. In percentage terms, more female teachers were imparted in-service training than their male counterparts which is true both for rural and urban areas. About 76 percent teachers in Kerala underwent in-service training compared to only 0.80 percent in Sikkim. The percentage of such teachers was as high as 76.93 percent in Haryana and as low as

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1.78 percent in Dadra and Nagar Haveli. Delhi (9.12 percent), Meghalaya (5.99 percent), Chandigarh (14.45 percent) etc. too have a very low percentage of teachers having been imparted in-service training during the previous year.

The highest percentage of teachers imparted in-service training is noticed in case of teachers in Primary schools (total 44.91 percent; male

36.49 percent), Upper Primary schools (total 33.75 percent; male 34.80 percent; and female 31.70 percent), Upper Primary attached to Secondary and Higher Secondary Schools (total 18.30 percent; male 17.64 percent; and female 19.47 percent) and integrated Higher Secondary schools (total 14.78 percent; male 15.24 percent; and female 14.39 percent) (Table E19). Both male and female teachers together, accounting for

Table E19
Percentage of Teachers Provided In-Service Training : 2004-05

School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary only	45.78	43.56	44.91	47.10	48.09	47.44	29.50	29.86	29.75
Primary with Upper Primary	38.37	36.49	37.56	41.39	43.95	42.32	19.86	22.43	21.53
Primary with Upper Primary & Secondary/ Hr. Secondary	15.24	14.39	14.78	19.29	22.58	20.71	6.50	8.04	7.55
Upper Primary only	34.80	31.70	33.75	36.37	37.01	36.55	22.84	22.11	22.39
Upper Primary & Secondary/ Hr. Secondary	17.64	19.47	18.30	20.16	26.96	22.07	9.35	10.84	10.14
No Response	12.96	10.38	12.32	13.22	13.12	13.21	8.05	5.35	6.72
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
All Schools (2002-03)	17.98	47.25	32.19	19.48	52.74	35.48	7.43	36.12	16.93

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

45.78 percent, and female 43.56 percent), followed by independent Elementary schools (total 37.56 percent; male 38.37 percent; and females,

about 45 percent teachers in the Primary schools, received in-service training during the previous year. The percentage of such teachers has been

Teacher-Related Indicators

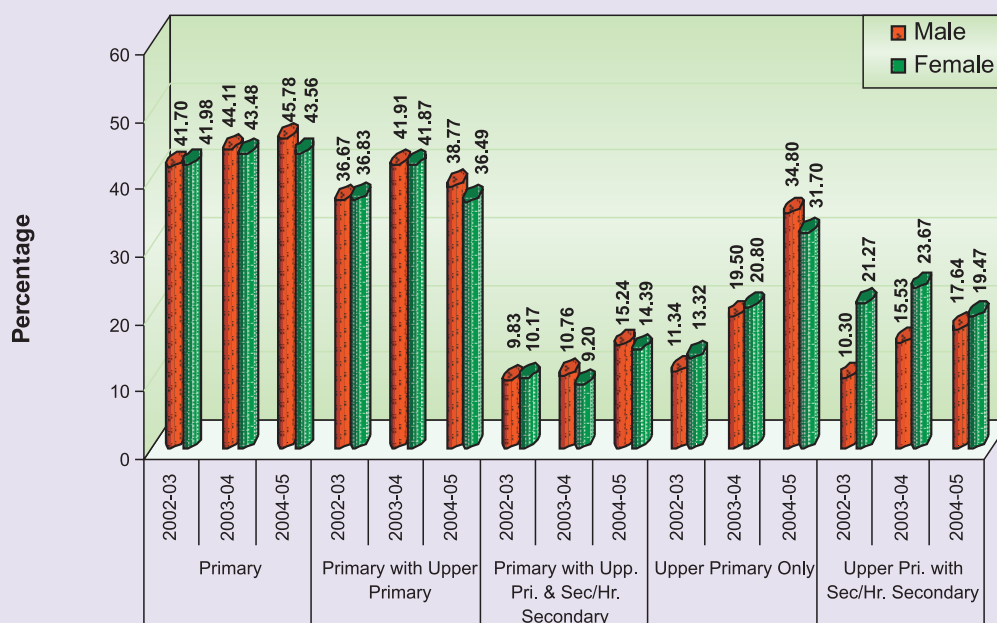
much higher in rural areas (47.44 percent) than the same in case of urban areas (29.75 percent) (Table E19). Further, it has also been observed that a good number of Primary school teachers in government managed schools received in-service training compared to only a few in private managed schools.

“A good number of Primary school teachers in government managed schools received in-service training compared to only a few in private managed schools”

percentage of trained teachers in the states of Arunachal Pradesh (12.99 percent), Bihar (41.90 percent), Chhattisgarh (30.26 percent), Dadra and Nagar Haveli (2.46 percent), Karnataka (16.00 percent), Mizoram (33.03 percent), Puducherry (21.35 percent), Orissa (19.36 percent) and Uttar Pradesh (24.74 percent) has been very low as

Figure 5.11

Percentage Distribution of Teachers Received In-Service Training



A few states, such as Andhra Pradesh (66.27 percent), Assam (67.60 percent), Gujarat (57.76 percent), Haryana (84.70 percent), Himachal Pradesh (79.05 percent), Kerala (80.25 percent), Lakshadweep (82.86 percent), Punjab (68.22 percent), Tamil Nadu (67.95 percent) and Uttarakhand (59.00 percent), have had a much higher percentage of trained teachers (Primary) than the average of all districts (44.91 percent). On the other hand, the

“All the north-eastern states have a lower percentage of teachers having been imparted in-service training than the all-India average of 42”

the majority of primary school teachers in these states were not provided in-service training during the previous 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 42.

Para-Teachers

Comprehensive data on para-teachers has been collected through the DISE operations. It reveals that all the states have

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reported information on *para*-teachers. 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 appointed and posted in other

types of schools. Further, it has been observed that in as many as 79,480 (7.07 percent of total schools) schools only *para*-teachers were working

“In as many as 79,480 schools only *para*-teachers were working in 2005-06 against 70,820 schools in 2004-05”

and Himachal Pradesh (1,095 schools), in the other states such schools are only a few. Across the country, as many as 499 thousand teachers were appointed in 2005-06 which is 10.64 percent of total teachers compared to 379 thousand (9.09 percent) in 2004-05, 259 thousand in 2003-04 and 197 thousand *para*-teachers in 2002-03. During 2004-05 and

Table E20
Distribution of *Para*-Teachers by Category : 2005-06

School Category	Number of Teachers				
	Male	Female	Total	Rural Areas	% in Rural Areas
Primary Only	206000	124389	330389	317224	96.02
Primary with Upper Primary	55307	39503	94810	85439	90.12
Primary with Upper Primary & Secondary/Hr. Secondary	4655	4630	9285	5862	63.13
Upper Primary only	21142	11468	32610	29735	91.18
Upper Primary & Secondary/Hr. Secondary	18571	12873	31444	26058	82.87
No Response	298	108	406	217	-
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
All Schools (2002-03)	135826	74269	213699	194665	91.09

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.

in 2005-06 against 70,820 schools (6.82 percent) in 2004-05. The number of such schools in Rajasthan, Madhya Pradesh and Chhattisgarh has been respectively as high as 16,963, 37,285 and 8,488 schools, which work out to 17.98, 30.71 and 16.53 percent of the total schools in these states. Except in the case of Jharkhand (6,913 schools), Uttar Pradesh (1,526 schools), Andhra Pradesh (2,966 schools)

“Percentage of male and female *para*-teachers to total male and female teachers comes out to be 11.21 and 10.47 respectively”

2005-06, as many as 1,19,559 *para*-teachers were appointed which shows an increase of more than 31 percent over the total *para*-teachers in the previous year. Of the total *para*-teachers, 61 percent are male and the remaining 39 percent are female teachers. The percentage of male and female *para*-teachers to total male and female teachers comes out to be 11.21 and 10.47 respectively. In other words, about

Teacher-Related Indicators

11 percent of total teachers (all categories) are *para*-teachers. It may also be of interest to know that 93 percent of the total *para*-teachers have been found to be appointed in rural areas. Urban areas had only 34 thousand *para*-teachers in 2005-06, compared to 465 thousand in rural areas (Table

E 20). In percentage terms, it is very high in rural areas (12.66) than the same in urban areas (3.37). In rural areas, the percentage of female *para*-teachers has been very high in a few school types, such as Primary (19.05 percent) and Upper Primary only (11.12 percent) but the same is not true in case of female *para*-teachers in urban areas. The percentage of female *para*-teachers in these schools types in urban areas has been as low as 4.18 and 3.28 respectively.

The state-specific number of *para*-teachers reveals that majority of *para*-teachers are appointed in the states of Andhra Pradesh (63,323), Bihar (68,728 compared to 25,436 in 2004-05), Chhattisgarh (38,596), Madhya Pradesh (1,19,212), Rajasthan (32,169) and Uttar Pradesh (95,773 compared to 50,553 in 2004-05) which together constitute a total of 417 thousand *para*-teachers, i.e. 84 percent of the total *para*-teachers across 35 States and UTs of the country. Compared to these states, other states except Jharkhand (24,967 *para*-teachers) and Orissa (11,613 *para*-teachers) have only a fewer number of *para*-teachers. Further, it is observed that 23.89 percent of the total *para*-teachers are appointed alone in the state of Madhya Pradesh compared to 19.20 percent in Uttar Pradesh, 13.77 percent in Bihar, 6.45 percent in Rajasthan, 7.74 percent in Chhattisgarh and 12.69 percent in Andhra Pradesh. It may also be noted that in Bihar, the number of *para*-teachers in 2005-06 increased to 68,728

“In Bihar, the number of para-teachers in 2005-06 increased to 68,728 compared to 25,436 in 2004-05 which means that most of the teachers recruited in the recent past are in fact the para-teachers”

more than one teacher (1.29 *para*-teachers) compared to negligible number of such teachers in the previous year. The state has posted *para*-teachers in all types of schools. Chhattisgarh, Jharkhand and Madhya Pradesh also had at least one *para*-teacher in its schools imparting elementary education in 2005-06.

Further, it is observed that Bihar, Chhattisgarh, Jharkhand and Madhya Pradesh also have an average of one *para*-teacher in its Primary schools. The percentage of male and female *para*-teachers in Chhattisgarh is as high as 26.08 and 34.72 respectively. Madhya Pradesh too has a high percentage of male *para*-teachers, 39.62, and female *para*-teachers, 38.42, compared to respective percentages of 34.75 and 55.91 in Bihar, 21.56 and 12.45 in Rajasthan, 19.95 and 15.59 in Himachal Pradesh, and 19.95 and 34.05 in the state of 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 percent *para*-teachers against below 1 percent in Gujarat. The percentage of male and female *para*-teachers to total teachers in Delhi comes to be 5.16 and 4.91 of the total teachers. All the states from 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 is quite low as compared to other states. Among these states, Arunachal Pradesh reported the

“About 23.89 percent of the total para-teachers are appointed alone in the state of Madhya Pradesh compared to 19.20 percent in Uttar Pradesh”

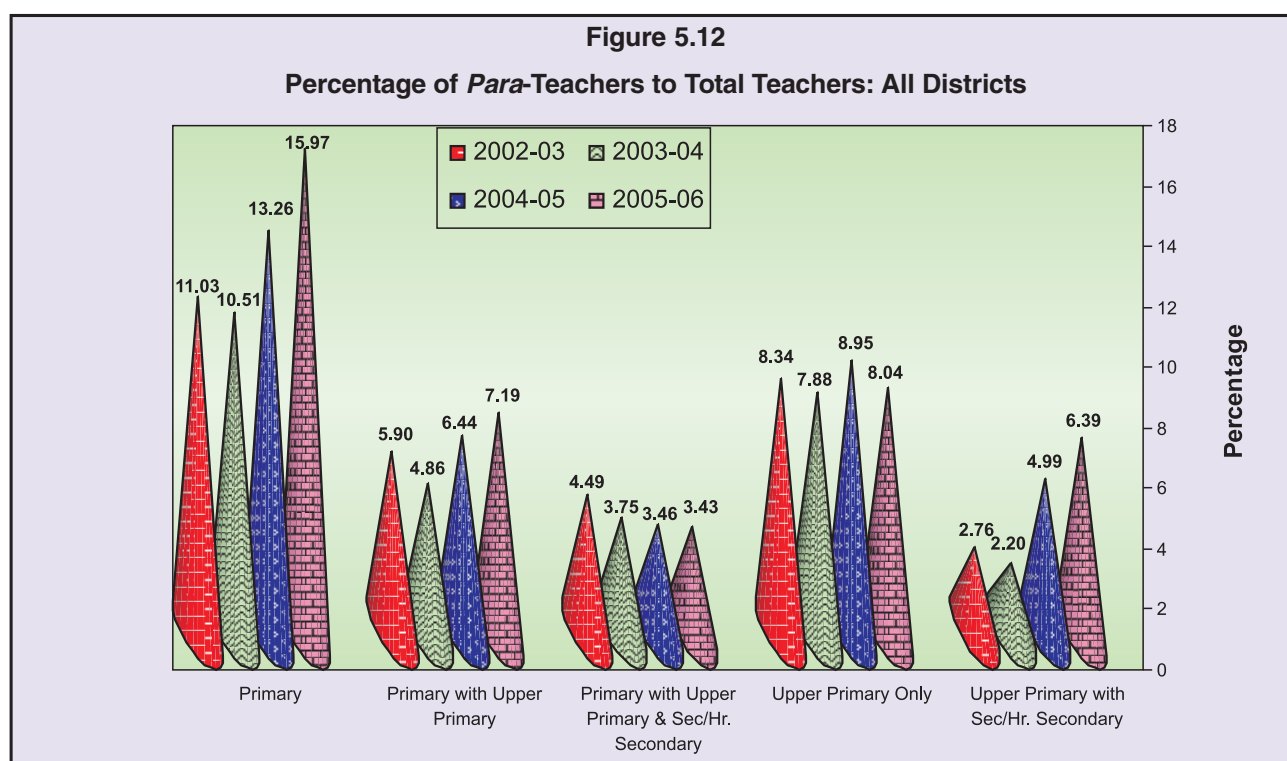
highest percentage of 17.54 of male and 21.46 of female *para*-teachers. Lakshadweep is the only state across the country which has not reported any *para*-teacher in its Primary schools.

*“Lakshadweep is the only state across the country which has not reported any *para*-teacher in its Primary schools”*

Both together give a percentage of about 15 which means that 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.

About 66 percent of the total 499 thousand *para*-teachers are posted in the Primary schools. The distribution of *para*-teachers by school category reveals that 16.36 percent male and 15.35 percent

Further, it has been observed that a significant percentage of *para*-teachers (to total teachers) in Primary schools are in the states of Andhra



female (246 thousand in 2005 against 176 thousand in 2004) of the corresponding total teachers posted in Primary schools are the *para*-teachers. About 62 percent of the total *para*-teachers in Primary schools are male and the balance 38 percent are female teachers. The respective percentage of male and female *para*-teachers to total teachers in Primary schools in 2004-05 was 14.19 and 11.73.

*“About 62 percent of the total *para*-teachers in Primary schools are male and the balance 38 percent are female teachers”*

Pradesh (12.26 male and 14.23 female teachers), Chhattisgarh (26.08 male and 34.72 female teachers), Bihar (34.75 male and 55.91 female teachers), Himachal Pradesh (19.95 male and 15.59 female teachers), Madhya Pradesh (39.62 male and 38.42 female teachers), Rajasthan (21.56 male and 12.45 female teachers) and Uttar Pradesh (19.95 male and 34.05 female teachers). Primary schools alone

Teacher-Related Indicators

in Rajasthan and Madhya Pradesh have 24,384 and 75,597 *para*-teachers, their respective percentages being 19.06 and 39.28 of the total *para*-teachers in Primary schools. In rest of the states, the percentage of *para*-teachers in Primary schools is very low. All the north-eastern states have only a few *para*-teachers in its Primary

female, 5.10 percent) also reported high percentage of *para*-teachers in its Primary schools but in absolute number, both states have posted only a few *para*-teachers.

Notably, *para*-teachers are not confined only to Primary schools. A good number of other types of

Table E21
Percentage of *Para*-Teachers to Total Teachers : 2005-06

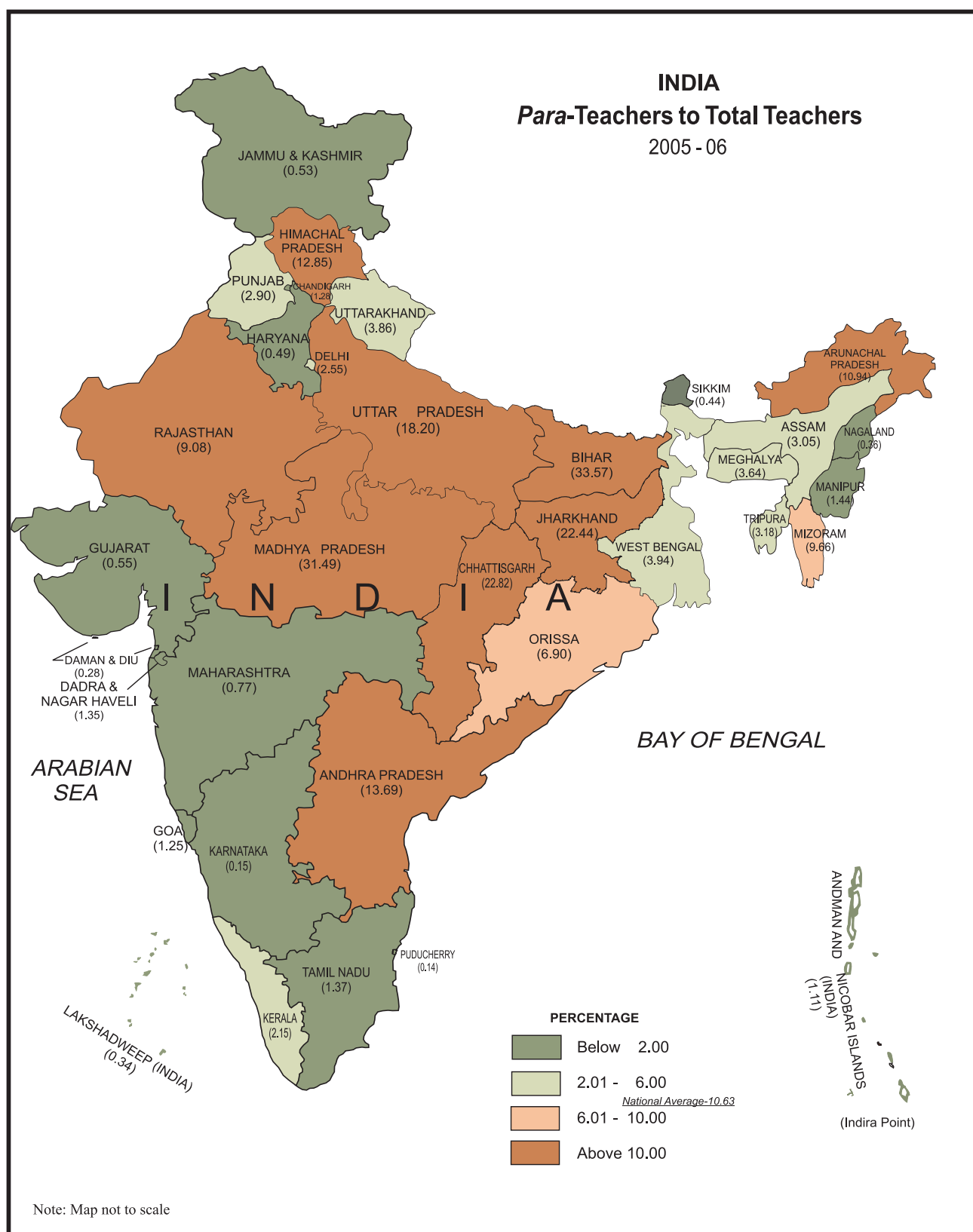
School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary only	16.36	15.35	15.97	17.29	19.05	17.89	4.97	4.18	4.43
Primary with Upper Primary	7.36	6.98	7.19	7.99	9.14	8.41	3.46	2.91	2.80
Primary with Upper Primary & Secondary/ Hr. Secondary	3.77	3.15	3.43	4.01	3.86	3.95	3.26	2.59	3.56
Upper Primary only	7.89	8.33	8.04	8.40	11.12	9.14	4.00	3.28	3.44
Upper Primary & Secondary/ Hr. Secondary	5.91	7.25	6.39	6.76	10.29	7.76	3.08	3.76	0.15
No Response	2.40	2.61	1.06	1.67	2.63	1.89	3.18	1.59	3.56
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
All Schools (2002-03)	7.20	6.82	7.18	7.67	8.67	7.68	3.32	2.87	3.06

Note: Total may not add to hundred because of the no-responses and rounding of figures.

schools. Similarly, Gujarat, Haryana, Kerala, Maharashtra, Tamil Nadu and West Bengal too have less number of *para*-teachers. However, Delhi (male 5.16 percent; and female, 4.91 percent) and Uttarakhand (male 6.70 percent; and

schools also had *para*-teachers in 2005-06. However, majority of them have been posted in Primary schools. Their number is more than 94 thousand in case of Elementary schools, which is 7.20 percent of the total teachers in Elementary schools. States of Andhra

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Map 5.4

Teacher-Related Indicators

Pradesh (male 16.41 percent and female 19.93 percent), Bihar (male 24.46 percent and female 43.47 percent), Chhattisgarh (male 22.34 percent, and female 19.75 percent), Jharkhand (male 17.24 percent, and female 16.49 percent), Mizoram (male 14.90 percent, and female 21.14 percent) and Madhya Pradesh (male 22.98 percent and female 19.47 percent) have a high percentage of *para*-teachers (of the total teachers) in Elementary schools.

On the other hand, as many as 32,610 *para*-teachers were posted in independent Upper

Primary attached to Secondary & Higher Secondary schools have only a few *para*-teachers. In both these types of schools, about 9 thousand and 31 thousand *para*-teachers were appointed in 2005-06, which respectively works out to be 3.44 and 6.40 percent of the total teachers in these schools (Table E 21).

Qualifications of *Para*-Teachers

The distribution of *para*-teachers by school category reveals that *para*-teachers are almost equally qualified as regular teachers. About 51.91

Table E22

Academic Qualification of All Category *Para*-Teachers : 2005-06

Qualification	Percentage						
	All Areas			Rural Areas		Urban Areas	
	Male	Female	Total	Female	Total	Female	Total
Below Secondary	2.42	2.37	2.40	2.40	2.42	2.12	2.15
Secondary	8.62	9.93	9.12	10.05	9.21	8.92	7.85
Higher Secondary	34.13	36.49	35.04	38.13	35.95	23.04	22.73
Upto Higher Secondary	45.17	48.79	46.56	50.58	47.58	34.08	32.73
Graduate	35.89	32.14	34.44	30.96	33.83	41.81	42.73
Post Graduate	16.02	15.27	15.73	14.48	15.27	21.73	22.03
Graduate & Post Graduates	51.91	47.41	50.17	45.44	49.10	63.54	64.76
M.Phil/ Ph.D	0.27	0.23	0.28	0.20	0.23	0.53	0.58
Others	0.13	0.15	0.14	0.13	0.13	0.33	0.36
No Response	2.52	3.42	2.87	3.65	2.96	1.52	1.58

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

Primary schools which is 8.11 percent of the total teachers in these schools. Chhattisgarh (male 19.22 percent, and female 31.85 percent) and Madhya Pradesh (male 32.17 percent, and female 40.50 percent), too have significant number of *para*-teachers in this category. Compared to Primary schools, Upper Primary and Elementary schools, integrated Higher Secondary, and Upper

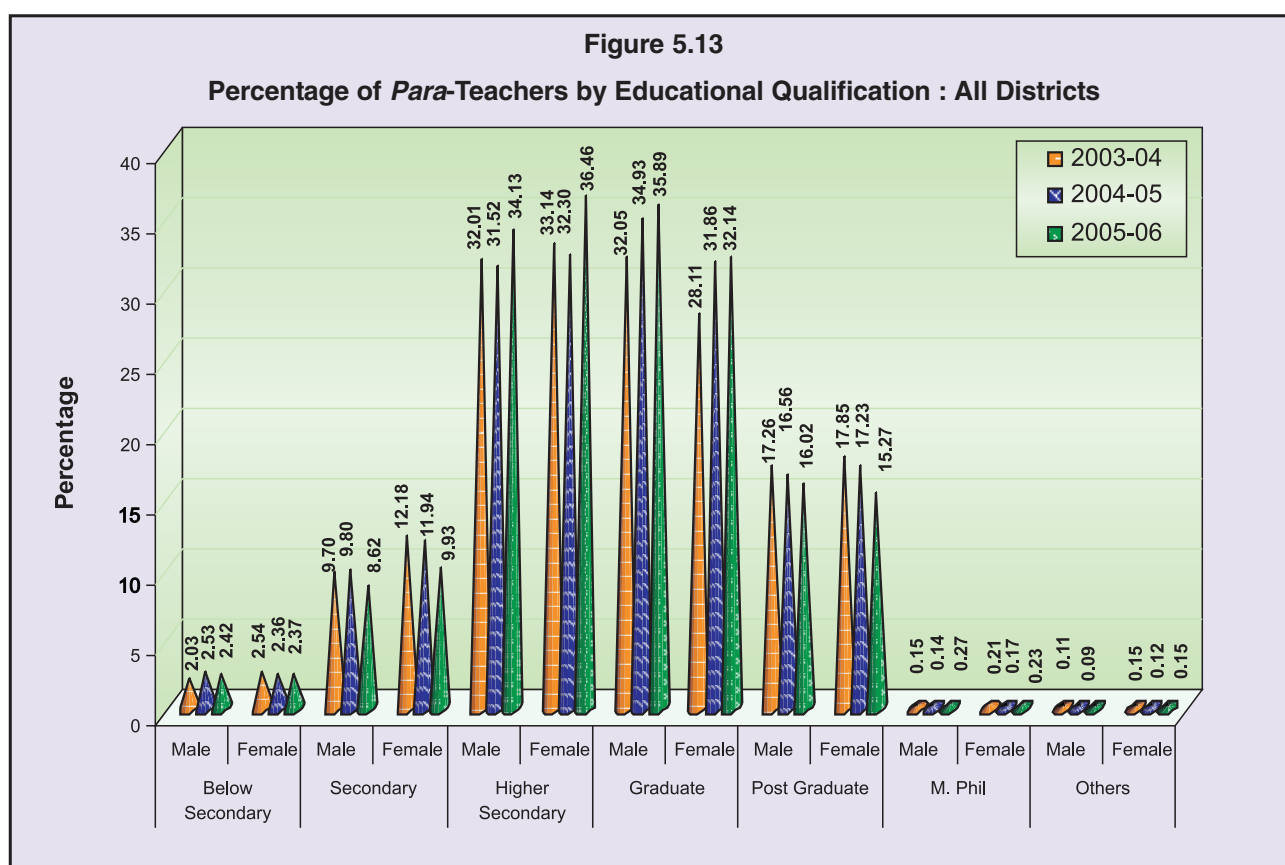
percent male and 47.41 percent female *para*-teachers are Graduates and above, compared to 53.05 percent male and 50.89 percent female regular (all categories) teachers. This shows that more than 50 percent *para*-teachers have Graduate and above degrees, compared to 52 percent in the case of regular teachers. In urban areas, the percentage of such *para*-teachers is

favourably much higher at 64.76 compared to 49.10 in the rural areas.

On the other hand 44.54 percent male, 46.54 percent female and 45.35 percent all regular teachers are Higher Secondary. The percentage in case of *para*-teachers is 45.17 percent male, 48.79 percent female and 46.56 all *para*-teachers. The distribution of teachers below

“More than 50 percent para-teachers have Graduate and above degrees, compared to 52 percent in the case of regular teachers”

level, compared to 2.84 male and 3.35 percent female regular teachers. The percentage in case of regular Primary teachers is still higher at 4.09 male and 4.75 female teachers. The corresponding percentages in case of *para*-teachers are 3.02 male, 2.82 female teachers. Though the number is small, a few regular teachers (0.27 percent male and 0.23 percent female) and *para*-teachers (0.14 percent



Higher Secondary level further reveals that the percentage in case of regular teachers is higher than the same in case of *para*-teachers which is true for all category schools and teachers in Primary schools. Only 2.42 percent male and 2.37 percent (all categories) female *para*-teachers are below Secondary

“Only 2.42 percent male and 2.37 percent female para-teachers are below Secondary level, compared to 2.84 male and 3.35 percent female regular teachers”

male and 0.17 percent female) are even M.Phil degree holders. This is also true in case of teachers in Primary schools (Tables E 22 & E 23).

The state-specific distribution of *para*-teachers by qualifications suggests that a few states have higher percentage of

Teacher-Related Indicators

teachers below Secondary level than the average of all districts (2.40 percent). Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Gujarat, Haryana, Jharkhand, Kerala, Meghalaya, Mizoram, Nagaland, Punjab, Rajasthan, Tripura and Uttar Pradesh are such states. On the other hand, Andhra Pradesh (1.64 percent), Bihar (0.68 percent),

“In a number of states, the number of para-teachers with Secondary qualification is much higher than the national average (9.87 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 (9.87 percent). Arunachal Pradesh, Andhra Pradesh, Assam, Daman and Diu, Goa, Gujarat, Haryana, Himachal Pradesh, Kerala, Lakshadweep, Maharashtra, Manipur, Meghalaya,

Table E23

Academic Qualification of Primary School *Para*-Teachers : 2005-06

Qualification	Percentage						
	All Areas			Rural Areas		Urban Areas	
	Male	Female	Total	Female	Total	Female	Total
Below Secondary	3.02	2.82	2.95	2.84	2.96	2.62	2.67
Secondary	9.53	10.45	9.87	10.32	9.84	12.09	10.60
Higher Secondary	39.07	41.42	39.96	42.25	40.35	29.94	30.55
Upto Higher Secondary	51.62	54.69	52.78	55.41	53.15	44.65	43.82
Graduate	31.44	28.05	30.16	27.98	29.91	35.99	36.45
Post Graduate	13.99	13.00	13.62	12.67	13.45	17.60	17.76
Graduate & Post Graduates	45.43	41.05	43.78	40.65	43.36	53.59	54.21
M.Phil/ Ph.D	0.22	0.16	0.19	0.15	0.19	0.33	0.40
Others	0.08	0.08	0.08	0.07	0.07	0.14	0.14
No Response	2.67	4.02	3.18	4.22	3.24	1.27	1.43

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

Delhi (0.86 percent), Himachal Pradesh (1.42 percent), Jammu & Kashmir (1.89 percent), Karnataka (0.30 percent), Madhya Pradesh (2.12 percent), Maharashtra (1.73 percent), Orissa (0.86 percent), Uttarakhand (1.08 percent) and West Bengal (0.59 percent) have lower percentage of *para-teachers* with below Secondary level qualifications.

“Though the number is small, a few regular teachers and para-teachers are even M.Phil degree holders”

Mizoram, Nagaland, Orissa, Puducherry and Tripura are a few such states. About 39.39 percent *para-teachers* in Andaman and Nicobar Islands, 27.84 percent in Andhra Pradesh, 40.32 percent in Chandigarh, 61.54 percent in Dadra and Nagar Haveli, 50.00 percent each in Daman and Diu and Lakshadweep, 45.12 percent in Delhi, 37.60 percent in Himachal

Pradesh, 40.88 percent in Jammu & Kashmir, 42.00 percent in Punjab, 47.06 percent in Sikkim, 42.64 percent in Tamil Nadu and 59.67 percent in West Bengal are Graduate *para*-teachers. More than 10 percent *para*-teachers in West Bengal are Post Graduates. In Chandigarh, about 34 percent *para*-teachers

*“Percentage of *para*-teachers without professional qualifications is a bit low in urban areas than the same in rural areas”*

Professional Qualification of *Para*-Teachers

Para-teachers though are better qualified than regular teachers, but many of them do not possess any professional qualification (male 39.71 percent; and female 47.65 percent). Not much difference

Table E24

Percentage of *Para*-Teachers with Professional Qualification by School Category : 2005-06

School Category	All Areas	
	Male	Female
Primary Only	58.55	47.53
Primary with Upper Primary	59.56	59.12
Primary with Upper Primary & Secondary/ Hr. Secondary	74.17	74.27
Upper Primary Only	75.77	76.48
Upper Primary & Secondary/Hr. Secondary	63.02	52.65
All Schools	60.29	52.36

Table E25

Professional Qualification of *Para*-Teachers (All Categories) : 2005-06

Qualification	Percentage					
	All Areas		Rural Areas		Urban Areas	
	Male	Female	Male	Female	Male	Female
J.B.T or Equivalent	18.93	18.02	19.14	18.65	14.39	12.84
S.B.T or Equivalent	13.15	12.37	13.09	11.92	14.40	16.08
B.Ed or Equivalent	26.66	20.44	26.06	18.38	40.36	37.49
M.Ed or Equivalent	1.55	1.52	1.43	1.29	4.16	3.46
No Response	39.71	47.65	40.28	49.76	26.69	30.13

are Post Graduates compared to 23 percent *para*-teachers in Delhi. Chhattisgarh, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Puducherry, Punjab, Rajasthan, Tamil Nadu and Uttarakhand too have a good number of Post-Graduate *para*-teachers.

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. Still the percentage of such teachers in urban areas in case of male

Teacher-Related Indicators

teachers is 26.69 and in case of female teachers 30.13. The corresponding figures in rural areas are 40.38 percent for male and 49.76 percent for female teachers. It is also interesting to note that 22.02 percent male *para*-teachers and 14.38 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 (33.93 percent male and 31.13 percent female *para*-teachers) than in

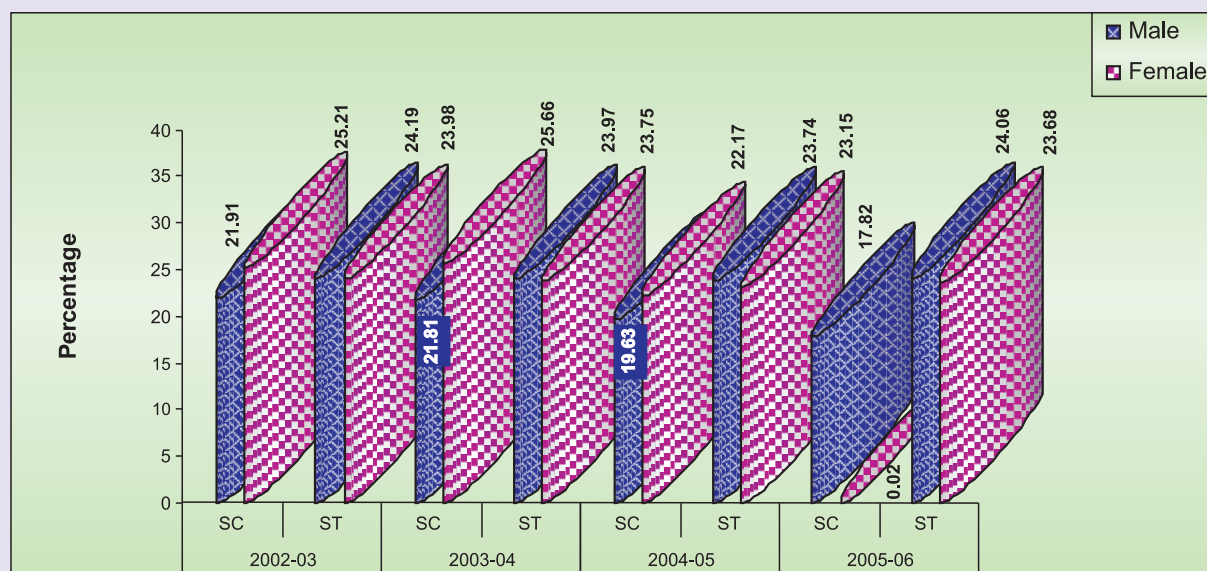
“About 22.02 percent male *para*-teachers and 14.38 percent female *para*-teachers in Primary schools have B.Ed or equivalent degrees”

percent female teachers S.B.T or equivalent (Tables E 24 and E25).

Distribution of Teachers by Caste

The caste distribution of teachers (including *para*-teachers) is presented state-wise and by average of all districts (Table E26). This has also been presented in case of all government and private teachers together. The data reveals that government is the main employer of both SC and

Figure 5.14
Percentage of SC & ST Teachers (All Schools) : All Districts



rural areas (21.76 percent male and 13.18 percent female *para*-teachers). In addition, about 1 percent each male and female *para*-teachers in the Primary schools have M.Ed or equivalent degrees. The percentage of *para*-teachers with M.Ed degree is slightly higher in case of other school types. About 23 percent male and 22 percent female *para*-teachers teaching in Primary schools are J.B.T or equivalent and another 12.88 percent male and 10.02

“Data reveals that government is the main employer of both SC and ST teachers as majority of teachers are employed in schools run by government managements”

ST teachers as majority of 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 SC and ST teachers.

About 83 percent SC and 79 percent ST teachers are employed respectively in the government and private managed schools. The share of

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SC and ST teachers together in government schools is 80 percent, compared to 20 percent in case of private managed schools. As many as 0.85 million SC and 1.09 million ST teachers are engaged in imparting elementary education,

elementary education in the country (Table E26). Not much difference is observed in percentage of SC and ST teachers to total teachers in 2005-06 compared to the same in the previous year 2004-05. Further, as many as 1.57 million OBC

Table E26

**SC & ST Teachers Employed in Government and Private Managed Schools :
2003-04 to 2005-06**

Management	SC	ST	SC & ST	OBC
	2003-04			
Government Schools	669448	664427	1333875	-
%	83.7	80.96	82.31	-
Private Schools	130398	156208	286606	-
%	16.3	19.04	17.69	-
Total	799846	820635	1620481	-
% to Total Teachers	21.81	22.38	44.18	-
Management	2004-05			
	SC	ST	SC & ST	OBC
Government Schools	693978	744181	1438159	-
%	84.03	79.13	81.42	-
Private Schools	131930	196301	328231	-
%	15.97	20.87	18.58	-
Total	825908	940482	1766390	-
% to Total Teachers	20.64	23.5	44.14	-
Management	2005-06			
	SC	ST	SC & ST	OBC
Government Schools	705532	858680	1564212	1006329
%	82.75	78.59	80.42	63.94
Private Schools	147080	233860	380940	567572
%	17.25	21.41	19.58	36.06
Total	852612	1092540	1945152	1573901
% to Total Teachers	18.65	23.90	42.55	34.43

which respectively are 18.65 percent and 23.90 percent of the total teachers. Altogether, there are about 1.95 million SC and ST teachers, which is 42.55 percent of total teachers that impart

teachers are engaged in imparting elementary education which is 34.43 percent of total teachers. The percentage of OBC teachers under government management stands at 63.94 percent

Teacher-Related Indicators

compared to 36.06 percent in case of private managed schools.

Teachers Involvement in Non-Teaching Assignments

It is a common belief that teachers in general and Primary schools teachers in particular, hardly get time for teaching because they are mostly involved in non-

“Average number of working days spent on non-teaching assignments is presented by school category and also separately in case of all government and private managements together”

teaching assignments, which is presented by school category and also separately in case of all government and private managements together (Table E27). 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 2004-05. The

Table E27

Average Number of Working Days Spent on Non-Teaching Assignments : 2002-03 to 2004-05

School Category	Number of Days Involved				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary Only	17	16	19	17	15
Primary with Upper Primary	17	16	22	17	16
Primary with Upper Primary & Secondary/Hr. Secondary	18	17	19	18	18
Upper Primary Only	18	17	21	18	18
Upper Primary & Secondary/Hr. Secondary	18	16	22	18	18
All Schools	17	16	21	17	17
Percentage of Teachers Involved in Non-Teaching Assignments to Total Teachers					
2004-05	15.06	16.60	9.56	18.06	7.62
2003-04	18.14	20.28	10.60	21.82	8.05
2002-03	16.69	18.34	10.60	19.47	8.21

teaching assignments. Through the DISE 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. 2004-05. The information thus obtained has been used to compute average number of working days spent on non-

percentage of such teachers is also presented separately both in case of rural and urban areas.

“Majority of teachers imparting elementary education across 604 districts were not involved in non-teaching assignments”

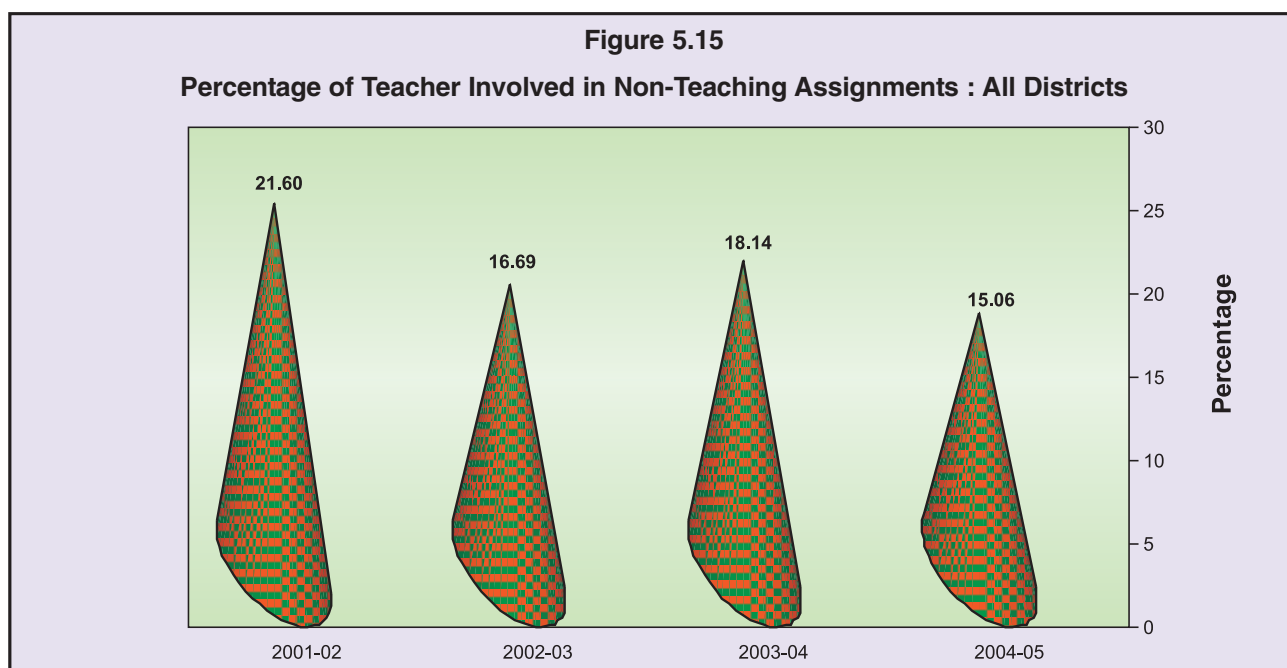
Table E27 reveals that majority of teachers imparting elementary education across 604 districts were not involved in non-teaching assignments in 2004-05 which is also true for previous years. The

percentage of such teachers (all categories) has been as low as 15.06 (18.14 percent in 2003-04) compared to 16.60 percent in rural and only 9.56 percent in urban areas. This suggests that 85 out of 100 teachers in rural areas were not involved in non-teaching assignments compared to 90 out of 100 teachers in the urban areas. A little less than double the percentage of teachers in rural areas was involved in non-teaching assignments than teachers in the

“Eighty five out of 100 teachers in rural areas were not involved in non-teaching assignments compared to 90 out of 100 teachers in the urban areas”

(17 percent), Bihar (22 percent) etc. On the other hand, the percentage of such teachers in Delhi, Karnataka and Puducherry was below 6 as majority of teachers in these states were not involved in non-teaching assignments during the

previous academic year. The teaching-learning not taking place regularly may not be because of involvement of teachers in non-teaching assignments as teachers are involved in non-



urban areas. It is also to be noted that the number of days spent on non-teaching assignments were slightly more in Primary and Upper Primary schools compared to other school types.

It is further observed that the highest number of teachers involved in non-teaching assignments amongst major states was in Assam (32 percent), followed by West Bengal (30 percent), Rajasthan

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, Meghalaya, Mizoram, Nagaland etc.

the percentage of teachers involved in such assignments is above 20 percent.

“Teachers are involved in non-teaching assignments only for a few days and percentage of such teachers has also been quite low”

The data on all schools together reveals that, on an average, a teacher was involved in the non-

Teacher-Related Indicators

teaching assignment only for 17 days during the pervious academic year (of the 15.06 percent of those who were involved). In rural areas, teachers were involved in assignments for 16 days compared to 21 days in urban areas. Teachers in government managed schools were engaged for 17 days in non-teaching activities, as also for 17 days in case of teachers in schools run by private managements. The average number of days spent on non-

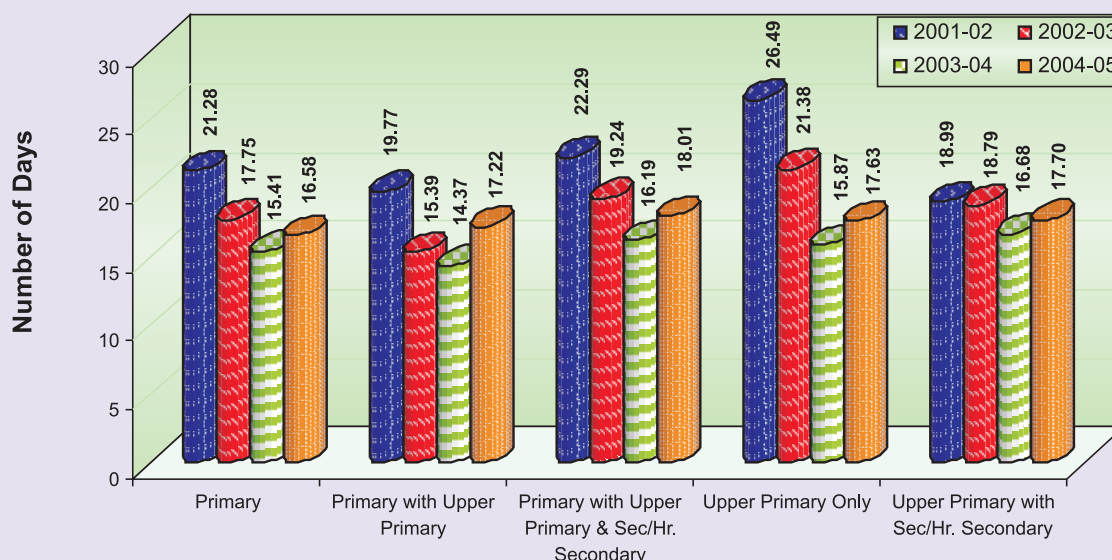
“Average number of days spent on non-teaching assignments was highest (31 days) in Bihar and the lowest (6 days) in Karnataka”

previous academic year. Assam (24 days), Bihar (31 days), Daman and Diu (22 days), Goa (35 days), Jharkhand (26 days), Lakshadweep (36 days), Madhya Pradesh (21 days), Puducherry (25 days) and Tripura (35 days)

are such states. In Delhi, Primary school teachers were reported to have been engaged for 22 days compared to 6 days in Chandigarh, 14 days in Tamil Nadu, 7 days in Karnataka and 8 days in Kerala.

Figure 5.16

Average Number of Working Days Spent on Non-Teaching Assignments : All Districts



teaching assignments was highest (31 days) in Bihar and the lowest (6 days) in Karnataka. The average number of days spent was also high in Assam (22 days), Goa (24 days), Madhya Pradesh and Puducherry (25 days), Tripura (26 days), Delhi (19 days) and Meghalaya (18 days).

So far as teachers in Primary schools/sections are concerned, only 13 states reported more than 20 days' involvement in non-teaching assignments during the

“In Delhi, Primary school teachers were reported to have been engaged for 22 days compared to 6 days in Chandigarh”

Concluding Observations

The analysis presented above not only indicate that the number of teachers imparting elementary level of education has increased but all other indicators analysed have also shown consistent improvement over a period of time. 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 a few areas of concern. There are still locations where PTR is not satisfactory and in one classroom very large number of pupils are sitting. A good number of schools are either without teacher and single-classroom, or single-teacher schools despite availability of an average of 3 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 in a few states there number is far from satisfactory and hence need much improvement. The previous section on enrolment-based indicators reveals that quality of education in terms of learners' attainment across the country is not satisfactory which can be improved only through active participation of teachers. Useful in-service

“Useful in-service programmes can be of great help in improving classroom transaction”

programmes can be of great help in improving classroom transaction. In the previous year, a good number of teachers across the country have

undergone in-service training but efforts made are not reflected in the learners' attainment which is still a major area of concern. Time has come that we seriously identify training needs so that desirable training can be arranged. Lastly, we should initiate the process of filling-up vacant position of teachers. The recruitments which have undertaken in the recent past suggest that most of the new teachers recruited in fact are the *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 for *para*-teachers to manage. 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 such studies.

*“Quite a good number of schools are left for *para*-teachers to manage. Studies should be conducted on the functioning of all such schools”*

Educational Development Index

Background

Based on the DISE data an effort has been made recently by the Government of India (MHRD, Department of School Education and Literacy) and the National University of Educational Planning and Administration (NUEPA) 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: 2005-06*; NUEPA and GOI, 2007).

The basic purpose of computing an EDI was to know position of a state vis-à-vis other states. The weights in the computation of an EDI are determined by using *Factor Loadings* and *Eigen Values* from Principal Component Analysis (PCA). 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.

Variables Used

The variables used to compute EDI are presented in Table F1. As many as 22 indicators have been used which were further re-grouped into the following four sub-groups:

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

A cursory look at the set of 22 indicators (Table F1) reveals that they are either positive or negative in nature in view of which each indicator was first *normalized* by using the following formula:

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

Upon receiving *normalized values*, the next step was to assign '*factor loadings*' and '*weights*'. Principal Component Analysis was used to obtain factor loading and weights of the indicators used in each of the four sets of indicators.

Analysis of EDI

In view of different sizes of States and UTs, they are further re-grouped under major states (21 states), states from the north-eastern region (7 states, excluding Assam) and smaller states (7 states). 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 states grouped under north-eastern region are Arunachal Pradesh, Manipur, Meghalaya,

DPEP. The EDI presented in Table F2 reveals that Mizoram outperformed other six states in the region which is true for Primary, Upper Primary

Table F1
Indicators Used in Computing EDI

Component	Indicator	Type of Indicator
ACCESS	Percentage of Habitations not Served	Negative
	Number of Schools per 1000 Population	Positive
INFRASTRUCTURE	Average Student-Classroom Ratio	Negative
	Schools with SCR ≥ 60	Negative
	Percentage of Schools without Drinking Water Facility	Negative
	Percentage of Schools with Boys' Toilets	Positive
	Percentage of Schools with Girls' Toilets	Positive
TEACHERS	Percentage of Female Teachers	Positive
	Average Pupil-Teacher Ratio	Negative
	Percentage of Schools with Pupil-Teacher Ratio ≥ 60	Negative
	Percentage of Single-Teacher Schools where the Number of Students ≥ 15	Negative
	Percentage of Schools 3 or less Teachers	Negative
	Percentage of Teachers without Professional Qualifications	Negative
OUTCOME	Gross Enrolment Ratio - Overall	Positive
	GER - Scheduled Castes	Positive
	GER - Scheduled Tribes	Positive
	Gender Parity Index in Enrolment	Positive
	Repetition Rate	Negative
	Dropout Rate	Negative
	Ratio of Exit Class over Class I Enrolment (Only at Primary Stage)	Positive
	Percentage of Passed Children to Total Enrolment	Positive
	Percentage of Appeared Children Passed with ≥ 60 per cent	Positive

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

and composite Primary and Upper Primary (Elementary) levels of education. Incidentally, Mizoram is placed 9th amongst all the 35 States

and UTs of the country. The state attains an overall EDI of 0.65 for Elementary, 0.62 for Primary and 0.68 for Upper Primary levels of education which is treated above average as an EDI ranges between 0.0 to 1.0. Individual EDIs in each set of indicators, however, reveal that Mizoram

“Mizoram outperformed other six states in the region which is true for Primary, Upper Primary and composite Primary and Upper Primary levels of education”

does not stand first in all the four sets which is true both for Primary and Upper Primary levels of education. So far as the access indicators at Primary level are concerned, it is found to be very high at 0.85 in case of Meghalaya compared to 0.71 in case of Mizoram. The lowest EDI in case of access indicators is observed in case of Tripura having an EDI 0.41 followed by Arunachal Pradesh with an EDI of 0.47. 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 (0.76) which is also true for Upper Primary level of education (EDI, 0.80). Sikkim is followed by Mizoram with EDI of 0.66. The lowest EDI (0.37) is observed in Meghalaya. This shows a wide spread regional variations. 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. Meghalaya also has the lowest infrastructure index (0.45) 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 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

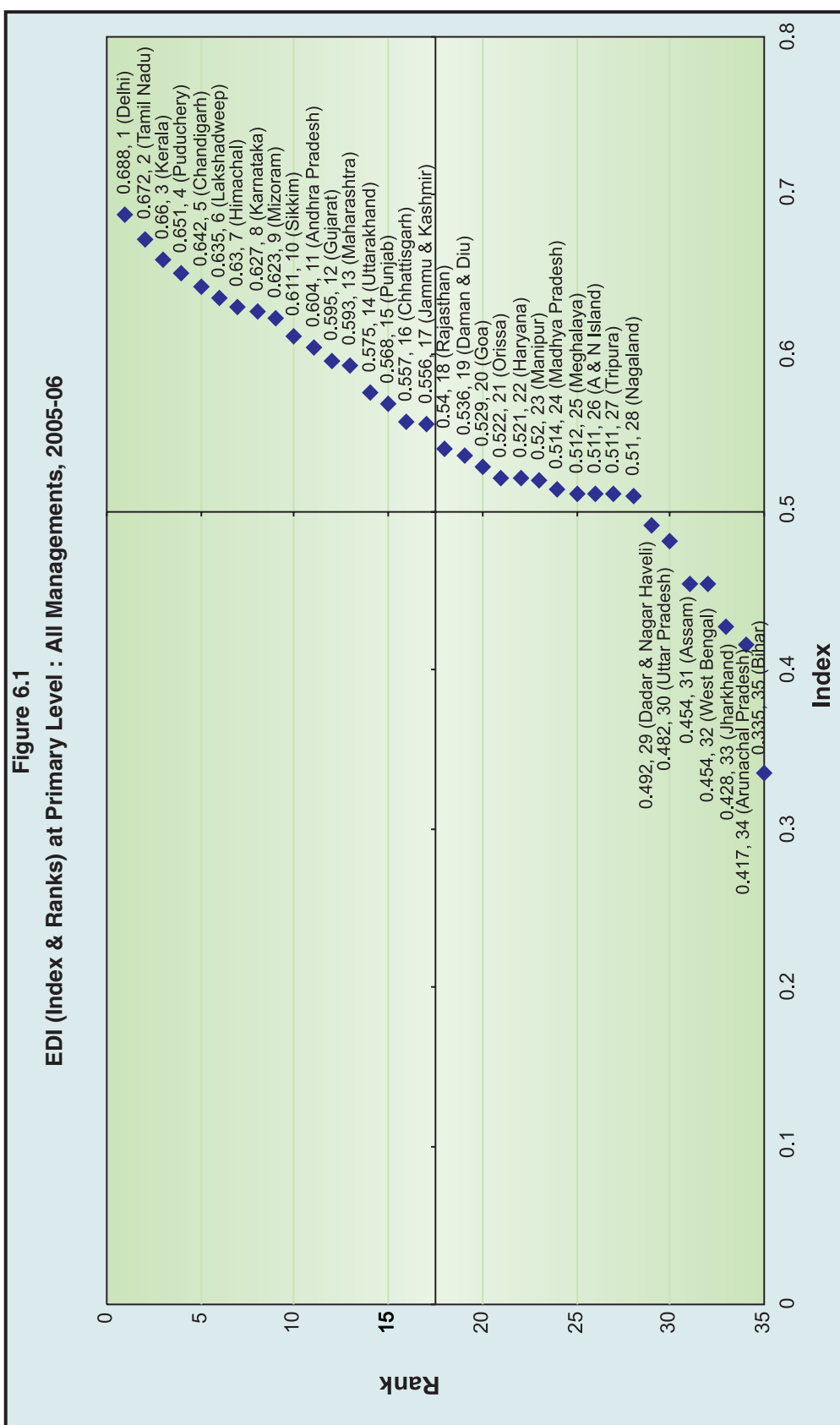
“So far as infrastructure set of indicators at Primary level is concerned, Sikkim has the highest EDI (0.76) which is also true for Upper Primary level of education (EDI, 0.80)”

Arunachal Pradesh also do not have minimum facilities as the EDIs obtained at the Primary and Upper Primary levels respectively are 0.51 and 0.63. It is worth mentioning here that Arunachal Pradesh stands last in Primary level EDI (0.42) as its ranking is 34 out of 35 states included in the

analysis. It has also a lower rank in Upper Primary (31) and Elementary (33) 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 teacher indicators are concerned, it is neither Mizoram nor Meghalaya, but it is Sikkim that is on top of the list with EDI 0.65. Mizoram is second with EDI 0.63 and Arunachal Pradesh is the last with EDI 0.38. In case of teachers' indicators, position of Sikkim amongst all the 35 states is 8th (EDI 0.65) in case of Primary and 14th (EDI 0.760) in case of Upper Primary level of education. It may be recalled that six indicators concerning teachers, including percentage of female teachers and pupil-teacher ratio, were used. Like infrastructure, all the states in the north-eastern region are much 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, the lowest ranked state amongst north-eastern region with

regard to teachers' indicators is Arunachal Pradesh with an EDI of 0.38 at Primary and 0.62 at Upper Primary level. The corresponding position of Arunachal Pradesh amongst all the 35 states is 31st at Primary and 27th at Upper Primary level of education.



Educational Development Index

The last set of indicators that was used is the outcome indicators. As many as 9 indicators are used to see the position of all the 35 states, including 7 states from the north-eastern region. The list of indicators used is quite comprehensive through which true picture of universalisation can

Primary level, rank of Tripura is 14th compared to 29th of Arunachal Pradesh. Correspondingly, they stand first and last within the north-eastern states with respective EDI values of 0.56 and 0.41. Their respective EDIs at Upper Primary level, being lower than Primary level, are 0.45 and 0.34 which

Table F2

Indices & Ranking at Primary & Upper Primary Level : North-Eastern States (Excluding Assam) (All Managements : All Schools)

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	0.470	5	0.241	7	0.506	6	0.637	4	0.383	7	0.620	7
Manipur	0.561	4	0.436	5	0.564	3	0.691	2	0.528	6	0.740	4
Meghalaya	0.85	1	0.495	4	0.367	7	0.453	7	0.578	3	0.752	3
Mizoram	0.712	2	0.753	1	0.663	2	0.664	3	0.633	2	0.753	2
Nagaland	0.605	3	0.363	6	0.514	5	0.631	5	0.542	5	0.691	5
Sikkim	0.605	3	0.540	2	0.760	1	0.80	1	0.648	1	0.763	1
Tripura	0.413	6	0.529	3	0.546	4	0.524	6	0.550	4	0.680	6
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	0.405	7	0.342	7	0.417	7	0.500	7	0.458		7	
Manipur	0.496	3	0.431	4	0.520	3	0.608	3	0.564		3	
Meghalaya	0.417	6	0.457	2	0.512	4	0.556	6	0.534		5	
Mizoram	0.517	2	0.507	1	0.623	1	0.677	1	0.650		1	
Nagaland	0.424	5	0.408	5	0.510	6	0.556	5	0.533		6	
Sikkim	0.479	4	0.394	6	0.611	2	0.660	2	0.635		2	
Tripura	0.558	1	0.454	3	0.511	5	0.56	4	0.535		4	

be obtained. Barring Meghalaya, all the other states 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 states at

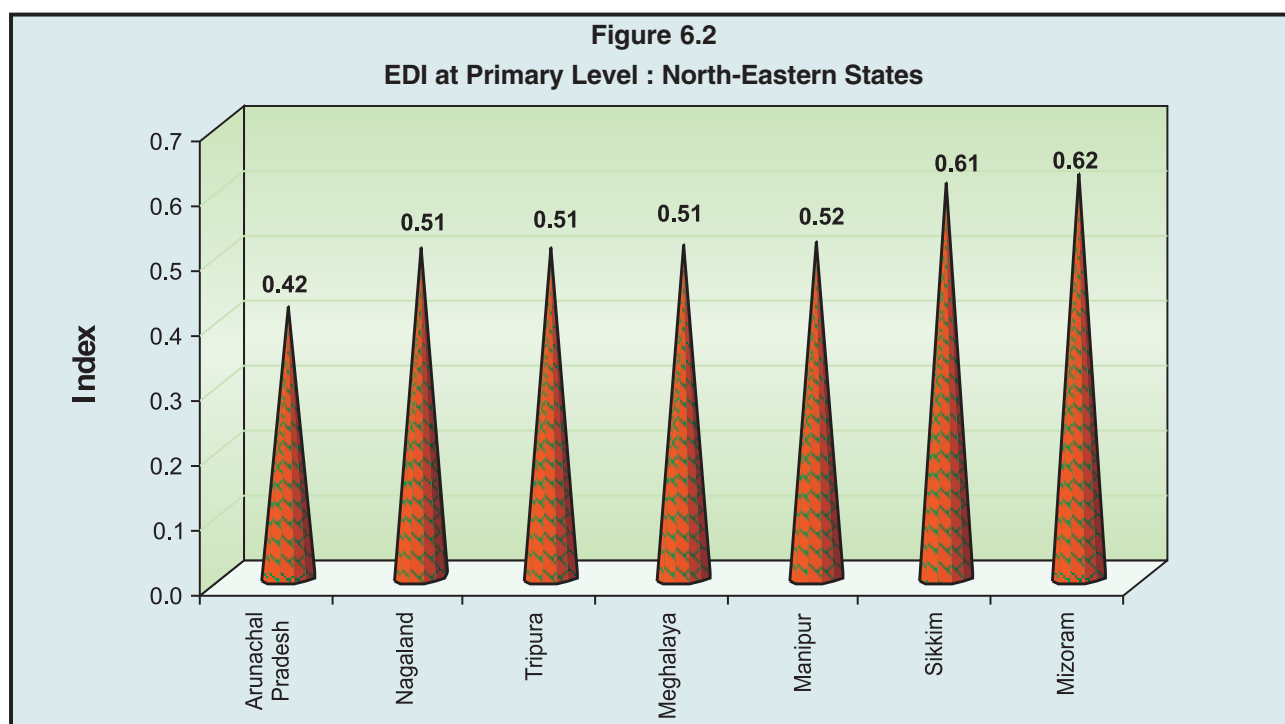
may be termed as far below the average EDI. Though Tripura stands first with regard to teachers indicators at Primary level, but the same is not true in case of other sets of indicators used. Its rank is 6th in case of access and 4th in case of

teachers and infrastructure indicators. 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 is expected. The provisions made under SSA can also be best used if such analysis is carried out.

“Barring Meghalaya, all other states reported a lower EDI for Upper Primary level compared to Primary level of education”

size but a cursory look at EDI values indicate that they are doing much better than a number of bigger states both in Primary and Upper Primary levels of education. Amongst all states, Puducherry is ranked 4th in case of Primary (EDI, 0.65) and 2nd in

case of Upper Primary (EDI 0.75) level of education. Among the seven smaller states, it is ranked first both at these levels of education. The second amongst these states is Chandigarh with



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 F3). May be these seven states are small in

an EDI of 0.64 at Primary level and 0.74 at Upper Primary level of education. It may be of interest to note that Chandigarh's overall ranking is 5th (EDI

0.64) at the Primary and 3rd (EDI 0.74) at Upper Primary level. The other smaller state doing better is Lakshadweep which has only 27 schools under its administration. In overall ranking it stands 6th at Primary level (EDI, 0.64) and 12th (EDI, 0.66) at Upper Primary level

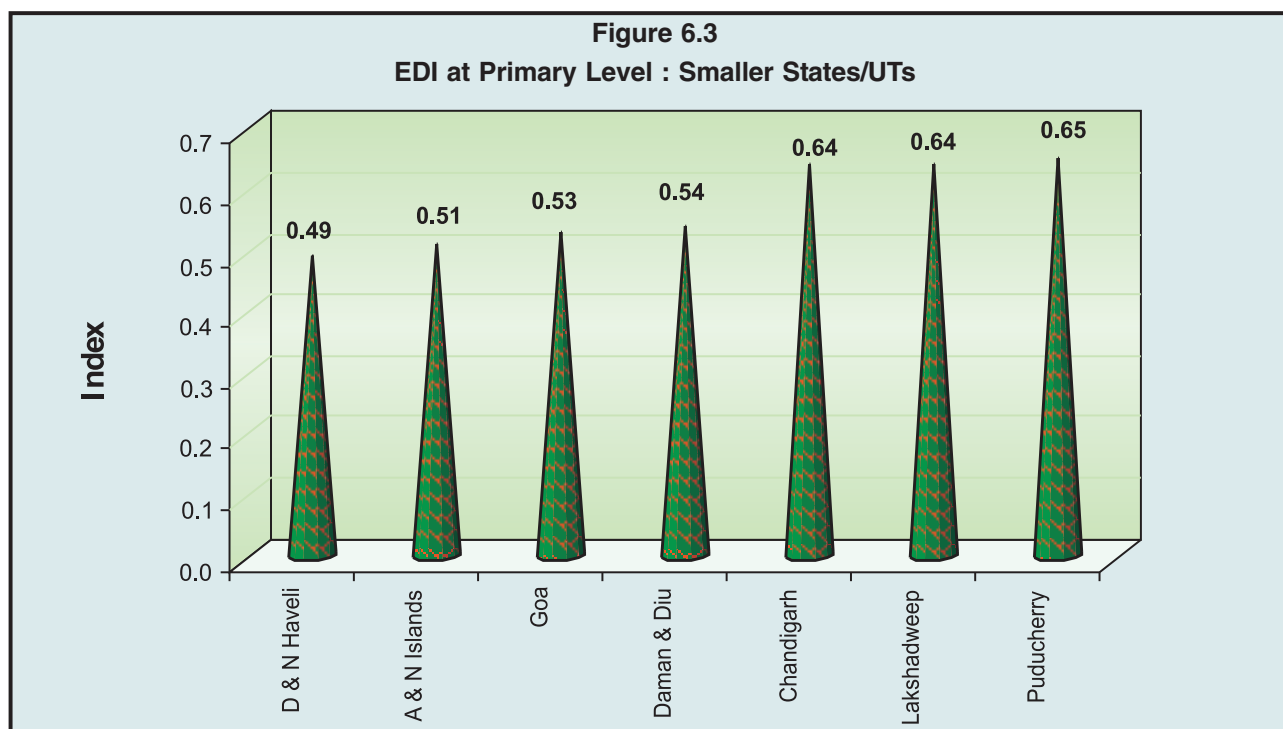
“Both at Primary and Upper Primary levels, the lowest ranked state amongst north-eastern region with regard to teachers' indicators is Arunachal Pradesh”

Educational Development Index

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. Further, it is observed that except Andaman and Nicobar Islands (26th rank) and Daman and Diu (29th rank), all smaller states have ranking within the first 20

“The highest EDI for access indicators is observed in Lakshadweep and the lowest in Arunachal Pradesh”

Primary levels. The highest EDI for access indicators is observed in Lakshadweep (EDI 0.55) and the lowest (EDI 0.23) in Arunachal Pradesh. At Upper Primary level the lowest EDI is also in Arunachal Pradesh (EDI 0.26), and Dadra and Nagar Haveli has the highest EDI of 0.57. Lakshadweep stands 5th (EDI 0.47) among these 7 smaller states, included in the



states at the Primary level. With regard to ranking of all these states at Upper Primary level, all of them except these two states, stands within the first 16 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

“Except D&N Haveli, all other states have a higher EDI value at Upper Primary level than at Primary level”

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 except Dadra & Nagar Haveli, all other 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. Since DISE does not collect information according to habitations, the

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number of access-less habitations in case of each state was taken from the latest data available (2002-03) through the all-India educational survey

availability of schools in 2007. Every effort will be made to collect the information on this aspect directly from the states while computing EDI next

Table F3

Indices & Ranking at Primary & Upper Primary Level : Smaller States/UTs (All Managements : All Schools)

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	0.23	35	0.26	34	0.73	11	0.76	15	0.73	6	0.89	3
Chandigarh	0.37	33	0.52	14	0.81	5	0.82	7	0.88	1	0.96	1
D & N Haveli	0.49	23	0.57	7	0.56	23	0.59	26	0.46	28	0.72	21
Daman & Diu	0.40	32	0.55	8	0.78	7	0.79	12	0.61	12	0.73	19
Goa	0.52	19	0.41	28	0.71	12	0.83	5	0.62	10	0.83	8
Lakshadweep	0.55	13	0.47	23	0.79	6	0.81	9	0.80	3	0.85	6
Puducherry	0.48	24	0.50	17	0.84	4	0.84	4	0.79	4	0.89	2
State/UT	Outcome Index				EDI							
	Primary	Rank	Upper Primary	Rank	Primary Level	Rank	Upper Primary Level	Rank	Composite (Primary & Upper Primary)		Rank	
A & N Islands	0.41	28	0.32	32	0.51	26	0.62	20	0.57		20	
Chandigarh	0.54	16	0.46	15	0.64	5	0.74	3	0.69		5	
D & N Haveli	0.44	24	0.37	28	0.49	29	0.58	23	0.54		24	
Daman & Diu	0.36	33	0.39	24	0.54	19	0.65	14	0.59		17	
Goa	0.32	35	0.27	34	0.53	20	0.64	16	0.59		18	
Lakshadweep	0.39	32	0.34	30	0.64	6	0.66	12	0.65		10	
Puducherry	0.58	11	0.62	5	0.65	4	0.75	2	0.70		4	

conducted by the NCERT. It is also true that a good number of habitations has been provided schooling facilities since 2002-03, the year for which NCERT latest data is 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. Therefore, in view of these limitations, it may not be possible to present true picture of

year. The rest of the indicators used are by and large generated through the DISE database.

“The highest EDI value at Primary level is observed in case of Puducherry (0.84) and lowest (EDI 0.56), in case of Dadra and Nagar Haveli”

The next set of indicators analysed is infrastructure indicators. The highest EDI value at Primary level is observed in case of Puducherry (0.84) and lowest (EDI 0.56), in case of Dadra and Nagar Haveli. Puducherry attained 4th position

amongst 35 states in this respect. Its overall position in infrastructure index at Upper Primary level is also 4th with an EDI value of 0.84. Next to Puducherry is Lakshadweep (EDI 0.79) at Primary level.

Except, Dadra and Nagar Haveli (EDI 0.56 and rank 23), all other six smaller states ranked high and are within the first 11 amongst 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 first 15 states. It may be recalled that Dadra and Nagar Haveli is amongst the lowest states having an overall rank of 29th at Primary level (EDI 0.49) and 23rd at Upper Primary level of education (EDI 0.58). 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. The EDI also suggests that Upper Primary schools/sections are better placed with regard to infrastructure in Primary schools/sections which is quite similar to 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 the Primary schools as the system is expected to receive continuous flow of primary graduates only from the Primary level.

The last set of indicators analysed is outcome indicators. It is noticed to have much lower EDI values than the infrastructure and teachers indicators. The highest EDI is in case of Puducherry both at Primary (EDI 0.58) and Upper Primary (EDI 0.62) levels of education. It may be observed that Puducherry is not ranked first amongst other sets of 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

“Except, Dadra and Nagar Haveli all other six smaller states ranked high and are within the first 11 amongst 35 states”

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 towards achieving the goal of universalisation of primary and elementary education. Unlike other sets of indicators, none of the smaller states is placed within the first 10 states at Primary level. However, Puducherry is placed 5th amongst the 35 states with regard to outcome indicators at Upper Primary level. The 2nd ranked state at Primary level is Chandigarh with an EDI of 0.54; the state is also ranked 2nd at Upper Primary level (EDI 0.46). The EDI in case of Goa, both at Primary level (0.32) and Upper Primary level (0.27) is much lower than the same in case of Puducherry. Incidentally, Goa is one of the lowest ranked states with regards to outcome indicators both at Primary (rank 32) and Upper Primary (rank 30) levels. Comparatively, the rank of Goa in other sets of indicators, amongst 35 states, is much better than that in case of the outcome indicators.

Major States

As mentioned above, that the 7 states from the north-eastern region and the 7 smaller states have been grouped in two separate groups, and the remaining 21 states, including the national capital Delhi have been grouped under major states. Except Delhi, all the other states in the group have experience of undertaking major programmes, such as the District Primary Education Project.

“None of the smaller states is placed within the first 10 states at Primary level”

So far as the composite Primary and Upper Primary education is concerned, the top five ranking states are Kerala (EDI 0.708), Delhi (0.707), Tamil Nadu

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(0.701), Karnataka (0.674), and Himachal Pradesh (0.668). These states are generally seen as educationally advanced states. It may be noted that no major difference is noticed in composite EDI in case of first three states and also between

Primary and 0.76 at Upper Primary level compared to 0.69 and 0.73 respectively in case of Delhi. Almost similar EDI values are obtained in case of the remaining three states. Andhra Pradesh (EDI 0.65), Maharashtra (0.64), Gujarat

Table F4
Indices & Ranking at Primary/Upper Primary Level : Major States
(All Managements : All Schools)

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	0.62	4	0.47	12	0.63	13	0.76	8	0.58	8	0.80	4
Assam	0.51	14	0.47	13	0.36	19	0.43	20	0.50	11	0.67	13
Bihar	0.44	19	0.38	19	0.24	21	0.24	21	0.15	21	0.38	19
Chhattisgarh	0.69	1	0.55	6	0.49	18	0.54	16	0.46	15	0.60	14
Delhi	0.52	12	0.52	9	0.91	1	0.93	1	0.76	2	0.87	2
Gujarat	0.54	9	0.65	2	0.67	9	0.69	13	0.62	4	0.73	9
Haryana	0.47	16	0.47	15	0.76	5	0.82	4	0.48	12	0.69	11
Himachal Pradesh	0.64	2	0.68	1	0.67	10	0.72	12	0.56	9	0.78	6
Jammu & Kashmir	0.61	5	0.61	4	0.52	15	0.62	14	0.60	6	0.77	8
Jharkhand	0.44	20	0.30	21	0.35	20	0.44	19	0.41	17	0.56	17
Karnataka	0.56	7	0.62	3	0.69	8	0.76	9	0.60	7	0.77	7
Kerala	0.32	21	0.43	16	0.86	2	0.89	2	0.85	1	0.89	1
Madhya Pradesh	0.63	3	0.55	7	0.51	17	0.53	17	0.32	19	0.50	18
Maharashtra	0.50	15	0.47	14	0.64	12	0.74	11	0.60	5	0.78	5
Orissa	0.54	8	0.47	11	0.54	14	0.53	18	0.45	16	0.56	16
Punjab	0.54	11	0.52	10	0.85	3	0.86	3	0.46	14	0.72	10
Rajasthan	0.45	18	0.54	8	0.65	11	0.74	10	0.54	10	0.69	12
Tamil Nadu	0.54	10	0.43	17	0.76	4	0.79	6	0.66	3	0.84	3
Uttar Pradesh	0.46	17	0.38	18	0.70	7	0.81	5	0.23	20	0.23	21
Uttaranchal	0.61	6	0.59	5	0.70	6	0.76	7	0.46	13	0.58	15
West Bengal	0.51	13	0.35	20	0.52	16	0.56	15	0.34	18	0.53	20

Contd.

fourth and fifth ranked states. Like smaller states and states from the north-eastern region, all these five states have got higher EDI values at Upper Primary than at Primary level of education. For example, EDIs in case of Kerala are 0.66 at

(0.63) and Punjab (0.61) closely follow the first five ranked states (Table F4).

The individual EDI values in case of each of these states in four sets of indicators have also

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been analysed critically. First, index in case of access indicators is discussed which reveals that, except Himachal Pradesh, none of the top five ranked states maintained their positions at Primary level, which is also true for Upper

Chhattisgarh at Primary level and to Himachal Pradesh at Upper Primary level. The respective indices in case of Kerala are as low as 0.32 (rank 21) at Primary level and 0.43 (rank 16) at Upper primary level, which need further probe. Despite

Table F4(a)

Indices & Ranking at Primary/Upper Primary Level : Major States (All Managements : All Schools)

State	Outcome Index				EDI					
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Composite (Primary & Upper Primary) Level	Rank
Andhra Pradesh	0.66	4	0.68	2	0.60	6	0.71	6	0.65	6
Assam	0.39	20	0.49	11	0.45	19	0.53	15	0.49	17
Bihar	0.40	19	0.29	20	0.34	21	0.32	21	0.33	21
Chhattisgarh	0.59	8	0.54	8	0.56	11	0.56	14	0.56	13
Delhi	0.53	14	0.38	18	0.69	1	0.73	3	0.71	2
Gujarat	0.56	13	0.54	9	0.60	7	0.67	8	0.63	8
Haryana	0.34	21	0.21	21	0.52	15	0.59	13	0.56	14
Himachal Pradesh	0.71	2	0.58	6	0.63	4	0.71	5	0.67	5
Jammu & Kashmir	0.60	7	0.49	10	0.56	12	0.64	10	0.60	11
Jharkhand	0.47	16	0.40	15	0.43	20	0.44	20	0.44	20
Karnataka	0.71	3	0.68	3	0.63	5	0.72	4	0.67	4
Kerala	0.65	5	0.66	4	0.66	3	0.76	1	0.71	1
Madhya Pradesh	0.57	11	0.46	13	0.51	16	0.51	16	0.51	16
Maharashtra	0.63	6	0.62	5	0.59	8	0.68	7	0.64	7
Orissa	0.59	9	0.39	17	0.52	14	0.50	17	0.51	15
Punjab	0.45	17	0.33	19	0.57	10	0.65	9	0.61	9
Rajasthan	0.56	12	0.45	14	0.54	13	0.63	12	0.58	12
Tamil Nadu	0.75	1	0.75	1	0.67	2	0.73	2	0.70	3
Uttar Pradesh	0.52	15	0.48	12	0.48	17	0.48	18	0.48	18
Uttaranchal	0.58	10	0.58	7	0.58	9	0.64	11	0.61	10
West Bengal	0.42	18	0.40	16	0.45	18	0.48	19	0.467	19

Primary level of education. Both at Primary and Upper Primary levels, Himachal Pradesh improved its position from fifth to 2nd at Primary and to 1st at Upper Primary level. Consequently, the top ranked Kerala lost its position to

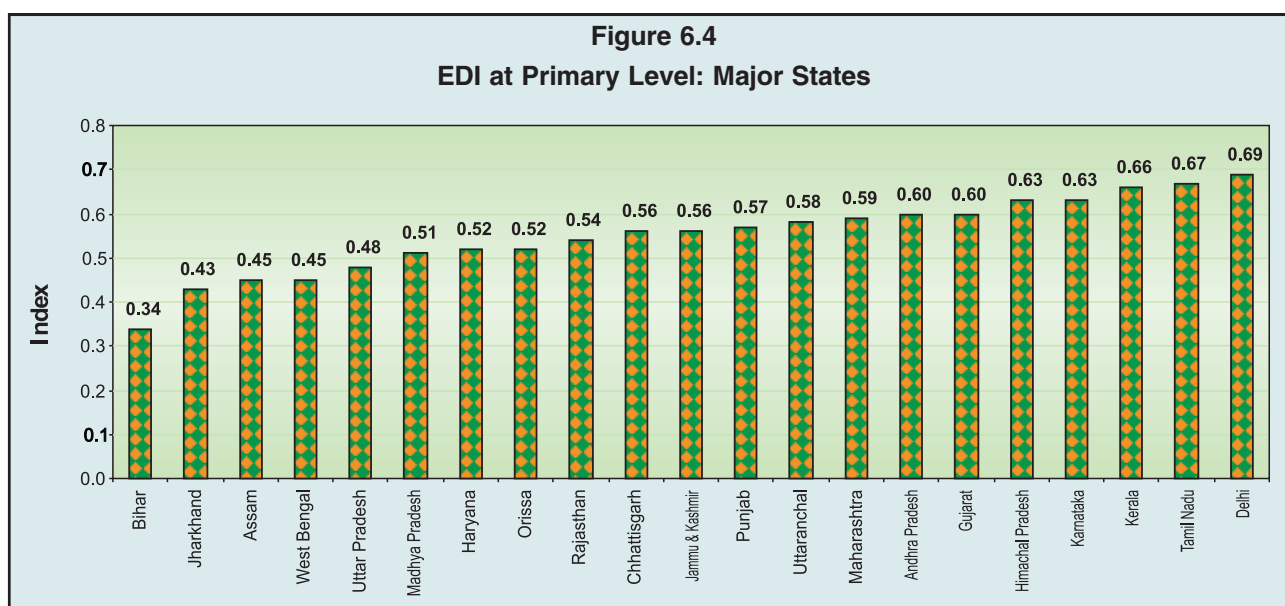
Kerala having been doing well in all other sets of indicators, the state is not doing well with regard to access indicators. The indices in case of Himachal Pradesh with regard to access indicators are as high as 0.64 at Primary and

0.68 at Upper Primary level. Like other groups of states, EDI of major states in case of access indicators is far below than the other sets of indicators which is true for Primary as well as Upper Primary levels.

So far as infrastructure indicators are concerned, except Delhi and Kerala, none of the

“The top five ranking states are Kerala, Delhi, Tamil Nadu, Karnataka and Himachal Pradesh”

with an overall rank of 9th (composite Primary and Upper Primary) is placed 3rd (EDI 0.85) with regard to infrastructure indicators, which is true for Primary as well as Upper Primary levels of education. By and large, Tamil Nadu also maintained its overall rank regarding infrastructure indicators. With regards to infrastructure, it is ranked 4th (EDI 0.76) at Primary



other first five ranked states could maintain their respective positions. Delhi, in fact has improved its overall 2nd position to 1st with respect to infrastructure index which is true both for Primary (EDI 0.91) and Upper Primary (EDI 0.93) levels of education. Higher infrastructure index indicates that most of the schools in Delhi have got drinking water, common toilets and girls toilets which is not true for other four states. It may be recalled that Himachal Pradesh had very high ranking with regard to access indicators but the same is not true for infrastructure index. The state ranked 10th at Primary (EDI 0.67) and 12th at Upper Primary (EDI 0.72) level in this aspect. Punjab

“Himachal Pradesh had very high ranking with regard to access indicators but the same is not true for infrastructure index”

level and 6th (EDI 0.79) at Upper Primary level, compared to its overall 3rd rank (EDI 0.70). Further, infrastructure index reveals that barring Orissa, 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 from the north-eastern region.

The next sets of indicators that have been discussed fall under the category of teachers and outcome indicators. Delhi, Kerala 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. But the same is not true in case of Himachal Pradesh at Primary and Karnataka both at Primary and Upper Primary levels. Kerala with EDI 0.85 and 0.89 respectively at the Primary and Upper Primary level ranked 1st amongst teachers' index.

Kerala is followed by Delhi (EDI 0.76, rank 2nd) and Tamil Nadu (EDI 0.66 and rank 3rd) at Primary level. The rank of Karnataka, with an overall 5th rank is 7th with regard to teachers index both at the Primary and Upper Primary levels. On the other hand, 5th ranked Himachal Pradesh is 9th (EDI 0.56) at Primary level and 6th (EDI 0.78) at Upper Primary level with regard to teachers index. In case of all 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 both at Primary (EDI 0.75) and Upper Primary (EDI 0.75) levels in this set of indicators. Next to Tamil Nadu is Himachal Pradesh at Primary level (EDI 0.71) and Andhra Pradesh (EDI 0.68) at Upper Primary level. Andhra Pradesh is also ranked 4th (EDI 0.66) with regard to outcome index at Primary level. Karnataka is ranked 3rd with EDIs 0.71 and 0.66 respectively at Primary and Upper Primary levels amongst the 21 states considered.

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 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. Therefore, there is need to analyse each

“Delhi, Kerala 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”

indicator separately and identify states that need improvement. For instance, Bihar (21), Jharkhand (20), West Bengal (19), Uttar Pradesh (18), Assam (17), Madhya Pradesh (16) and Orissa (15), are the seven low ranking states on composite Primary and

Upper Primary levels which is also true separately for Primary and Upper Primary levels. Among the 35 States and UTs, overall ranking of Bihar, Jharkhand and West Bengal is 35, 34 and 32 respectively, all of which are traditionally seen as being educationally backward states. Irrespective of sets of indicators, the rank of Bihar varies between 19 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 92 pupils are made to sit in one classroom imparting elementary education. At the same time pupil-teacher ratio in Bihar is very high (65 pupils per teacher) and in a good number of schools (17.25 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 62:1. There are still single-teacher (12.17 percent schools) and single-classroom (9.54 percent) 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 country to have the ratio above 5, meaning availability of a Upper Primary schools/sections per set of 5 Primary schools/section. 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 (44.36 percent) and Upper

“Despite Kerala having been doing well in all other sets of indicators, the state is not doing well with regard to access indicators”

Primary (38.87 percent) levels. In Bihar, average repetition rate is as high as 13.54 percent and dropout rate as high as 11.36 percent in primary classes is compared to 16.98 percent drop out rate in Jharkhand. On the other hand, retention rate at Primary level in Bihar is around 42 percent compared to 59 percent in Jharkhand. 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 attain quality of education that can be called satisfactory. All districts together reveal that only 47.83 percent boys and 48.50 percent girls pass with 60 percent and above marks in the terminal Grade 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.

District-Specific EDI

By taking the same sets of indicators, an attempt has also been made to compute district-specific EDIs similar to one presented above for all the States and UTs together. The outcome in the form of composite Primary and Upper Primary EDI is presented in Tables F5 and F6. It may be noted that 569 districts across 27 States and UTs have been considered in computing EDIs. Rest of the districts couldn't be included because of non-availability of data on child population and also because of the data limitations in a few states. The composite EDI for Primary and Upper Primary levels was used to assign ranks in the ascending order. In this way all the 569 districts have been assigned ranks.

Table F5 presents state-wise distribution of districts falling within top most quartile (first 143 districts). It also presents the number of districts in each state

“DISE database can be used to identify all such locations and schools which need immediate attention”

in the bottom most quartile (last 142 districts). It may be noted that none of the districts across 9 of the states found a position in the first 143 districts. These states are Arunachal Pradesh, Assam, Bihar, Jharkhand, Madhya

Pradesh, Meghalaya, Orissa, Tripura and West Bengal. It is also interesting to note that none of the districts in the states of Meghalaya, Orissa and Tripura are placed in the bottom 142 districts, which means that all the districts in these states are placed either in the second or third quartile. It is also observed that districts in some of the states are placed in both top and the bottom quartiles. Such states are Andhra Pradesh, Chhattisgarh, Manipur, Nagaland, Haryana and Uttar Pradesh. It means that districts in these states are at different levels of development. In addition, there are a few states in which none of their districts are placed in the top quartile. Such states are Bihar, Jharkhand, Madhya Pradesh, Assam, Arunachal Pradesh and West Bengal. It may be of interest to note that all the 37 districts of Bihar and 15 out of 18 districts of Jharkhand are placed in the bottom most quartile. Majority of the districts in Madhya Pradesh (65.2 percent), Assam (60.9 percent), West Bengal (57.9 percent) and Nagaland (50.0 percent) are also placed in the bottom most quartile. In case of 15 states, none of the districts are placed in the bottom most quartile. A few such states are Delhi, Gujarat, Jammu & Kashmir, Himachal Pradesh, Karnataka, Maharashtra, Rajasthan, Uttarakhand and Tamil Nadu. On the other hand, all the districts of Himachal Pradesh and Sikkim are placed in the top most quartile. Similarly, 96.6 percent districts of Tamil Nadu, 88.9 percent of Delhi, 75.0 percent of Mizoram are also placed in first 143 districts. More than 50 percent districts in a few other states, like Andhra Pradesh, Uttarakhand and Punjab are also

“None of the districts of Meghalaya, Orissa and Tripura are placed in the bottom 142 districts”

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placed in this quartile. It may also be noted that only 2 districts each out of 70 districts of Uttar Pradesh and 32 districts of Rajasthan could

quartile. Every third district of Gujarat is also placed in the top most quartile. It is also observed that 3 out of 4 districts in Tripura are placed in the

Table F5
Number of Districts in Extreme Quartiles Distributed Based on Composite (Primary & Upper Primary) EDI*

State	Top Most Quartile			Bottom Most Quartile			
	Number of Districts in the Category	Total Number of Districts Used in EDI	Percentage to Total Districts Used	State	Number of Districts in the Category	Total Number of Districts Used in EDI	Percentage to Total Districts Used
Himachal Pradesh	12	12	100.00	Bihar	37	37	100.00
Sikkim	4	4	100.00	Jharkhand	15	18	83.30
Tamil Nadu	28	29	96.60	Madhya Pradesh	30	46	65.20
Delhi	8	9	88.90	Assam	14	23	60.90
Mizoram	6	7	75.00	West Bengal	11	19	57.90
Karnataka	18	27	66.70	Nagaland	4	8	50.00
Andhra Pradesh	13	23	56.50	Arunachal Pradesh	6	15	37.50
Uttarakhand	7	13	53.80	Chhattisgarh	6	16	37.50
Punjab	9	17	52.90	Uttar Pradesh	15	70	21.40
Maharashtra	16	35	45.70	Manipur	1	9	11.10
J & K	5	14	35.70	Haryana	2	19	10.50
Gujarat	8	25	32.00	Andhra Pradesh	1	23	4.30
Nagaland	1	8	12.50				
Manipur	1	9	11.10				
Haryana	2	19	10.50				
Chhattisgarh	1	16	6.30				
Rajasthan	2	32	6.30				
Uttar Pradesh	2	70	2.90				
Total	143	356	40.17	Total	142	266	53.38

* Total number of districts considered in EDI computation is 569. Rest of the districts couldn't be considered because of data limitations and non-availability of information on child population. Contribution received from Shri M. K. Talukdar, Chief Consultant, TSG, MHRD is gratefully acknowledged.

manage to find place in the top most quartile. Similarly, only one district each from the north-eastern states of Nagaland and Manipur, and 6 out of 7 districts of Mizoram are placed in this

third quartile. About 74 percent of the 19 districts of Haryana, 60 percent of 25 districts of Gujarat, and 86 percent districts of Meghalaya are placed in the second quartile, i.e. ranking 142 to 282.

Table F6
State-wise Distribution of Districts in Different Quartiles (in Percent)

State/UT	Percentage of Districts in Different Quartiles				
	Top Most Quartile I (First 141 Districts)	Quartile II (Next 141 Districts)	Quartile III (Next 143 Districts)	Bottom Most Quartile IV (Last 142 Districts)	Total Number of Districts Used in EDI Computation
Andhra Pradesh	56.5	30.4	8.7	4.3	23
Arunachal Pradesh	0.0	13.3	46.7	40.0	15
Assam	0.0	8.7	30.4	60.9	23
Bihar	0.0	0.0	0.0	100.0	37
Chhattisgarh	6.3	25.0	31.3	37.5	16
Delhi	88.9	11.1	0.0	0.0	9
Gujarat	32.0	60.0	8.0	0.0	25
Haryana	10.5	73.7	5.3	10.5	19
Himachal Pradesh	100.0	0.0	0.0	0.0	12
Jammu & Kashmir	35.7	21.4	42.9	0.0	14
Jharkhand	0.0	5.6	11.1	83.3	18
Karnataka	66.7	25.9	7.4	0.0	27
Madhya Pradesh	0.0	2.2	32.6	65.2	46
Maharashtra	45.7	51.4	2.9	0.0	35
Manipur	11.1	33.3	44.4	11.1	9
Meghalaya	0.0	85.7	14.3	0.0	7
Mizoram	75.0	12.5	12.5	0.0	8
Nagaland	12.5	12.5	25.0	50.0	8
Orissa	0.0	33.3	66.7	0.0	30
Punjab	52.9	47.1	0.0	0.0	17
Rajasthan	6.3	56.3	37.5	0.0	32
Sikkim	100.0	0.0	0.0	0.0	4
Tamil Nadu	96.6	3.4	0.0	0.0	29
Tripura	0.0	25.0	75.0	0.0	4
Uttar Pradesh.	2.9	17.1	58.6	21.4	70
Uttarakhand	53.8	38.5	7.7	0.0	13
West Bengal	0.0	0.0	42.1	57.9	19
Overall	25.1	24.8	25.1	25.0	569

Concluding Observations

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. Rather, it 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 could be expected to improve.