

# Teacher-Related Indicators

## Introduction

Apart from information on school facilities and enrolment, a good amount of information on teachers is also being collected under the DISE each year. Comprehensive data on profiles of more than 5.79 million teachers is being maintained under the DISE. This rich set of information could well be useful in developing teacher-education plans by the NCERT, NCT, SCERT, DIET and BRC faculty across the country who are its potential users. Many teacher indicators maintained under the DISE are also part of Quality Monitoring Tools (QMT) for elementary education under the SSA initiated by the NCERT. If needed, information on teachers can also be obtained at disaggregated levels, such as school, cluster, block, district, state and national level. DISE is only source which provides comprehensive information on all aspects of teacher education in the country.

The following set of indicators with respect to teachers has been analysed both at the individual state levels and as average of all states. Wherever necessary, indicators are also presented and analysed by school category and also separately under the Government and Private managements. In most of the cases, besides gender-wise distribution of teachers, comprehensive information about contractual-teachers is also presented indicating that the DISE as a singular source that disseminates detailed information on all aspects of contractual-teachers, that otherwise is not available from any other source. This section presents a number of contractual-teachers by school category, their educational and professional qualifications, training status, etc. All these parameters have been analysed and presented as also those of regular teachers. One of

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the other significant indicators is the percentage of teachers involved in non-teaching assignments and the average number of days of involvement in such assignments. The age distribution of teachers can also be of great help in planning for teachers' requirement and recruitment in years to come. Among other variables, the following deserve special mention:

- Number of teachers by age and sex, and by school category
- Teachers profile by caste
- Number of teachers provided in-service training
- Pupil-teacher ratio
- Average number of teachers by school category
- Percentage of female teachers
- Types of teachers etc.

## Number of Teachers

With ever improving coverage of schools and districts under the DISE each year, the number of teachers has also increased significantly. A consistent increase in the number of teachers from 2003-04 to 2008-09 is observed which is true in the case of most of the States and UTs covered under the DISE. The number of teachers distributed by school category in 2008-09 suggests that about 5.79 million (against 5.63 million in 2007-08) teachers are engaged in teaching in schools, imparting elementary education in the country. About 78.09 percent teachers are located in rural areas in 87.39 percent of schools. It was 2005-06 during which all the districts of the country were covered under the DISE for the first year with a total of 4.69 million teachers; thus showing an increase of 1.30 million teachers in 2008-09 which in percentage term is as high as 27.72 percent.

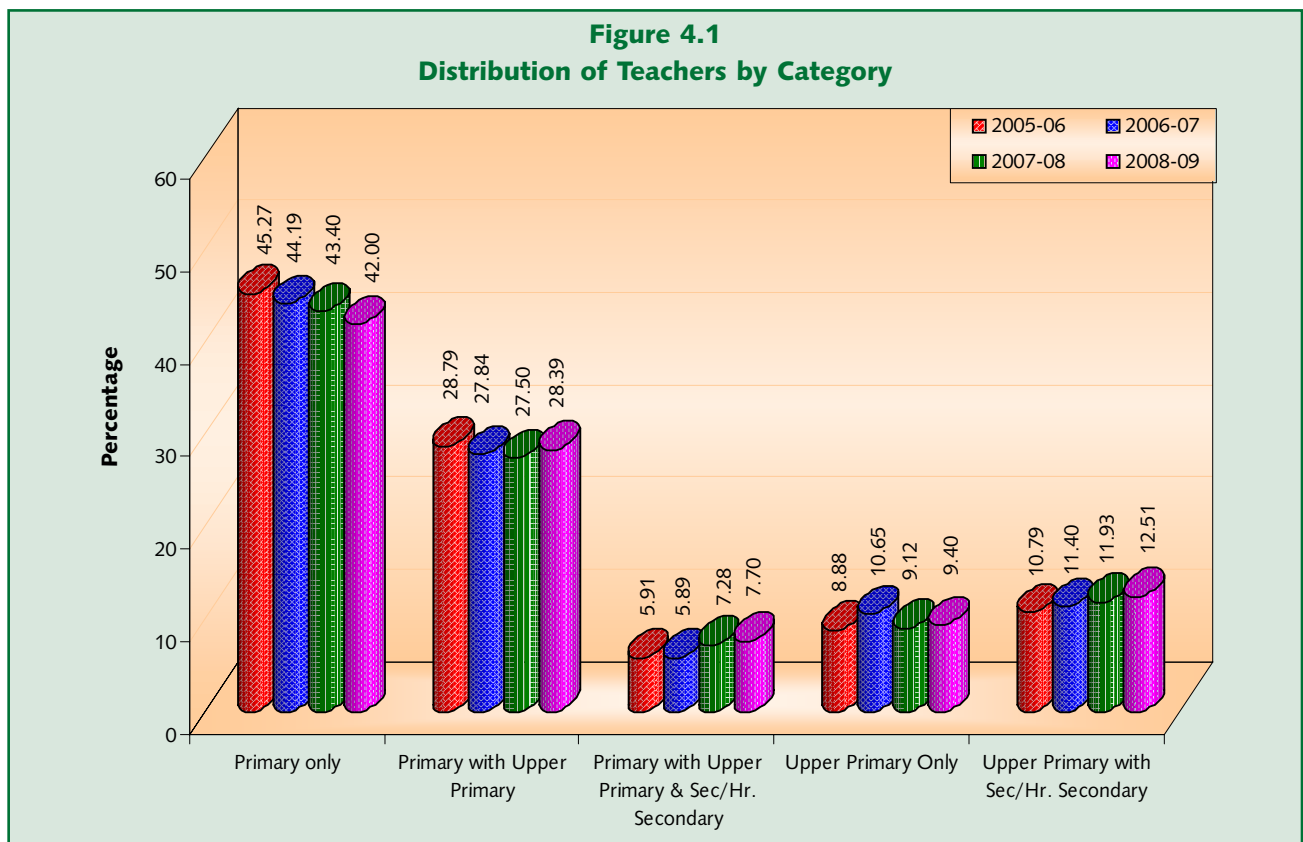
In absolute terms, the number of Primary teachers increased from 1.67 million in 2003-04 to 2.41 million number of Primary schools across school categories, the number of teachers under this category of schools is

**Table D1**  
**Distribution of Teachers by School Category: 2003-04 to 2008-09**

Year	Number of Districts	School Category					Total Teachers
		Primary Only	Primary with Upper Primary	Primary with Upper Primary & Secondary/Hr. Secondary	Upper Primary Only	Upper Primary & Secondary/Hr. Secondary	
		Number					
2003-04	539	1674591	999855	179107	261856	304999	36,67,637
2004-05	581	1854473	1144835	234576	282517	470702	41,72,287
2005-06	604	2063342	1317058	270229	402161	491491	46,90,176
2006-07	609	2268014	1428944	302151	546590	584877	52,18,578
2007-08	624	2416539	1531542	405375	507767	664566	56,34,589
<b>2008-09</b>	<b>633</b>	<b>2407276</b>	<b>1627273</b>	<b>441254</b>	<b>538714</b>	<b>717099</b>	<b>57,89,898</b>

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

**Figure 4.1**  
**Distribution of Teachers by Category**



in 2007-08 but slightly declined to 2.40 million, the next year i.e. 2008-09. Obviously, because of the highest

also the highest one. However, in percentage terms, the number of teachers has shown a declining trend

which is true both for rural and urban areas. In percentage terms, it has declined from a high of 46.35

Obviously, because of the size of the state, the highest number of teachers is in Uttar Pradesh (1.06

**Table D2**  
**Percentage Distribution of Teachers by Category: 2005-06 to 2008-09**

School Category	All Areas				Rural Areas				Urban Areas			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	45.27	44.19	43.40	42.00	49.11	48.38	47.44	45.91	30.80	29.28	28.75	27.82
Primary with Upper Primary	28.79	27.84	27.50	28.39	28.09	26.89	26.64	27.50	31.44	31.27	30.64	31.61
Primary with Upper Primary & Secondary/ Hr. Secondary	5.91	5.89	7.28	7.70	4.11	3.79	4.81	5.22	12.71	13.37	16.23	16.68
Upper Primary Only	8.88	10.65	9.12	9.40	9.02	10.80	9.65	10.00	8.37	10.11	7.19	7.21
Upper Primary & Secondary/ Hr. Secondary	10.79	11.40	11.93	12.51	9.34	10.13	10.55	11.36	16.26	16.26	15.91	16.67

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

percent in 2004-05 to 43.40 percent in 2007-08 and further to 42.00 percent in 2008-09. Primary schools have more than 2.40 million teachers (against 2.42 million in 2007-08) of the total of 5.79 million teachers. About 85.68 percent of Primary school teachers are located in rural areas. On the other hand, every fourth teacher is found to be teaching in independent Elementary schools (28.39 percent). The percentage of teachers in such schools in rural and urban areas is 27.50 and 31.61 respectively (Tables D1 and D2) which is almost the same as their respective percentages in the previous year. In other types of schools, the percentage varies between 7.70 in integrated Higher Secondary schools to 12.51 in Upper Primary attached to Secondary & Higher Secondary schools. Independent Upper Primary schools reported 9.40 percent against 9.12 percent of total teachers in the previous year i.e. 2007-08.

**“Uttar Pradesh has the highest number of teachers in Primary schools (0.45 million), which is 18.62 percent of the total Primary teachers in the country. Lakshadweep has the least number of teachers in its 16 Primary schools (199) in 2008-09, while Delhi has 26,626 (1.11 percent) teachers”**

million), that is, 18.28 percent of the total teachers in the country. On the other hand, among the states, Himachal Pradesh (1.09 percent) and Uttarakhand (1.13 percent) have the least number of teachers which is quite similar to the same in the previous year. Delhi reported 90,705 teachers which is 1.57 percent of the total teachers imparting elementary education. The total number of teachers in Delhi is more than the number in several other states. The highest percentage of teachers among the north-eastern states is observed in Meghalaya (38,713) which is 0.67 percent of the total teachers imparting elementary education in the country. Uttar Pradesh also has the highest number of teachers in Primary schools (0.45 million), which is 18.62 percent of the total Primary teachers in the country. Lakshadweep has the least number of teachers in its 16 Primary schools (199) in 2008-09, while Delhi has 26,626 (1.11 percent) teachers. Of the total 26,626 Primary teachers in Delhi,

18,649 (70 percent) are female teachers which is also true for all categories of teachers taken together. All the north-eastern states reported lower number of Primary school teachers. Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and West Bengal reported a large number of Primary school teachers, matching their respective sizes.

The DISE data further reveals that 68.38 percent of the total teachers, who are imparting elementary

percentage of teachers under government managements is above 90. Government and aided managements together in these states have about 95 percent of the total teachers. On the other hand, all the teachers in Lakshadweep are working under government managements. In a few states, such as Chandigarh, Delhi, Jammu & Kashmir, Madhya Pradesh, Rajasthan, Manipur and Nagaland, the percentage of teachers under the Private unaided managements is high.

**“There are about 145 districts across 35 States and UTs that have more than 50 percent female teachers. All schools together have had 43.46 percent female teachers in 2008-09. Urban areas had higher percentage of female teachers than rural areas”**

**Table D3**  
**Percentage Distribution of Female Teachers by School Category: 2005-06 to 2008-09**

School Category	All Areas				Rural Areas				Urban Areas			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	39.17	40.89	42.30	<b>43.30</b>	34.31	36.10	37.73	<b>38.77</b>	68.17	69.07	69.63	<b>70.42</b>
Primary with Upper Primary	42.96	44.46	45.12	<b>45.72</b>	36.40	37.38	38.31	<b>38.85</b>	65.01	66.18	66.60	<b>67.36</b>
Primary with Upper Primary & Secondary/ Hr. Secondary	54.39	53.67	55.79	<b>55.95</b>	43.25	39.45	43.88	<b>43.46</b>	67.90	68.07	68.58	<b>70.12</b>
Upper Primary Only	34.05	38.52	35.36	<b>35.82</b>	27.28	31.84	29.78	<b>30.52</b>	61.25	64.00	62.51	<b>62.47</b>
Upper Primary & Secondary/ Hr. Secondary	36.09	36.29	37.91	<b>36.92</b>	28.19	28.97	30.96	<b>29.88</b>	53.01	52.91	53.58	<b>54.33</b>
<b>All Schools</b>	<b>40.33</b>	<b>41.86</b>	<b>42.72</b>	<b>43.46</b>	<b>34.00</b>	<b>35.39</b>	<b>36.51</b>	<b>37.20</b>	<b>64.02</b>	<b>64.94</b>	<b>65.23</b>	<b>66.15</b>

education in 2008-09, are in schools that are under the government managements, compared to 69.28 percent in the previous year. Another 9.97 percent are in schools under government aided managements. Together these schools have percentage as high as 78.35 percent which means that about eight out of 10 teachers are working either in government or aided managements, compared to two out of 10 in the case of the Private unaided managements. In a few states, such as, Bihar, Jharkhand, Orissa and Tripura, the

## Female Teachers

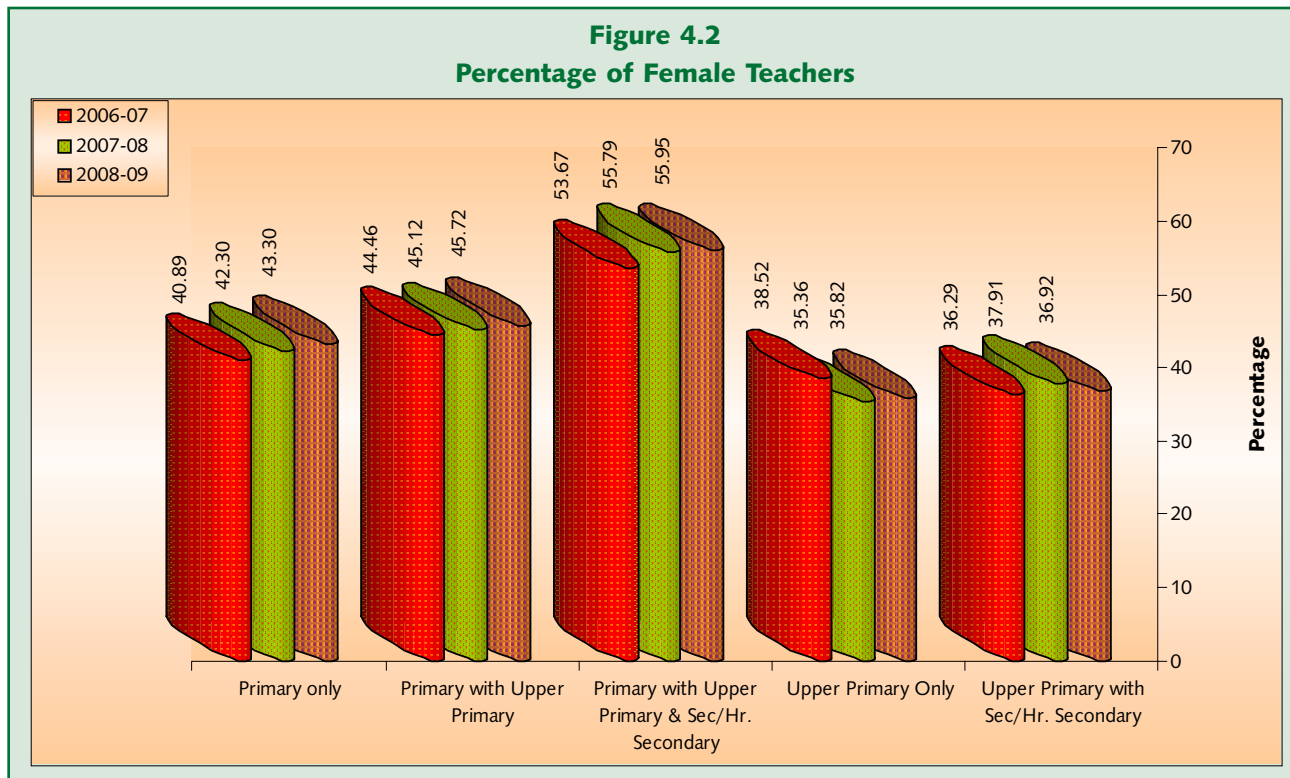
One of the goals of the Operation Blackboard scheme launched in 1987 was to ensure that at least one teacher in a school would preferably be female. Over a period of time, the percentage of female teachers across school types has increased. There are about 145 districts across 35 States and UTs that have more than 50 percent female teachers. All schools together have had 43.46 percent (against 42.72 percent in 2007-08)

female teachers in 2008-09. Urban areas (66.15 percent) had higher percentage of female teachers than rural areas (37.20 percent) in 2008-09; this is true for all school types. Irrespective of school types, a significant difference is also noticed in the case of female teachers in schools under private and government managements. Compared to 51.68 percent female teachers in the case

has the high percentage of female teachers (74 percent) in the case of government schools, compared to 70 percent in Kerala. The corresponding percentage for Delhi is 60.

Further, it is noticed that the percentage of female teachers in government managed schools (all category schools) is higher than the same in the case of private

**Figure 4.2**  
**Percentage of Female Teachers**



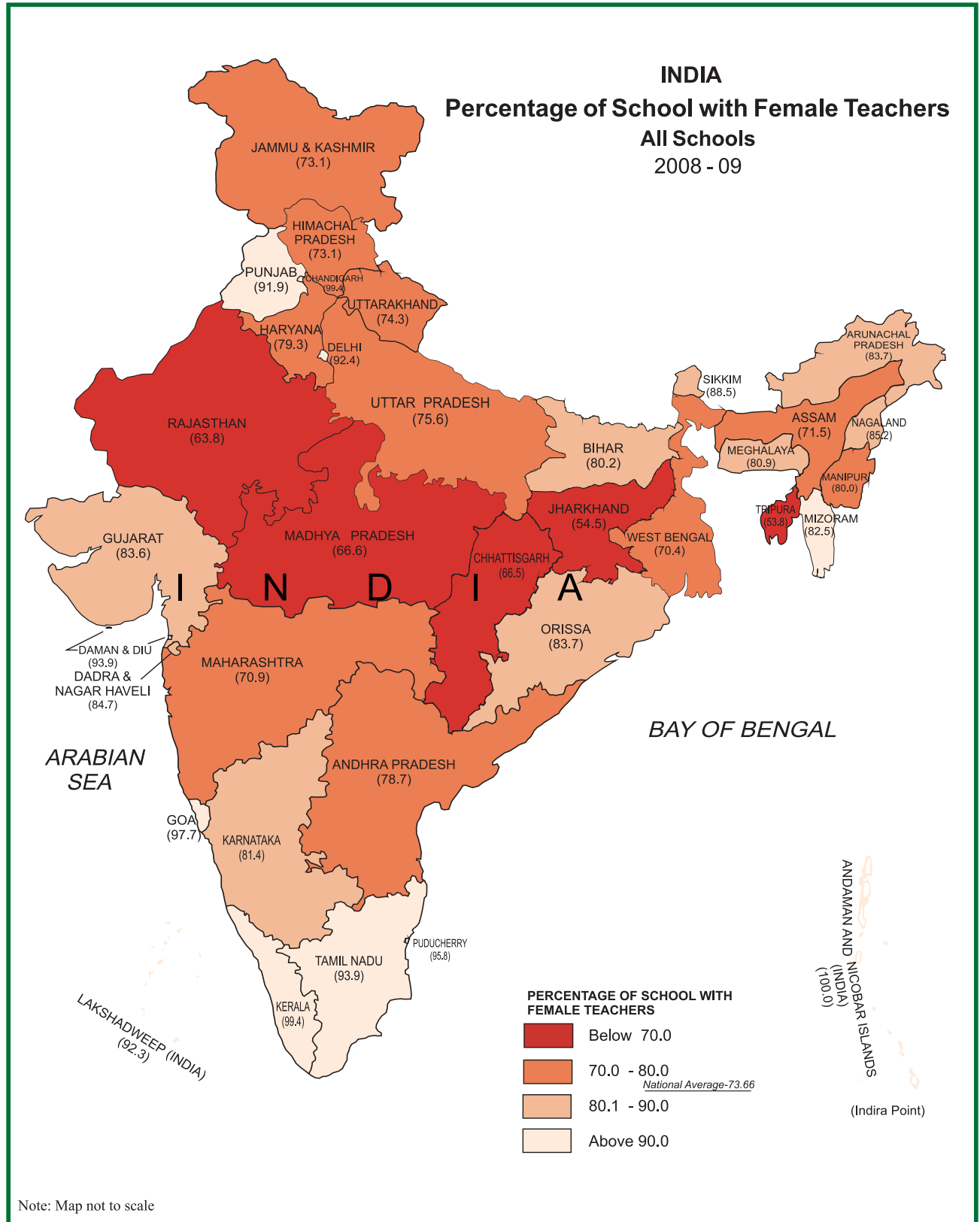
of private managements, the corresponding percentage for government schools has been low at 39.06 (38.62 in 2007-08) (Tables D3 and D4).

More than 80 percent of the total teachers in private managed (all categories) schools in Chandigarh (91.44 percent), Delhi (86.79 percent) and Tamil Nadu (82.23 percent) are female teachers. The percentage of female teachers under such managements is also high in the states of Andaman and Nicobar Islands (78 percent), Dadra and Nagar Haveli (77 percent), Goa (76 percent), Himachal Pradesh (65 percent), Kerala (75 percent), Punjab (79 percent) and Karnataka (70 percent). Chandigarh also

*“Percentage of female teachers in private managed schools in Puducherry, Punjab and Tamil Nadu is much higher than the same in government managed schools”*

managed schools in Assam, Bihar, Orissa and Uttar Pradesh. However, the percentage of female teachers in government managed schools in Bihar has been low at 37.04, compared to 32.82 in West Bengal and 28.62

in Rajasthan, all of which have shown improvement over the previous year. On the other hand, in a few states, the percentage of female teachers in government managed schools has been above 50 of the total strength of teachers. The Andman and Nicobar Islands (55 percent), Delhi (60 percent), Goa (75 percent), Kerala (70 percent), Puducherry (54 percent), Punjab (61 percent) and Tamil Nadu (66 percent) are some of them. The percentage of female



Map 4.1

teachers in private managed schools in Puducherry (77), Punjab (79), and Tamil Nadu (82) 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 Secondary schools, female

Kerala (82 percent), the majority of teachers in integrated Private Unaided Higher Secondary schools are female. North-Eastern states of Meghalaya (67 percent) and Mizoram (55 percent) also have high percentage of female teachers in such schools. However, it is Chandigarh that has the highest percentage of female teachers (91) in Higher Secondary schools.

In Elementary (Primary with Upper Primary) schools, the percentage of female teachers (45.72) has

**Table D4**  
**Percentage Distribution of Female Teachers by School Category and Management: 2005-06 to 2008-09**

School Category	Percentage							
	All Government Managements				All Private Managements			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	35.58	37.30	38.79	<b>39.60</b>	57.03	57.74	57.99	<b>59.66</b>
Primary with Upper Primary	39.38	40.56	41.24	<b>41.10</b>	51.64	52.65	53.32	<b>55.04</b>
Primary with Upper Primary & Secondary/ Higher Secondary	45.97	44.53	47.91	<b>45.84</b>	59.72	58.84	59.47	<b>60.68</b>
Upper Primary Only	28.73	32.00	31.27	<b>32.15</b>	45.95	49.90	43.78	<b>43.57</b>
Upper Primary with Secondary & Higher Secondary	34.26	34.65	36.60	<b>35.83</b>	37.99	37.94	39.65	<b>38.33</b>
<b>All Schools</b>	<b>35.77</b>	<b>37.39</b>	<b>38.62</b>	<b>39.06</b>	<b>47.72</b>	<b>49.69</b>	<b>50.29</b>	<b>51.68</b>

teachers outnumber their male counterparts, with a percentage of 55.95. The percentage of female teachers in such schools in urban areas is as high as 70.12, compared to 43.46 in rural areas.

The percentage of female teachers in Higher Secondary schools under private managements has been 60.68, compared to 45.84 in schools managed by government. However, a few states like Arunachal Pradesh (34 percent), Bihar (40 percent), Jharkhand (42 percent), Rajasthan (32 percent), Tripura (40 percent) and Uttar Pradesh (32 percent), have had a low percentage of female teachers in this category. On the other hand, in states like Delhi (88 percent), Karnataka (77 percent), Puducherry (75 percent) and

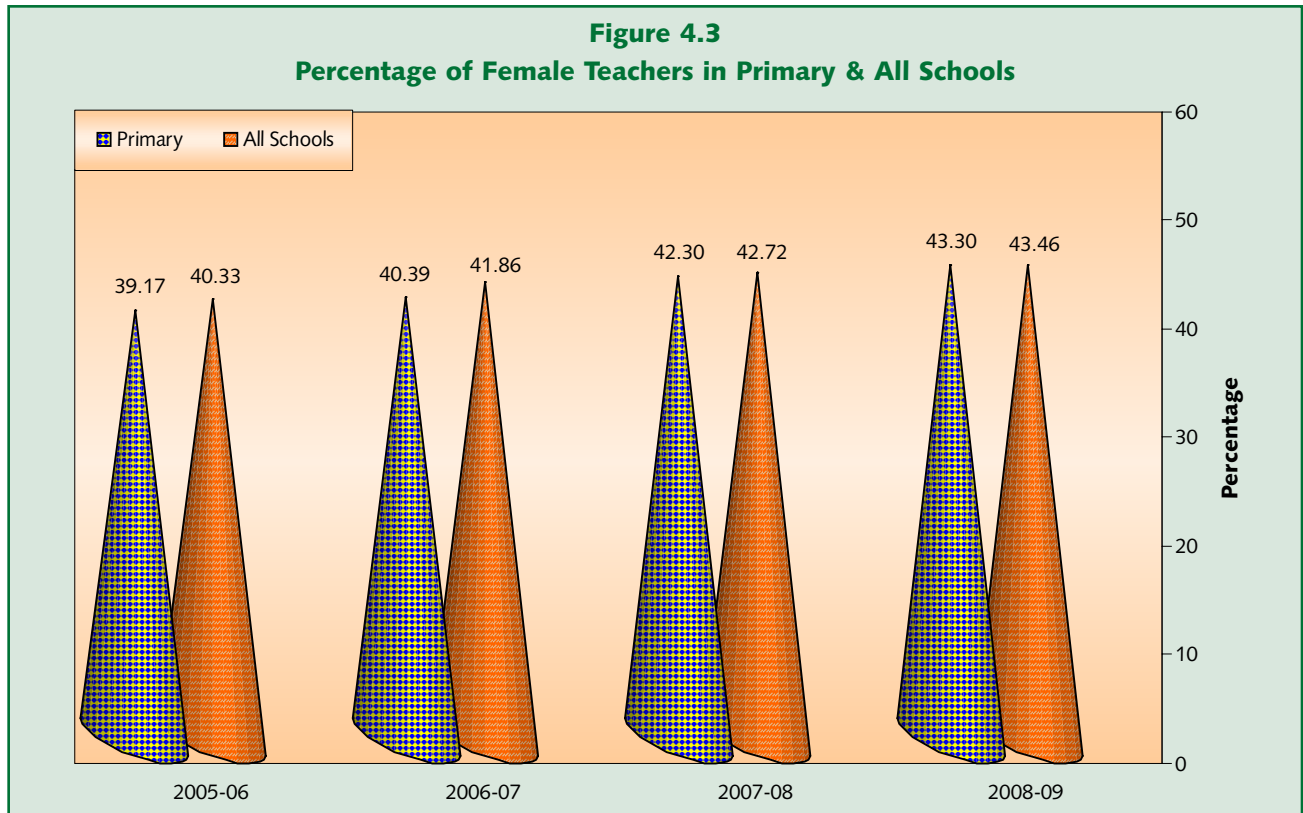
**“In states like Delhi, Karnataka, Puducherry and Kerala, the majority of teachers in integrated Private Unaided Higher Secondary schools are female”**

been a bit higher than the same in the Primary schools (43.30 percent). On the other hand, the percentage of female teachers in independent Upper Primary schools

has been only 35.82. A few states, such as Andaman and Nicobar Islands (56 percent), Chandigarh (63 percent), Goa (54 percent), Gujarat (54 percent), Karnataka (51 percent), Kerala (70 percent), Jharkhand (56 percent) and Tamil Nadu (73 percent), have more female teachers in Primary schools than male teachers. Punjab too has a high percentage (51 percent) of female teachers in this school category. In Upper Primary attached to Secondary and Higher Secondary schools, the percentage of female teachers has been about 36.92 (Rural, 29.88 percent

and Urban, 54.33 percent). Gujarat (64 percent), Madhya Pradesh (58 percent), Kerala (74 percent), Chandigarh (76 percent), Punjab (56 percent) and Andaman and Nicobar Islands (51 percent) have a very

(74.02 percent), Goa (83.61 percent), Chandigarh (82.87 percent), Delhi (70.04 percent), Punjab (67.21 percent), Puducherry (66.55 percent), Uttarakhand (54.58 percent) and Meghalaya (53.17 percent) have a



high percentage of female teachers in this category of schools. So far as Primary schools are concerned, more than one out of every three teachers is female (43.30 percent). However, in the states of Arunachal Pradesh (38.97 percent), Bihar (39.93 percent against 38.78 percent in 2007-08), Chhattisgarh (33.13 percent), Jharkhand (27.12 percent), Madhya Pradesh (33.14 percent), Rajasthan (30.11 percent), Uttar Pradesh (41.29 percent) and West Bengal (30.41 percent), female teachers are in minority and their number is much lower than that of male teachers. On the other hand, in states like Kerala (75.96 percent) and Tamil Nadu (79.81 percent), majority of Primary school teachers is female. Andaman and Nicobar Islands (59.60 percent), Daman & Diu

high percentage of female teachers in their Primary schools.

*“Despite significant improvement in the availability of female teachers in schools that impart elementary education, there may be a few schools without female teachers. Percentage of such schools with no female teacher has been analysed, based on schools having two and more teachers”*

Despite significant improvement in the availability of female teachers in schools that impart elementary education, there may be a few schools without female teachers. Percentage of such schools with no female teacher has been analysed, based on schools having two and more teachers. As many as 26.34 percent schools that impart elementary education, did not have any female teacher in 2008-09, compared to 27.16 percent such schools in the year 2007-08. The percentage of such schools in urban areas has been low at 8.11 against 28.99 in rural areas. About 96 percent

of schools without female teachers are located in rural areas. Further, a significant difference is also noticed in the case of schools managed by government (28.03 percent) and under private managements (19.35 percent). Again, in the case of Primary schools, it is noticed that in as many as 27.82 percent schools, no female teacher has been posted. The percentage of schools without female teachers is as high as 29.47 (against 21.05 in 2007-08) in the state of Bihar, 36.39 in Madhya Pradesh, 34.92 in Chhattisgarh, 32.05 in Jammu & Kashmir, 49.64 in Jharkhand, 59.13 in Tripura and 33.28 in West Bengal. Rajasthan (34.31 percent) and Uttar Pradesh (17.01 percent) too have a large number of Primary schools without female teachers. Except Delhi, Goa, Kerala, Puducherry, Lakshadweep, Punjab, Sikkim and Tamil Nadu, in most of the other states, the number of Primary schools without female teachers is above 20 percent.

**“All-India average of all states reveals that in 2008-09, on an average, there were 4.5 teachers in a school that imparts elementary education that is exactly the same as it was in 2007-08”**

as many as 35.04 percent of schools, no female teacher is posted. Further, it has been observed that irrespective of the type of school, a large number of schools in the country do not have female teachers. This is also applicable to Elementary schools (19.84 percent) and integrated Higher Secondary schools (14.31 percent).

Total number of teachers presented above is not expected to provide information about the availability of teachers in an individual school type. For this purpose, average number of teachers by school category is analysed which is presented in Table D5.

### Average Number of Teachers per School

The average number of teachers in a school imparting elementary education has shown consistent improvement over a period of time. Such schools/

**Table D5**  
**Average Number of Teachers by School Category: 2005-06 to 2008-09**

School Category	All Areas				Rural Areas				Urban Areas			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	2.8	2.9	3.0	3.0	2.7	2.8	2.8	2.8	4.6	4.7	4.8	4.7
Primary with Upper Primary	6.7	6.9	7.1	7.0	6.3	6.4	6.6	6.5	8.4	8.6	8.9	8.8
Primary with Upper Primary & Secondary/Hr. Secondary	10.3	10.7	11.5	11.3	8.9	8.8	9.7	9.7	12.5	13.7	14.4	14.0
Upper Primary Only	4.6	5.1	4.4	4.3	4.1	4.5	4.0	4.0	9.1	10.1	7.9	7.8
Upper Primary & Secondary/Hr. Secondary	9.1	9.4	10.2	9.8	8.0	8.4	9.2	8.9	12.4	12.6	13.2	12.6
<b>All Schools</b>	<b>4.0</b>	<b>4.2</b>	<b>4.4</b>	<b>4.5</b>	<b>3.6</b>	<b>3.8</b>	<b>3.9</b>	<b>4.0</b>	<b>7.3</b>	<b>7.4</b>	<b>7.7</b>	<b>7.8</b>

The percentage of such schools is only 0.72 in Kerala and 7.74 in Tamil Nadu. Chandigarh too report a low 4.17 percent of such schools but it did not have such schools across other school types in 2007-08. So far as independent Upper Primary schools are concerned, in

sections have had more teachers in 2008-09 than in the previous year which holds good for both rural and urban areas. However, in most of the individual school types, the average number of teachers per school either remained stagnant or declined slightly

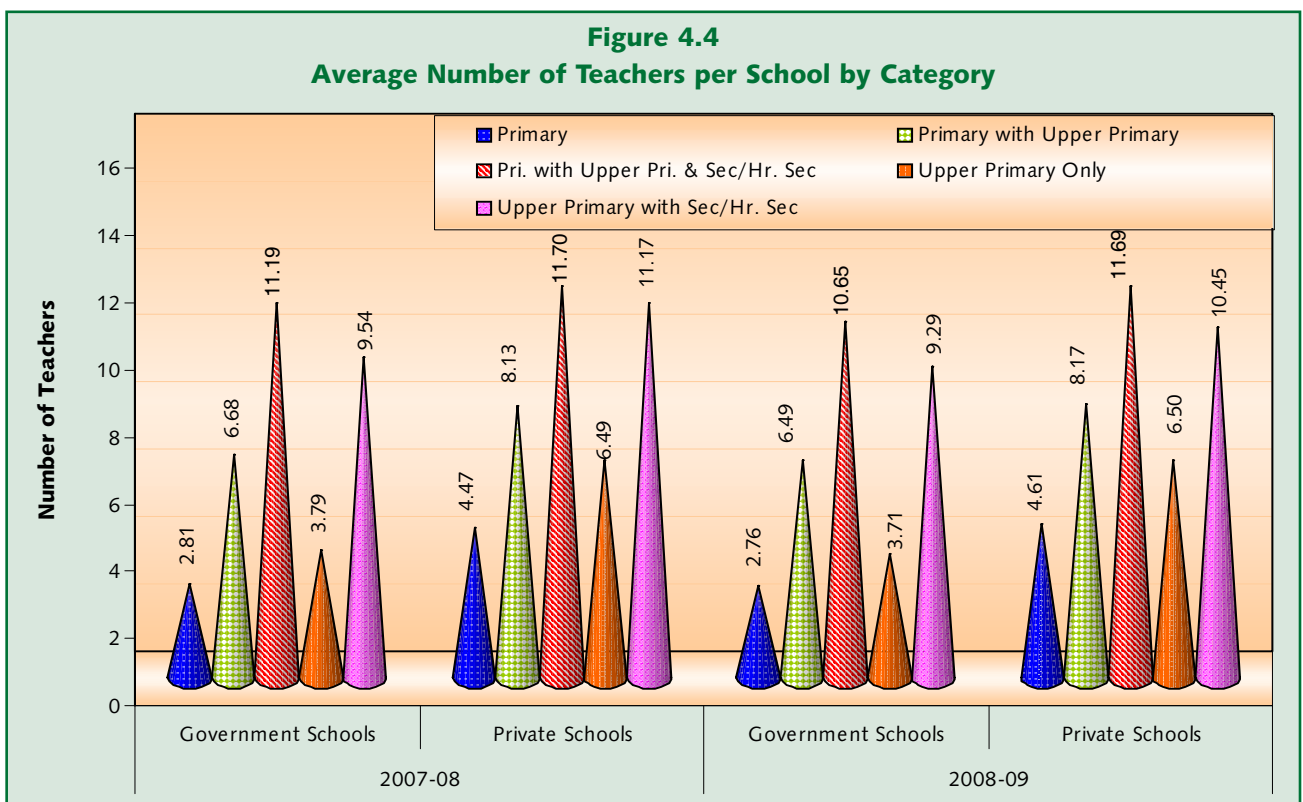
over the previous year. The all-India average of all states reveals that in 2008-09, on an average, there were 4.5 teachers in a school that imparts elementary education that is exactly the same as it was in 2007-08. A significant difference is noticed in the availability of teachers in rural (4.0) and urban areas (7.8). Schools in rural areas have fewer teachers than schools in urban areas and the difference is significant. A wide difference is also seen between schools managed by government (3.8) and private management schools (7.3). The average number of teachers in government schools is a little less than half of the average in private managed schools.

“It is interesting to note that all the states have reported an average of three or more teachers in schools that impart elementary education across the country, but the same is not true for all school types”

of time, the lowest percentage in 2008-09 is noticed in the case of Primary schools (3.0 teachers) that is exactly the same as in the previous year.

It is interesting to note that all the states have reported an average of three or more teachers in schools that impart elementary education across the county, but the same is not true for all school types. On the other hand, none of the states reported fewer than two teachers that is true for all school types, including Primary schools.

Amongst states, Delhi has the highest average number of teachers (18.40) and Uttarakhand (3.0), the lowest average. Madhya Pradesh too has a low (3.3) average



The average number of teachers by school category reveals that the highest number of teachers per school is observed in the case of integrated Higher Secondary schools (11.3), followed by Upper Primary attached to Secondary and Higher Secondary schools (9.8), independent Elementary (7.1), and Upper Primary (4.4) schools. However, despite improvement over a period

number of teachers in its schools imparting Elementary education. Kerala with 11 teachers and Chandigarh with 33 teachers too have a very high average number of teachers, compared to 5.0 teachers in Bihar (4.8 in previous year). All the states in the north-eastern region have adequate number of teachers in its schools. The states, such as Gujarat (6.1), Maharashtra (6.3), Manipur

(6.1), Mizoram (6.1) and Sikkim (7.3), have on an average more than six teachers. Tamil Nadu reported an average of 6.1 teachers and West Bengal, 3.9 teachers in schools that impart Elementary education. Lakshadweep too reported an average of 17.1 teachers and has a high average across school categories. It has an average of 27 teachers in its integrated Higher Secondary schools compared to 22 teachers in Upper Primary attached to Secondary and Higher Secondary schools.

Like teachers in other school types, average number of teachers in Primary schools also has shown an increasing trend during the period from 2005-06 to 2008-09. On an average, Primary schools in India have now more than two teachers which is also true for rural

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

Primary schools have had an average of three teachers per school in 2007-08 against 2.9 teachers per school in 2006-07 and 2.8 teachers in 2005-06. In 2008-09, on an average a Primary school had almost three teachers. Schools located in rural areas had an average of 2.8 teachers, compared to 4.7 teachers in schools located in urban areas. The disparity noticed in rural and urban areas and also in government and private managed schools is also true for all other school types. Except Arunachal Pradesh (2.00), all other states have an average of more than 2 teachers per school in Primary classes. In Kerala, the average per school is as high as 6.4 teachers at this level; in Chandigarh it is 14.8, and in Delhi 10.4. Lakshadweep also reported a high average of 12.5 teachers in its Primary schools which is also true

**Table D6**  
**Average Number of Teachers by School Category and Management: 2005-06 to 2008-09**

School Category	Percentage							
	All Government Managements				All Private Managements			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	2.6	2.7	2.8	<b>2.8</b>	4.7	4.4	4.5	<b>4.6</b>
Primary with Upper Primary	6.3	6.4	6.7	<b>6.5</b>	7.9	8.0	8.1	<b>8.2</b>
Primary with Upper Primary & Secondary/ Higher Secondary	10.1	10.3	11.2	<b>10.7</b>	10.4	11.0	11.7	<b>11.7</b>
Upper Primary Only	4.0	4.2	3.8	<b>3.7</b>	6.8	7.8	6.5	<b>6.5</b>
Upper Primary with Secondary & Higher Secondary	7.9	8.4	9.5	<b>9.3</b>	10.7	10.6	11.2	<b>10.5</b>
<b>All Schools</b>	<b>3.6</b>	<b>3.7</b>	<b>3.9</b>	<b>3.8</b>	<b>7.1</b>	<b>7.1</b>	<b>7.2</b>	<b>7.3</b>

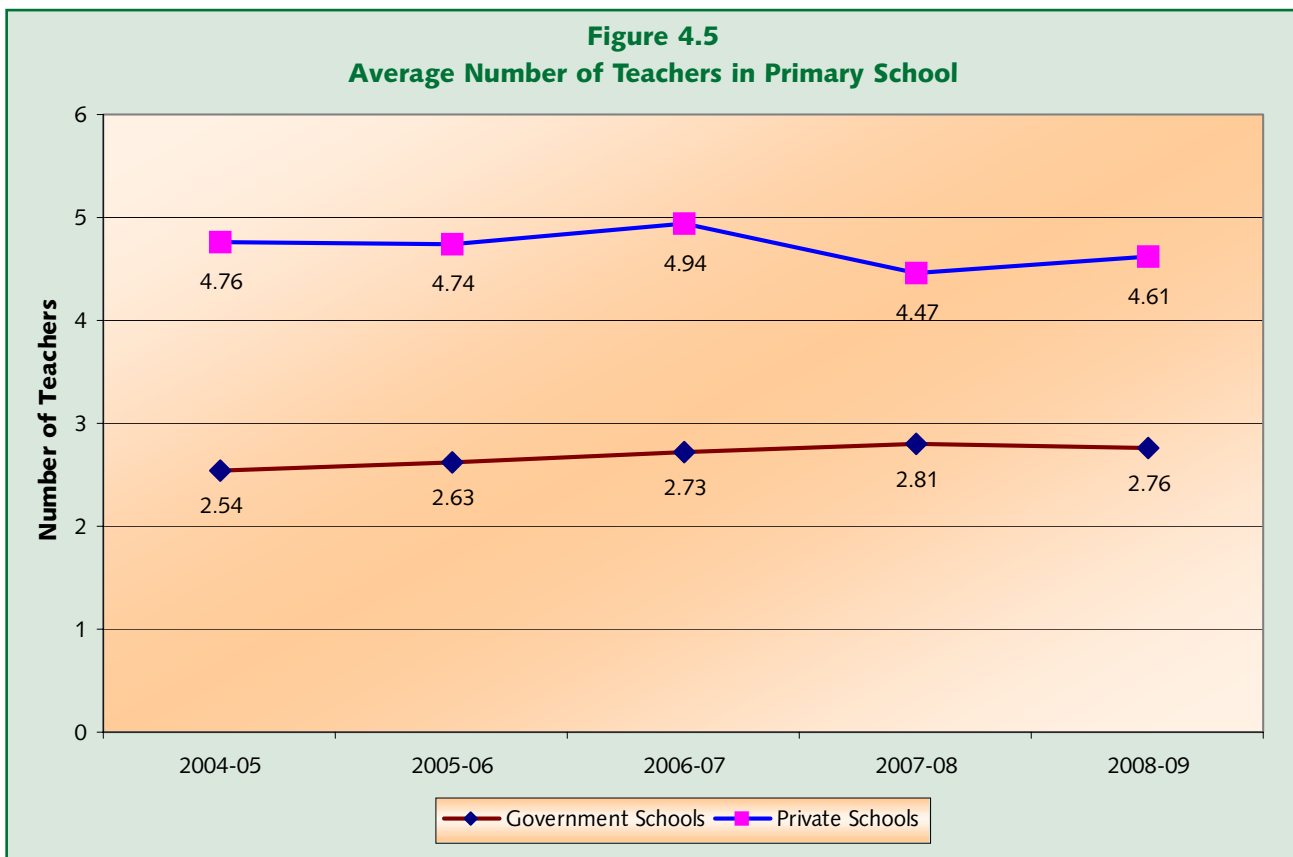
areas and also such schools under the government managements. This clearly reflects the effects of initiatives made under the SSA. This is likely to improve further as a number of teachers' positions under the SSA have been recently approved by the PAB. Besides, the states have also initiated the process of filling up of vacant positions of teachers.

for all other school types, as also for rural and urban areas. In Jharkhand, the average number of Primary teachers per school is 2.2, compared to 2.6 in Goa. All Primary schools in Bihar have had an average of 3.8 teachers (3.7 in previous year), compared to 2.2 teachers in Rajasthan and 3.0 in Andhra Pradesh. The average is as high as 6.1 in Nagaland, 6.1 in Puducherry, 5.1 in

Sikkim and 3.9 in Tripura. West Bengal also reported an average of about 3 teachers in its Primary schools.

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

(2.1 teachers), Madhya Pradesh (2.4 teachers), Rajasthan (2.0 teachers), Uttarakhand (2.0 teachers) etc, the average number of teachers is lower than 2.8 in government Primary schools. Except Arunachal Pradesh and Meghalaya, all other states in the north-eastern region have higher number of teachers in their Primary schools than the national average. The private Primary



Compared to 2.8 teachers in government Primary schools, the corresponding number in private schools is as high as 4.6 teachers.

In about 16 States and UTs, the average number of teachers in government Primary schools has been lower than the national average of 2.8 teachers. In the states of Andhra Pradesh (2.5 teachers), Arunachal Pradesh (1.8 teachers), Chhattisgarh (2.7 teachers), Dadra & Nagar Haveli (2.0 teachers), Goa (2.2 teachers), Himachal Pradesh (2.5 teachers), Jammu & Kashmir (2.1 teachers), Jharkhand (2.2 teachers), Karnataka

schools in these states and all other states have had more than two teachers. Rajasthan has significantly high average number of teachers, i.e., 4.4 teachers in every private Primary school. The average number of teachers in Primary schools in Tripura has been high at 8.6, which is the second highest among all the states that reported DISE data in 2008-09. Kerala too has an average of 6.8 teachers in the privately managed Primary schools, compared to 6.3 in Delhi and 19.3 in Chandigarh. Maharashtra also reported an average of almost 8

**“Except Arunachal Pradesh and Meghalaya, all other states in the north-eastern region have higher number of teachers in their Primary schools than the national average. The private Primary schools in these states and all other states have had more than two teachers”**

teachers in its Primary schools. Arunachal Pradesh which reported a low overall average of 2.0 teachers

Irrespective of school types, an improvement in pupil-teacher ratio has been noticed during the period 2004-

**Table D7**  
**Pupil-Teacher Ratio by School Category: 2005-06 to 2008-09**

School Category	All Areas				Rural Areas				Urban Areas			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	40	39	37	36	41	39	37	36	36	36	35	35
Primary with Upper Primary	35	34	34	33	35	35	34	34	34	33	33	33
Primary with Upper Primary & Secondary/ Hr. Secondary	30	29	27	28	30	30	26	28	30	29	27	29
Upper Primary Only	30	29	31	30	31	30	31	30	26	26	31	31
Upper Primary & Secondary/ Hr. Secondary	30	27	25	24	31	28	25	24	27	25	24	25
<b>All Schools</b>	<b>36</b>	<b>34</b>	<b>33</b>	<b>32</b>	<b>37</b>	<b>35</b>	<b>33</b>	<b>33</b>	<b>32</b>	<b>31</b>	<b>31</b>	<b>31</b>

**Table D8**  
**Pupil-Teacher Ratio by School Category and by Management: 2005-06 to 2008-09**

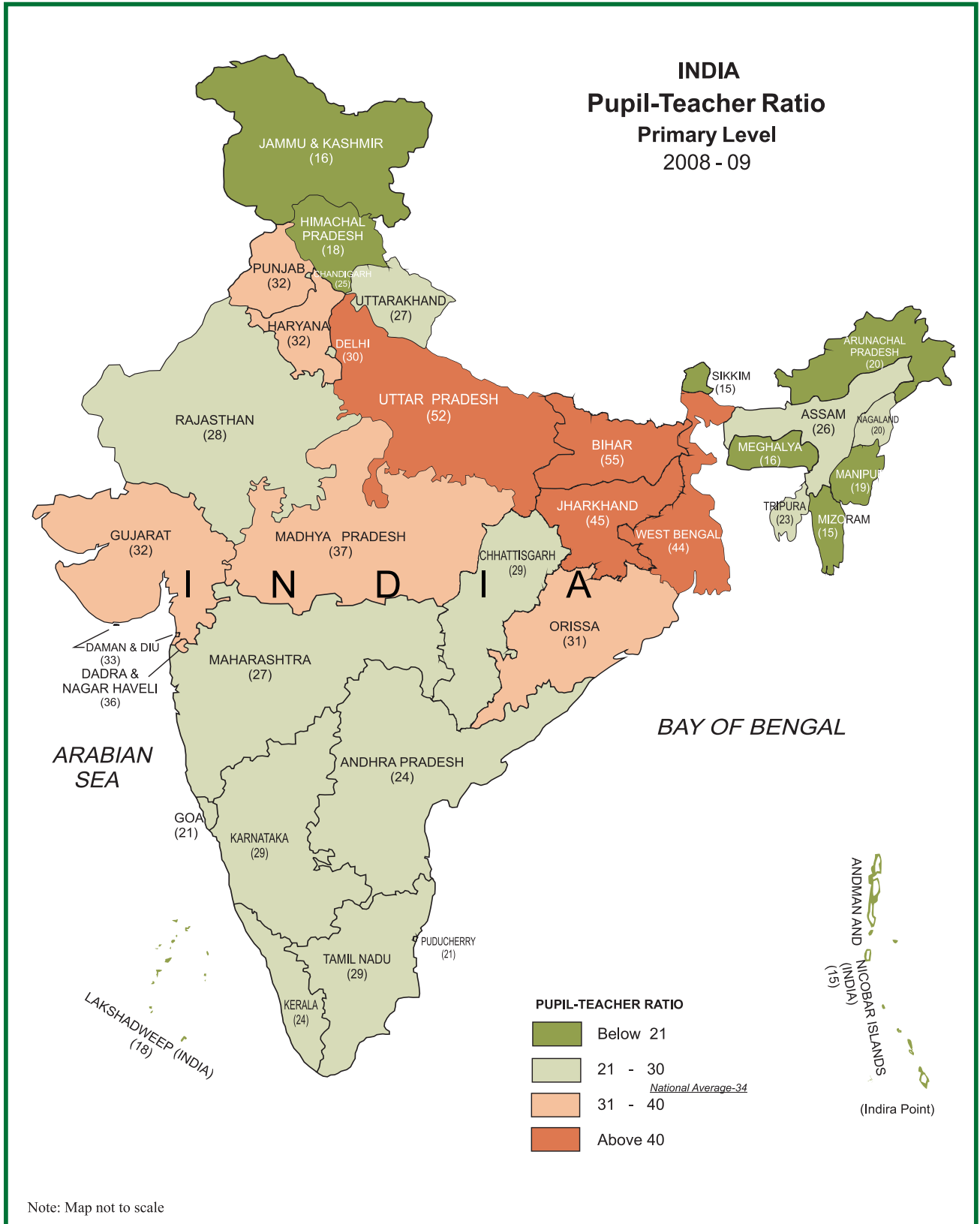
School Category	All Government Managements				All Private Managements			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	41	39	37	36	34	35	34	35
Primary with Upper Primary	6	36	35	34	31	31	31	31
Primary with Upper Primary & Secondary/ Higher Secondary	30	28	25	28	30	30	27	29
Upper Primary Only	30	29	31	30	32	29	31	32
Upper Primary with Secondary & Higher Secondary	27	24	27	26	32	29	22	23
<b>All Schools</b>	<b>37</b>	<b>36</b>	<b>34</b>	<b>34</b>	<b>32</b>	<b>31</b>	<b>29</b>	<b>30</b>

has had an average of 8 teachers in the case of private Primary schools when only 1.8 percent of schools under government management reported such an average.

### Pupil-Teacher Ratio

One of the important indicators that influence classroom transaction is the pupil-teacher ratio. The data is presented by 'school category' in Table D7 to D9.

05 to 2008-09. However, there are about 146 districts (151 districts in 2007-08) which still have a pupil-teacher ratio of above 40:1; most of the districts of Bihar and Jharkhand falls under this category. The highest pupil-teacher ratio in 2008-09 is observed to be in the case of Primary schools (36: 1), followed by Elementary schools (33: 1), integrated Higher Secondary schools and independent Upper Primary schools (28:1), and Upper



Map 4.2

Table D9

## Pupil-Teacher Ratio at Primary and Upper Primary Levels of Education: 2007-08 and 2008-09

Sl. No.	State/UT	Primary Level		Upper Primary Level		All Category Schools	Number of Districts where PTR is Above 40 : All Schools
		2007-08	2008-09	2007-08	2008-09	2008-09	2008-09
1	A & N Islands	15	15	16	16	15	0
2	Andhra Pradesh	24	24	19	19	21	0
3	Arunachal Pradesh	20	19	22	19	19	0
4	Assam	27	26	19	18	22	0
5	Bihar	54	55	59	59	55	37
6	Chandigarh	25	25	24	24	25	0
7	Chhattisgarh	30	29	22	22	26	0
8	D & N Haveli	36	36	38	38	36	0
9	Daman & Diu	31	33	31	35	34	0
10	Delhi	25	30	20	25	29	0
11	Goa	20	21	20	22	21	0
12	Gujarat	33	32	33	33	32	0
13	Haryana	32	32	23	23	28	1
14	Himachal Pradesh	18	18	17	17	17	0
15	Jammu & Kashmir	16	16	16	15	15	0
16	Jharkhand	47	45	45	44	43	18
17	Karnataka	30	29	33	32	29	0
18	Kerala	23	24	22	27	25	0
19	Lakshadweep	21	18	19	15	16	0
20	Madhya Pradesh	37	37	31	32	36	14
21	Maharashtra	27	27	30	30	27	0
22	Manipur	20	19	19	19	19	0
23	Meghalaya	18	16	16	14	15	0
24	Mizoram	16	15	14	14	14	0
25	Nagaland	20	20	24	24	19	0
26	Orissa	26	31	35	26	27	0
27	Puducherry	20	21	19	18	18	0
28	Punjab	38	32	29	25	27	0
29	Rajasthan	30	28	28	27	27	0
30	Sikkim	14	15	19	19	15	0
31	Tamil Nadu	30	29	34	33	30	0
32	Tripura	22	23	23	24	23	0
33	Uttar Pradesh	52	52	45	45	50	61
34	Uttarakhand	28	27	23	23	24	0
35	West Bengal	45	44	57	57	47	15
	<b>All States</b>	<b>34</b>	<b>34</b>	<b>31</b>	<b>31</b>	<b>32</b>	<b>146</b>

Primary attached to Secondary & Higher Secondary schools (24:1). It is important to note that PTR at Primary and Upper Primary levels of education is 34:1 and 31:1 respectively, which is exactly the same as the previous year.

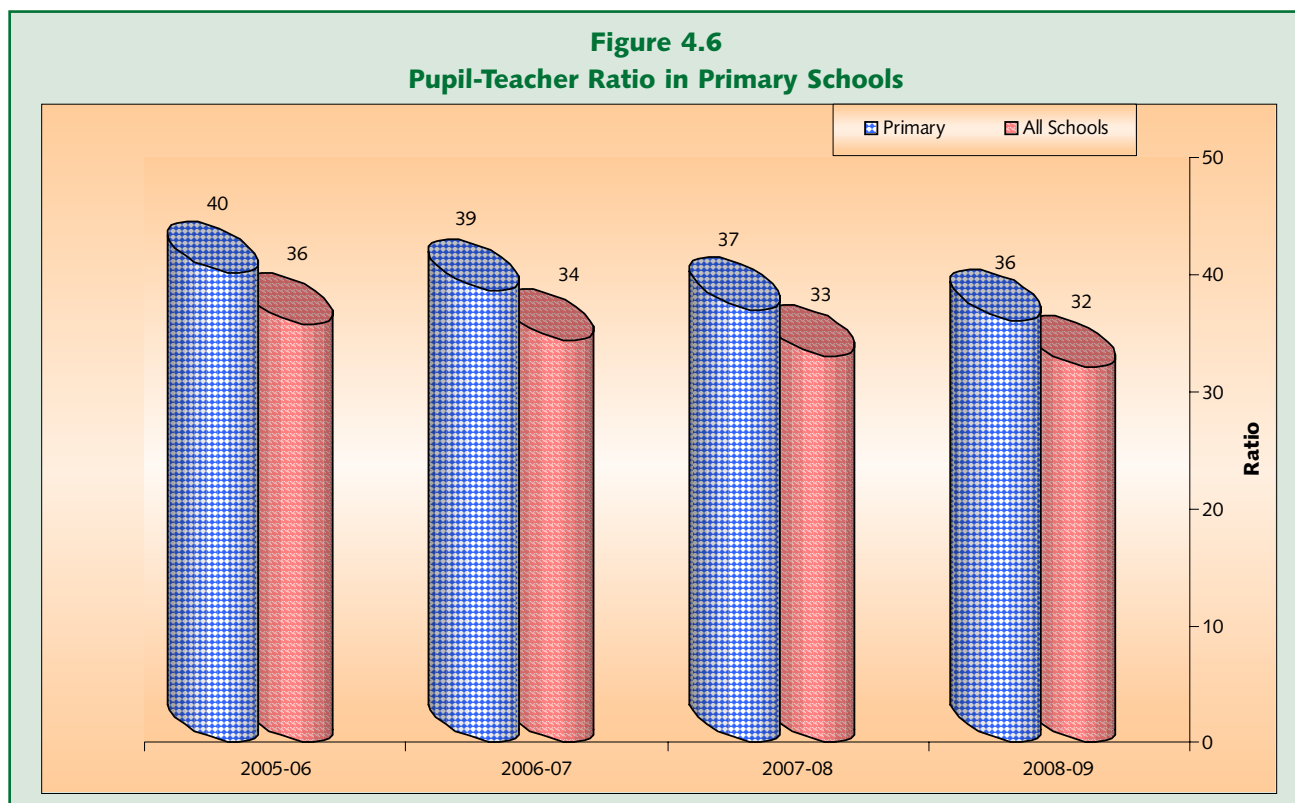
At Primary level, there are only five states (Bihar, Jharkhand, Uttar Pradesh and West Bengal) which reported a PTR of above 40; in the rest of the states the position is quite comfortable. At Upper Primary level, PTR varies from 14

**Table D10**  
**Percentage of Schools having PTR Above 100 by School Category: 2005-06 to 2008-09**

School Category	All Areas				Rural Areas				Urban Areas			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	5.93	5.21	4.11	<b>4.03</b>	6.05	5.20	4.13	<b>4.02</b>	4.68	5.38	3.89	<b>4.20</b>
Primary with Upper Primary	3.76	4.49	3.31	<b>3.30</b>	3.69	4.15	3.09	<b>3.04</b>	4.09	5.89	4.24	<b>4.39</b>
Primary with Upper Primary & Secondary/ Hr. Secondary	3.98	5.27	3.39	<b>3.07</b>	4.02	4.65	2.87	<b>2.56</b>	3.94	6.23	4.22	<b>3.90</b>
Upper Primary Only	4.90	4.95	4.65	<b>4.66</b>	5.10	5.07	4.77	<b>4.83</b>	3.08	3.89	3.50	<b>2.93</b>
Upper Primary & Secondary/ Hr. Secondary	4.62	3.11	1.93	<b>1.50</b>	5.15	3.26	2.07	<b>1.52</b>	3.03	2.64	1.51	<b>1.46</b>
<b>All Schools</b>	<b>5.30</b>	<b>4.94</b>	<b>3.86</b>	<b>3.78</b>	<b>5.49</b>	<b>4.91</b>	<b>3.88</b>	<b>3.77</b>	<b>4.16</b>	<b>5.17</b>	<b>3.72</b>	<b>3.83</b>

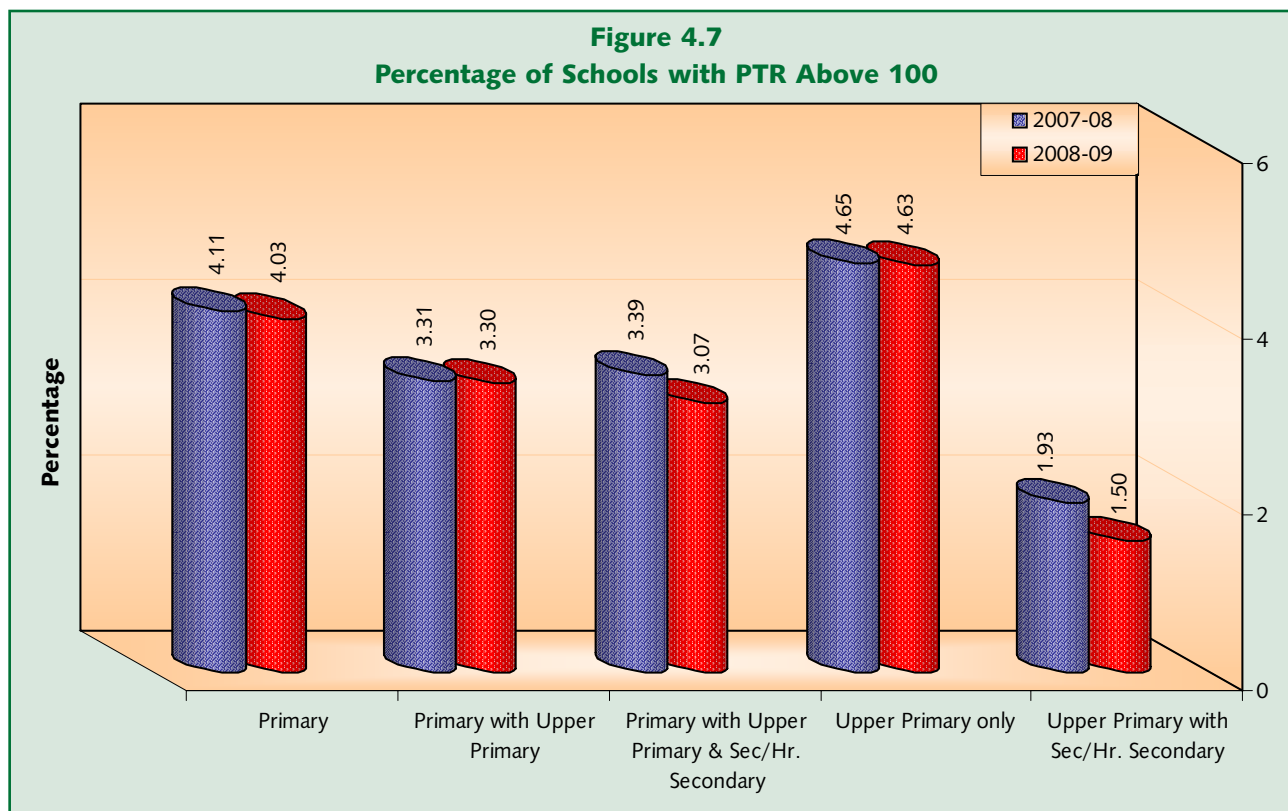
Note: Totals may not add to hundred because of missing values and rounding of figures.

**Figure 4.6**  
**Pupil-Teacher Ratio in Primary Schools**



students per teacher in Meghalya and Mizoram to 59 students per teacher in Bihar. Bihar too has a high

for Uttar Pradesh has also been high at 51:1. In Bihar, it is not only PTR that is high but it has also reported a high



**Table D11**  
**Percentage of Schools having PTR Above 100 by School Category and Management: 2005-06 to 2008-09**

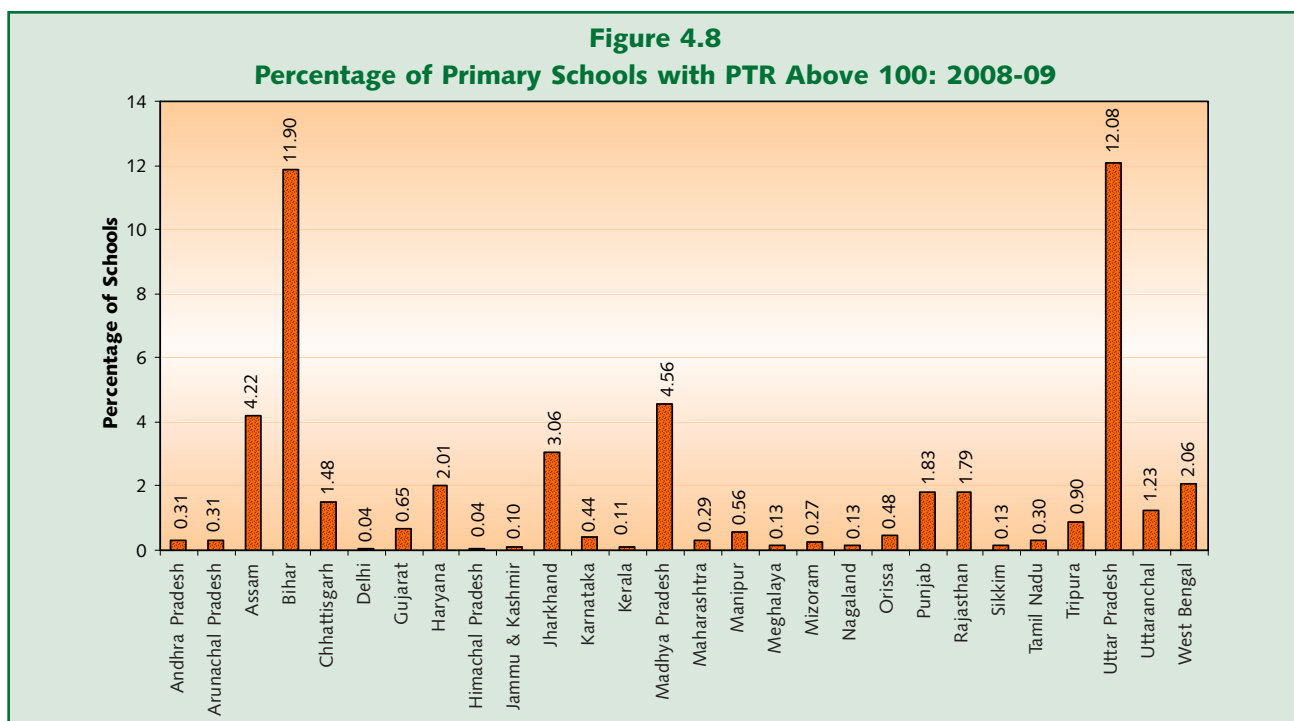
School Category	Percentage							
	All Government Managements				All Private Managements			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Primary Only	5.94	5.07	3.98	<b>3.77</b>	5.80	6.24	5.04	<b>5.96</b>
Primary with Upper Primary	3.59	3.95	2.65	<b>2.61</b>	4.27	5.91	4.91	<b>5.05</b>
Primary with Upper Primary & Secondary/ Higher Secondary	3.51	4.29	2.73	<b>2.74</b>	4.29	5.84	3.71	<b>3.23</b>
Upper Primary Only	4.48	4.62	4.40	<b>4.49</b>	6.53	6.03	5.54	<b>5.27</b>
Upper Primary with Secondary & Higher Secondary	3.42	2.67	2.28	<b>1.67</b>	6.13	3.61	1.47	<b>1.28</b>
<b>All Schools</b>	<b>5.33</b>	<b>4.76</b>	<b>3.72</b>	<b>3.55</b>	<b>5.28</b>	<b>5.70</b>	<b>4.44</b>	<b>4.73</b>

PTR at Primary level of education. The state has a high pupil-teacher ratio of 52:1 even in the case of schools managed by the Government. The corresponding ratio

student-classroom ratio of 98. With the appointment of a large number of teachers recently in the state, pupil-teacher ratio is expected to improve in the year that follows.

On the other hand, all category schools together had a pupil-teacher ratio of 32 in 2008-09, compared

Despite improvement in pupil-teacher ratio across school types, there are still a few schools that have



to 33 in 2007-08. The corresponding figures in rural and urban areas are 33 and 31, respectively, which shows that there is no improvement over the previous year. Government managed schools have a slightly higher pupil-teacher ratio (34) than the same in the private management schools (30). The states like Andaman and Nicobar Islands (15:1), Arunachal Pradesh (19: 1), Himachal Pradesh (17: 1), Jammu & Kashmir (15: 1), Karnataka (29: 1), Kerala (25:1) and Tamil Nadu (30:1), have an ideal pupil-teacher ratio. Delhi reported a pupil-teacher ratio of 29: 1 and Puducherry, 18:1. All the states from the north-eastern region also have a comfortable pupil-teacher ratio of 25: 1. It has been further observed that most of the states have a comfortable PTR (All Category Schools) barring a few states such as, Bihar, Jharkhand, Uttar Pradesh, West Bengal, etc., which is quite similar to the same in the case of Primary schools.

**“It is observed that 12.08 percent of Primary schools in Uttar Pradesh have a PTR of 100 and above compared to only 0.11 percent schools in Kerala. Bihar and Jharkhand too have a large number of such schools”**

reported a PTR of above 100. About 3.77 percent of schools located in rural areas have PTR of above 100, compared to 3.83 percent in urban areas. In as many as 4.03 percent Primary schools, the pupil-teacher ratio is above 100 (rural 4.02 and urban 4.20 percent). The percentage of government schools (3.77 percent) having PTR above 100 is lower than in private schools (5.96 percent). On the other hand, 4.66 percent of Upper Primary schools, 3.30 percent of integrated Higher Secondary schools and 1.50 percent of Upper Primary attached to Higher Secondary schools also have had pupil-teacher ratio of above 100 (Tables D10 and D11). It is also observed that 12.08 percent of Primary schools in Uttar Pradesh have a PTR of 100 and above compared to only 0.11 percent schools in Kerala. Bihar (11.90 percent) and Jharkhand (3.06 percent) too have a large number of such schools. Himachal and all the states from the north-eastern region have negligible number

of such schools. A few states such as Andaman and Nicobar Islands, Chandigarh, Daman and Diu, Dadra and Nagar Haveli and Lakshadweep reported no such schools.

### Age Profile of Teachers

The percentage distribution of teachers by age groups (below 18, 18-25, 26-35, 36-45, 46-55 and above 55 years) has been presented in Tables D12 and D13. Perhaps, the DISE is the only source that provides this information on a regular basis.

recently in a few states. In 2008-09, as many as 17.58 percent of the total 5.79 million teachers were of the age group between 18 and 25 years. A number of regular posts of teachers have been lying vacant across states while fresh recruitments have been initiated only in a few states. A few others have appointed contractual-teachers against regular positions which is evident in the statistics presented in the following section.

It is observed that the percentage of male teachers in the age group of above 55 years has been 5.16 and

**Table D12**  
**Percentage Distribution of Teachers by Age Group: 2008-09**

Age Group	All Category Teachers			All Teachers in Primary Schools
	Total	Male	Female	
Below 18	1.47	0.90	2.23	1.74
18 to 25	17.58	14.47	21.64	20.13
26 to 35	32.86	32.92	32.78	34.52
36 to 45	26.88	28.09	25.29	24.54
46 to 55	16.79	18.19	14.98	14.95
Above 55	4.15	5.16	2.84	3.89

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

Age distribution of teachers across states suggests that majority of teachers in Primary schools are between the age of 26 and 45 years which is also true for other types of schools. A few teachers across school types are found to be below 18 years of age and that is true both for male and female teachers. Further, it has been noticed that the percentage of teachers in the age group 18-25 years across school types has been low compared to the same in other age groups. In 2007-08, the percentage of male and female teachers (all categories) of age between 18 and 25 years was 15.29 and 22.65, respectively, compared to 14.47 and 21.64 percent in 2008-09. The percentage is quite similar to the same in the case of teachers in Primary schools. The improvement in the percentage of young teachers (18-25 years) in the last 2 to 3 years is because of their recruitment initiated

**“A number of regular posts of teachers have been lying vacant across states while fresh recruitments have been initiated only in a few states. A few others have appointed contractual-teachers against regular positions”**

that of female teachers 2.84. All these teachers are expected to retire in the next 2-3 years. In the case of government schools, this percentage is 4.88 (Table D13). In the case of aided schools, the percentage is 3.99 compared to 1.92 in the case of those in unaided schools. In a few states, such as Mizoram, the percentage of teachers aged 55 and above (23.64 percent) is much higher than the national average, i.e. 4.15 percent. In view of their large number (5.79 million), the number of teachers retiring soon is very high; and a majority of them is from rural areas. The states should, therefore, undertake a thorough analysis of data on teachers and initiate steps for timely recruitment to ensure that all schools have adequate number of teachers in the years that follow.

**Table D13**  
**Percentage of Teachers Aged 55 Years and Above: 2008-09**

Sl. No.	State/UT	All Schools	All Government Schools	All Aided Schools	All Unaided Schools
1	Andaman & Nicobar Islands	0.66	0.62	0.00	1.06
2	Andhra Pradesh	0.77	0.37	0.68	1.51
3	Arunachal Pradesh	0.86	0.83	1.34	0.85
4	Assam	7.81	9.77	0.83	3.09
5	Bihar	11.11	11.11	26.56	2.17
6	Chandigarh	1.95	2.10	1.35	1.74
7	Chhattisgarh	3.58	3.90	6.62	1.62
8	Dadra & Nagar Haveli	0.28	0.34	0.00	0.00
9	Daman & Diu	8.37	9.57	8.75	2.59
10	Delhi	8.84	11.74	14.65	4.00
11	Goa	16.01	18.59	14.55	2.79
12	Gujarat	0.93	0.82	1.19	1.36
13	Haryana	6.63	7.86	10.06	2.34
14	Himachal Pradesh	0.77	0.51	1.84	1.64
15	Jammu & Kashmir	0.88	0.05	5.56	2.36
16	Jharkhand	3.44	3.36	5.93	2.58
17	Karnataka	4.15	4.16	10.23	2.71
18	Kerala	2.03	1.66	2.03	4.70
19	Lakshadweep	1.50	1.50	**	**
20	Madhya Pradesh	2.97	3.42	6.43	1.91
21	Maharashtra	5.78	6.26	5.96	3.11
22	Manipur	0.95	0.65	2.95	0.99
23	Meghalaya	1.04	1.38	0.93	0.74
24	Mizoram	23.67	21.56	47.83	29.04
25	Nagaland	0.76	0.56	**	1.10
26	Orissa	7.19	8.23	2.16	1.77
27	Puducherry	1.47	1.82	2.07	0.88
28	Punjab	0.80	0.49	0.89	2.20
29	Rajasthan	1.93	1.87	3.02	2.00
30	Sikkim	0.98	0.96	1.71	0.93
31	Tamil Nadu	0.00	0.00	0.00	0.00
32	Tripura	0.68	0.45	5.35	1.81
33	Uttar Pradesh	6.76	8.63	8.05	1.80
34	Uttarakhand	2.30	2.35	4.16	1.86
35	West Bengal	3.31	3.32	3.26	3.02
	<b>All States</b>	<b>4.15</b>	<b>4.88</b>	<b>3.99</b>	<b>1.92</b>

\*\* State does not have such school type.

## Academic and Professional Qualifications of Regular Teachers

Educational as well as professional qualifications of teachers across school types have been presented in

teachers are Higher Secondary and below; these figures are quite similar to those in the previous year (42.82 and 44.51 percent). Altogether 42.35 percent (43.54 percent in 2007-08) (all categories) of teachers, who impart Elementary education in the country are Higher

**Table D14**  
**Academic Qualification of All Category Regular Teachers: 2008-09**

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	2.29	2.36	2.32	2.31	2.45	2.36	2.18	2.20	2.20
Secondary	15.03	16.73	15.76	15.56	17.67	16.33	11.72	15.00	13.89
Higher Secondary	24.17	24.40	24.27	25.37	27.98	26.32	16.63	17.79	17.39
<b>Up to Higher Secondary Level, 2008-09</b>	<b>41.49</b>	<b>43.49</b>	<b>42.35</b>	<b>43.24</b>	<b>48.10</b>	<b>45.01</b>	<b>30.53</b>	<b>34.99</b>	<b>33.48</b>
Up to Higher Secondary Level, 2007-08	42.82	44.51	43.54	44.69	49.47	46.39	31.46	35.60	34.17
Graduate	38.57	36.15	37.53	37.67	33.30	36.08	44.23	41.40	42.36
Post Graduate	19.02	19.13	19.06	18.26	17.47	17.97	23.78	22.17	22.72
<b>Graduate &amp; Post Graduates, 2008-09</b>	<b>57.59</b>	<b>55.28</b>	<b>56.59</b>	<b>55.93</b>	<b>50.77</b>	<b>54.05</b>	<b>68.01</b>	<b>63.57</b>	<b>65.08</b>
Graduate & Post Graduates, 2007-08	56.22	54.20	55.36	54.45	49.36	52.65	67.00	62.89	64.32
M.Phil/Ph.D	0.47	0.60	0.53	0.43	0.57	0.48	0.72	0.67	0.69
Others	0.41	0.59	0.49	0.37	0.50	0.42	0.68	0.75	0.73
No Response	0.04	0.03	0.04	0.04	0.04	0.04	0.06	0.02	0.03

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

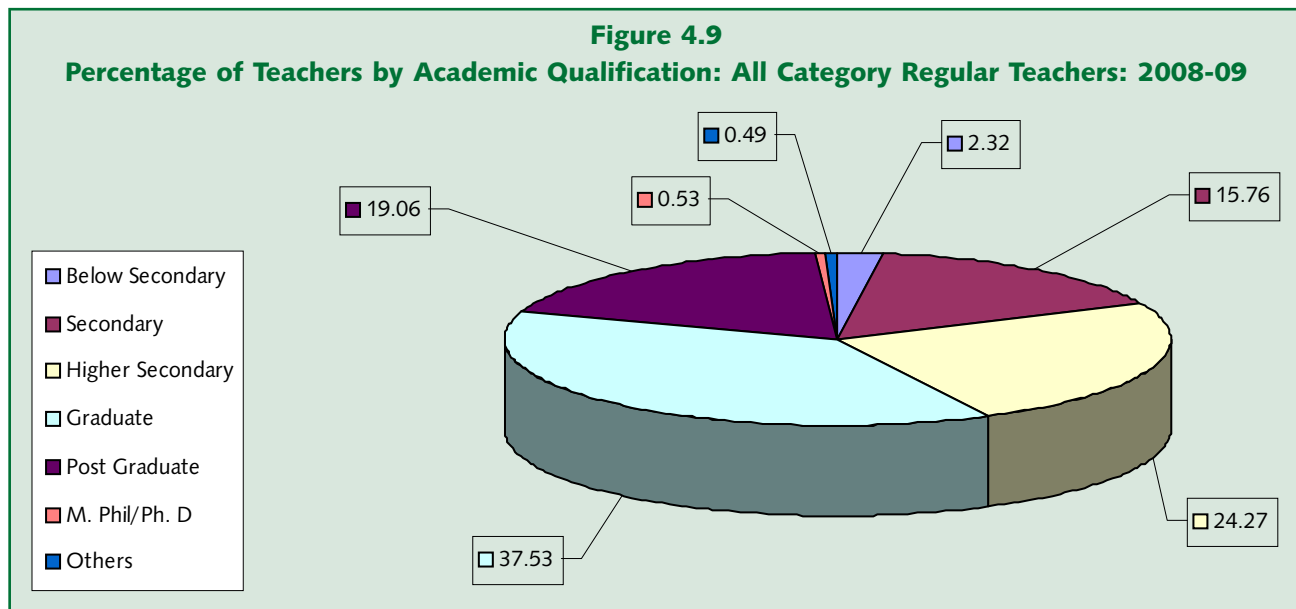
Tables D14 to D16. Irrespective of the type of schools, qualifications of a good number of teachers (2.32 percent against 2.58 percent in 2007-08) are below Secondary level. This is also applicable even to integrated Higher Secondary schools (1.87 percent) and Upper Primary attached to Secondary and Higher Secondary schools (1.12 percent). The data on distribution of all categories of teachers by educational qualifications reveals that 41.49 percent of male teachers and 43.49 percent of female

Secondary and below. It may be recalled that in many states the minimum qualification that has been prescribed for a Primary teacher is Secondary. However, a few of them are even below Secondary level (2.32 percent). The percentage of teachers with qualification up to Higher Secondary level is higher in rural areas (total 45.01 percent; male 43.24 percent; and female 48.10 percent) than the same in urban areas (total 33.48 percent; male 30.53 percent; and female 34.99 percent). On the other hand, about 58 percent (56

**“Altogether 42.35 percent of teachers, who impart Elementary education in the country are Higher Secondary and below. It may be recalled that in many states the minimum qualification that has been prescribed for a Primary teacher is Secondary”**

percent in 2007-08) male and 55 percent (54 percent in 2007-08) female teachers are Graduates and Post-

Graduate and Post-graduate teachers than the same in rural areas (54.05 percent against 52.65 percent in



**Table D15**  
**Academic Qualification of Primary School Teachers (Regular): 2008-09**

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.10	3.18	3.13	3.09	3.24	3.15	3.22	3.01	3.07
Secondary	19.15	19.14	19.15	19.50	19.57	19.52	15.29	17.94	17.16
Higher Secondary	32.04	30.39	31.34	32.62	32.87	32.71	25.59	23.46	24.09
<b>Up to Higher Secondary Level, 2008-09</b>	<b>54.29</b>	<b>52.71</b>	<b>53.62</b>	<b>55.21</b>	<b>55.68</b>	<b>55.38</b>	<b>44.10</b>	<b>44.41</b>	<b>44.32</b>
Up to Higher Secondary Level, 2007-08	55.65	53.89	54.91	56.59	57.17	56.81	45.46	44.96	45.10
Graduate	31.05	31.59	31.28	30.43	29.15	29.95	37.99	38.41	38.29
Post Graduate	14.07	14.86	14.41	13.80	14.36	14.01	17.11	16.24	16.49
<b>Graduate &amp; Post Graduates, 2008-09</b>	<b>45.12</b>	<b>46.45</b>	<b>45.69</b>	<b>44.23</b>	<b>43.51</b>	<b>43.96</b>	<b>55.10</b>	<b>54.65</b>	<b>54.78</b>
Graduate & Post Graduates, 2007-08	43.68	45.19	44.31	42.76	41.95	42.46	53.62	54.00	53.89
M.Phil/Ph.D	0.31	0.41	0.35	0.30	0.42	0.35	0.37	0.38	0.38
Others	0.24	0.40	0.31	0.23	0.35	0.27	0.41	0.54	0.50
No Response	0.03	0.03	0.03	0.03	0.04	0.03	0.03	0.02	0.02

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

Graduates (total 56.59 percent). Urban areas (65.08 percent against 64.32 percent in 2007-08) have more

Graduates and above in rural areas, compared to 63.57

percent in urban areas. Irrespective of the school type, and 3.18 percent of female teachers are below a few teachers have even M.Phil and Ph.D degrees (total 0.53 percent; male 0.47 percent; and female 0.60 percent). In urban areas, the percentage of such teachers is 0.69, 0.72 and 0.67 respectively in the case of male, female and all teachers together.

The distribution of Primary school teachers in position by qualifications (Table D15) reveals that majority of the teachers are

Higher Secondary and below (total 53.62 percent

*“Percentage of female teachers having Graduate and Post-graduate degrees is a bit higher than their male counterparts. Only 31.05 percent of the total Primary school male teachers are Graduates against 31.59 percent of the female teachers”*

Graduate and Post-graduate degrees is a bit higher than

Secondary and another 32.04 percent of male and 30.39 percent of female teachers have completed Secondary level of education. Not much difference is noticed in percentages of teachers below Secondary in rural areas and urban areas but the same is not true in the case of teachers having Graduate and Post-graduate degrees. Further, it is observed that percentage of female teachers having

**Table D16**  
**Professional Qualification of All Category Teachers (Regular): 2008-09**

Professional Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	21.27	17.98	<b>19.63</b>	22.53	20.34	<b>21.56</b>	13.35	13.66	<b>13.25</b>
S.B.T or Equivalent	19.32	25.28	<b>21.65</b>	19.28	25.73	<b>21.46</b>	19.61	24.45	<b>22.31</b>
B.Ed or Equivalent	32.16	30.49	<b>31.09</b>	30.78	26.95	<b>29.16</b>	40.83	37.00	<b>37.45</b>
M.Ed or Equivalent	2.06	2.10	<b>2.05</b>	1.88	1.79	<b>1.83</b>	3.14	2.68	<b>2.77</b>
Others	5.93	6.04	<b>5.91</b>	6.05	6.09	<b>6.02</b>	5.19	5.94	<b>5.56</b>
No Response	19.27	18.11	19.67	19.48	19.11	19.97	17.89	16.27	18.66

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

**Table D17**  
**Professional Qualification of Primary School Teachers (Regular): 2008-09**

Professional Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	31.73	25.48	<b>29.06</b>	32.06	26.51	<b>29.98</b>	28.11	22.59	<b>24.22</b>
S.B.T or Equivalent	18.10	25.58	<b>21.29</b>	18.00	25.29	<b>20.72</b>	19.23	26.41	<b>24.29</b>
B.Ed or Equivalent	20.77	20.89	<b>20.82</b>	20.22	18.71	<b>19.65</b>	26.95	26.96	<b>26.96</b>
M.Ed or Equivalent	1.07	1.25	<b>1.15</b>	1.03	1.13	<b>1.06</b>	1.57	1.60	<b>1.59</b>
Others	7.64	6.78	<b>7.27</b>	7.89	6.94	<b>7.53</b>	4.84	6.36	<b>5.91</b>
No Response	20.69	20.01	20.40	20.81	21.42	21.04	19.30	16.08	17.03

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

against 54.91 percent in 2007-08, male 54.29 percent, and female 52.71 percent). About 3.10 percent of male

their male counterparts. Only 31.05 percent of the total Primary school male teachers are Graduates against

**Table D18**  
**Percentage of Regular and Contractual-Teachers with Professional Qualification: 2008-09**

State/UT	All Teachers (Regular & Contractual-Teachers)			Only Regular Teachers			Contractual-Teachers					
							Under All Managements			Under Government Manage- ments	Under Government Aided Manage- ments	Under All Private Manage- ments
	2006- 07	2007- 08	2008- 09	2006- 07	2007- 08	2008- 09	2006- 07	2007- 08	2008- 09			
A & N Islands	97.87	97.44	97.94	97.93	97.52	98.92	94.12	90.24	83.93	90.91	100.00	58.33
Andhra Pradesh	85.23	85.68	87.17	92.68	93.50	89.59	39.21	42.03	41.29	40.66	73.34	41.15
Arunachal Pradesh	35.02	27.78	24.39	37.21	31.97	25.02	21.42	7.78	7.31	6.12	37.50	10.83
Assam	39.77	37.23	37.26	41.54	39.15	40.95	15.72	15.23	13.41	13.38	13.74	15.28
Bihar	62.78	49.65	48.97	64.78	50.68	40.93	51.51	36.23	33.48	33.47	100.00	100.00
Chandigarh	99.14	99.96	99.74	99.17	99.96	99.90	96.72	100.00	100.00	100.00	100.00	100.00
Chhattisgarh	56.66	61.84	63.09	58.81	63.21	58.90	46.39	48.15	51.12	56.93	41.55	24.42
D & N Haveli	86.80	95.00	96.08	87.05	94.99	93.83	79.41	100.00	100.00	100.00	100.00	100.00
Daman & Diu	68.29	78.02	92.24	69.92	77.48	91.95	37.50	95.24	100.00	100.00	100.00	100.00
Delhi	99.14	93.39	98.79	99.17	93.31	99.09	98.53	96.20	97.38	98.10	100.00	96.27
Goa	92.34	93.59	93.39	92.48	93.78	95.22	82.29	78.57	66.67	59.14	96.15	61.54
Gujarat	96.03	96.56	96.74	96.05	96.59	95.34	94.12	94.14	94.22	98.32	95.82	90.76
Haryana	88.85	91.07	91.76	88.90	90.20	88.84	84.75	97.20	97.49	98.55	50.00	64.35
Himachal Pradesh	92.99	91.92	91.77	95.68	94.66	91.43	77.77	77.75	78.31	78.62	100.00	71.18
Jammu & Kashmir	50.72	48.67	47.79	53.18	51.55	54.02	42.10	38.69	31.36	31.30	100.00	36.16
Jharkhand	67.14	63.82	62.53	86.65	84.21	80.34	36.19	38.44	39.85	39.86	44.51	34.92
Karnataka	99.85	100.00	95.83	99.86	100.00	95.09	92.00	100.00	91.36	97.12	80.00	79.68
Kerala	96.97	96.56	97.36	96.95	96.54	98.61	97.89	97.37	91.14	97.79	97.34	93.65
Lakshadweep	88.73	98.55	99.55	88.65	98.91	100.00	100.00	33.33	100.00	100.00	100.00	100.00
Madhya Pradesh	60.09	75.08	69.65	60.17	65.29	61.20	59.33	42.74	32.49	48.54	29.03	28.04
Maharashtra	87.95	89.12	90.61	87.86	89.04	99.06	97.49	96.94	86.25	80.08	97.13	95.10
Manipur	39.43	37.86	37.58	39.64	38.17	36.31	23.86	18.04	31.70	38.32	13.33	27.45
Meghalaya	33.81	29.54	29.06	34.52	30.47	32.12	22.35	15.85	15.07	25.41	15.46	8.04
Mizoram	60.48	56.62	58.15	70.61	70.33	67.97	16.61	14.61	21.76	31.28	14.52	6.11
Nagaland	15.92	19.70	23.60	15.93	19.69	21.72	13.82	21.47	37.57	43.27	100.00	29.87
Orissa	89.74	85.89	79.67	89.82	88.84	78.23	65.82	77.07	54.12	53.72	56.07	56.38
Puducherry	93.92	89.50	97.67	94.11	89.59	97.57	86.10	84.95	91.46	98.08	100.00	86.13
Punjab	93.27	96.91	92.47	93.64	97.20	91.96	74.51	79.28	66.71	66.51	83.15	64.68
Rajasthan	86.00	85.04	85.35	86.10	85.16	82.55	84.99	83.59	82.66	85.79	57.69	62.03
Sikkim	37.09	39.82	39.47	37.22	39.93	36.14	11.76	23.21	32.26	31.82	0.00	37.50
Tamil Nadu	95.40	94.33	95.30	95.46	94.38	94.45	90.35	87.10	88.85	95.71	92.17	85.90
Tripura	38.47	40.25	41.81	39.11	40.85	41.76	19.75	20.90	21.24	21.55	25.00	13.64
Uttar Pradesh	75.25	73.29	71.57	88.73	86.70	84.59	35.71	34.91	33.71	33.40	56.33	54.21
Uttarakhand	71.13	76.69	80.33	73.96	79.58	80.49	29.27	38.44	43.63	43.63	60.95	41.77
West Bengal	71.02	66.37	64.10	75.71	74.29	78.47	22.24	18.62	18.80	18.04	29.34	32.00
<b>All States*</b>	<b>78.21</b>	<b>77.68</b>	<b>76.67</b>	<b>81.85</b>	<b>80.90</b>	<b>81.89</b>	<b>44.88</b>	<b>45.54</b>	<b>40.90</b>	<b>41.06</b>	<b>56.88</b>	<b>47.81</b>

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

31.59 percent of the female teachers. Another 14.07 percent of male and 14.86 percent of female teachers are Post-graduates. A few of them have even M.Phil and Ph.D degrees (0.35 percent). About 55 percent of Primary school teachers in urban areas have Graduate and Post-graduate degrees against about 44 percent in rural areas. It has also been observed that compared to teachers in Primary schools, teachers in other school types are better qualified. Only 2.00 percent male and 2.20 percent female teachers in Elementary schools are below Secondary level (all teachers, 1.97 percent). About 54 percent of male and 47 percent of female teachers in such schools are Graduates and Post-graduates, compared to 48 percent of all teachers. In addition, about 0.40 percent of total teachers in such schools possess M.Phil and Ph.D degrees. Majority of teachers in integrated Higher Secondary schools are either Graduates (male 49.52 percent; and female 46.80 percent) or Post-Graduates (male 25.84 percent, and females 29.59 percent). Majority of teachers in independent Upper Primary schools are either Graduates (39.03 percent) or Post-Graduates (29.85 percent). Similar pattern is observed in the case of Upper Primary integrated with Higher Secondary schools too as about 82 percent of the total teachers in such schools are having either Graduate or Post-graduate degrees.

The state-specific distribution of teachers in Primary schools by academic qualifications reveals that a few states, such as Assam (9.58 percent), Daman & Diu 4.33 percent), Goa (5.73 percent), Gujarat (6.60 percent), Haryana (5.52 percent); Meghalaya (13.39 percent); Mizoram (21.74 percent); Nagaland (14.31 percent); Punjab (9.42 percent); Sikkim (7.243 percent); and Tripura (30.66 percent), have a significant percentage of teachers with qualifications below the Secondary level. Majority of Primary teachers in these and a few other states, such as Assam (56.75 percent), Daman and Diu (43.31 percent), Goa (53.02 percent), Gujarat (47.02 percent), Himachal Pradesh (38.57 percent), Lakshadweep (78.39 percent), Maharashtra

(36.48) and Orissa (36.84 percent), and a few northeastern states have the Secondary level qualifications. On the other hand, in a few states, such as Andhra Pradesh, Chandigarh, Delhi, Jammu and Kashmir, Puducherry, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand, majority (above 50 percent) of Primary school teachers are Graduates and above. Uttarakhand has more Post-graduate Primary school teachers (37.87 percent) than teachers having Graduate degrees (33.66 percent) and the percentage of such female teachers is more than their male counterparts.

**“About 55 percent of Primary school teachers in urban areas have Graduate and Post-graduate degrees against about 44 percent in rural areas. It has also been observed that compared to teachers in Primary schools, teachers in other school types are better qualified”**

Percentage of teachers by professional qualifications (excluding contractual-teachers) presented in Tables D16 and D17 suggests that about 40.83 percent of male and 37.00 percent of female teachers (all categories) in urban areas are B.Ed or equivalent, compared to 30.78 percent of male and 26.95 percent of female teachers in rural areas. Overall 37 and 29 percent of teachers in urban and rural areas, respectively, have such degrees. It has also been noticed that the percentage of such teachers in urban areas is higher than the same in rural areas. The corresponding figures in the case of teachers at Primary level are 26.95 percent male and 26.96 percent female teachers (total 26.96 percent). In the case of integrated Higher Secondary schools, as many as 47.22 percent of male and 48.46 percent of female teachers had B.Ed or equivalent degree in 2008-09, compared to 47.91 percent in the case of all teachers. Upper Primary attached to Secondary and Higher Secondary schools also have 61.67 percent (61.83 male and 61.38 female) teachers with B.Ed degree. Further, it is noticed that compared to teachers having B.Ed degree, the percentage of teachers having M.Ed degree across school types is low. On the other hand, a good number of teachers are J.B.T or equivalent which is true both for all categories and Primary teachers. Considering all teachers together, only 1.15 percent teachers in Primary schools have M.Ed or equivalent degree compared to 1.78 percent in independent Elementary, 3.68 percent in integrated

Higher Secondary, 2.67 percent in Upper Primary and 4.09 percent in Upper Primary attached to Secondary and Higher Secondary schools.

The percentage of no response in each school category indicates that a fairly good number of regular teachers do not possess any professional qualification. The percentage of such teachers (both regular and contractual-teachers) is 23.33, compared to 18.11 percent in the case of regular teachers of all categories). The state-wise percentage of teachers with professional qualifications is presented in Table D18. It reveals

*“In percentage terms, more female teachers were imparted in-service training than their male counterparts. This is true for both rural and urban areas. More than 71 percent of teachers in Gujarat underwent in-service training, the highest amongst all the major states”*

other hand, in a few states, like Delhi, Kerala and Tamil Nadu, majority of both the regular and contractual-teachers are professionally trained.

### In-service Training of Teachers

As many as 2.01 million teachers had undergone in-service training in 2007-08 compared to 2.07 million in 2006-07. In other words, about 36.14 percent male and 33.71 percent female teachers (all categories) were imparted in-service training during the year 2007-08, compared to 38.32

**Table D19**  
**Percentage of Teachers Received In-Service Training: 2008-09\***

School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary only	44.36	40.33	42.62	45.42	44.06	44.89	31.20	28.07	29.00
Primary with Upper Primary	37.90	36.25	37.15	41.25	45.06	42.73	18.13	20.24	19.55
Primary with Upper Primary & Secondary/ Hr. Secondary	14.07	13.70	13.86	16.81	19.64	18.04	8.19	9.52	9.12
Upper Primary only	35.95	33.29	34.99	36.65	36.71	36.67	29.42	24.88	26.59
Upper Primary & Secondary/ Hr. Secondary	17.53	19.46	18.24	18.94	23.90	20.42	12.20	13.43	12.87
<b>All Schools</b>	<b>36.14</b>	<b>33.71</b>	<b>35.08</b>	<b>38.63</b>	<b>40.41</b>	<b>39.29</b>	<b>19.41</b>	<b>20.05</b>	<b>19.83</b>

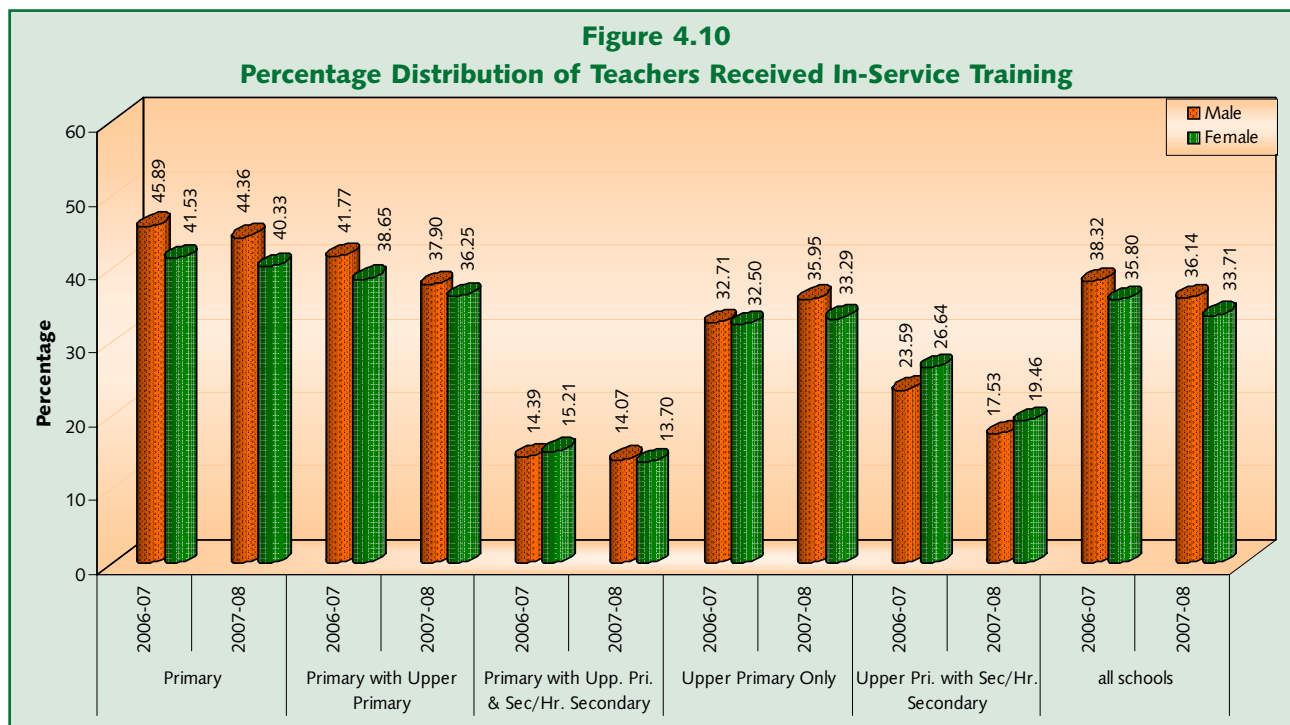
\* In previous academic year 2007-08 including Contractual-teachers.

that about 77 percent of the total teachers who impart elementary education possess one or the other professional qualification compared to 41 percent in the case of contractual-teachers. In the case of regular teachers, the percentage is as high as 82. The state-specific percentages reveal that majority of regular teachers in all the north-eastern states, including Assam as well as in Jammu and Kashmir and in a few other states, are yet to attain professional qualification, which is also true in the case of contractual-teachers. On the

percent male and 35.80 percent female teachers in 2006-07. In percentage terms, more female teachers were imparted in-service training than their male counterparts. This is true for both rural and urban areas. More than 71 percent of teachers in Gujarat (males 75.78 percent and females, 59.93 percent) underwent in-service training, the highest amongst all the major states. The percentage of such teachers in Sikkim was the lowest (0.10 percent). Their percentage was as high as 70.63 percent in Kerala, 51.88 percent in

Uttarakhand, 53.49 in Tamil Nadu, 60.53 percent in Himachal Pradesh and 49.63 percent in Punjab, and as low as 9.44 percent in Arunachal Pradesh and 3.05 percent in Manipur. Delhi (35.26 percent), Chandigarh (23.87 percent), Puducherry (15.27 percent), etc., too have a very low percentage of teachers having been imparted in-service training during the previous year.

Further, it has also been observed that a good number of Primary school teachers in government managed schools received in-service training (49.31 percent), compared to only 13.07 percent teachers in private management schools. A few states, such as Andhra Pradesh (51 percent), Goa (64 percent), Gujarat (74 percent), Himachal Pradesh (75



The highest percentage of teachers imparted in-service training is noticed in the case of teachers in Primary schools (total 42.62 percent; male 44.36 percent, and female 40.33 percent), followed by independent Elementary schools (total 37.15 percent; male 37.90 percent; and female 36.25 percent), Upper Primary schools (total 34.99 percent; male 35.95 percent; and female 33.29 percent), Upper Primary attached to Secondary and Higher Secondary schools (total 18.24 percent; male 17.53 percent; and female 19.46 percent) and integrated Higher Secondary schools (total 13.86 percent; male 14.07 percent; and female 13.70 percent) (Table D19).

Both male and female teachers together, constitute about 43 percent teachers in Primary schools, received in-service training during the previous academic year. The percentage of such teachers has been much higher in rural areas (44.89 percent) than the same for urban

percent), Kerala (80 percent), Tamil Nadu (62 percent), Uttarakhand (57 percent) and West Bengal (65 percent), have had a much higher percentage of trained teachers (Primary) than the average of all districts (42.62 percent). On the other hand, the percentage of trained teachers in Arunachal Pradesh (11 percent), Bihar (22 percent), Chhattisgarh (33 percent), Delhi (34 percent), Maharashtra (29 percent), Meghalaya (21 percent), Nagaland (21 percent) and Uttar Pradesh (19 percent) has been low as the majority of Primary school teachers in these states were not provided in-service training during the pervious year. All the north-eastern states too have a lower percentage of teachers given in-service training than the all-India average of 42.62.

From the DISE database all such schools where teachers were imparted in-service training can be located. The schools with availability of infrastructure can also be identified and these can be linked to

**Table D20**  
**Distribution of Contractual-Teachers by School Category: 2008-09**

School Category	Number of Contractual-Teachers					
	Male	Female	Total		Rural Areas	
			2008-09	2007-08	Number	% to Total
Primary only	196887	172116	369003	383765	349617	94.75
Primary with Upper Primary	55683	35970	91653	113893	82055	89.53
Primary with Upper Primary & Secondary/Hr. Secondary	5429	5664	11093	11024	7668	69.12
Upper Primary only	9423	6148	15571	15337	13984	89.81
Upper Primary & Secondary/Hr. Secondary	25792	24903	50695	56350	41595	82.05
No Response	6	5	11	3455	3	27.27
<b>All Schools (2008-09)</b>	<b>293220</b>	<b>244806</b>	<b>538026</b>	-	<b>494922</b>	<b>91.99</b>
All Schools (2007-08)	325927	257897	<b>583824</b>	-	540744	92.62
All Schools (2006-07)	292831	220807	513638	513638	475859	92.64
All Schools (2005-06)	305973	192971	498944	498944	464535	93.10
All Schools (2004-05)	241926	135740	379385	379385	346824	91.42
All Schools (2003-04)	167730	91369	259099	259099	240734	92.91

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

examination results available under the DISE or independent student's assessment in terminal grades so that factors that influence quality of education can be identified. While planning for in-service training in the following year, institutions like the SCERT may like to use the rich DISE database in order to identify training needs.

### Contractual-Teachers

Comprehensive data on contractual-teachers is being collected through the DISE operations every year. It reveals that all the states (except Dadra and Nagar Haveli and Lakshadweep) have reported information on contractual-teachers though in a few other states (Andman and Nicobar Islands, Sikkim, etc.) their number is negligible. It has also been observed that contractual-teachers are not confined only to Primary and Upper

Primary schools but a good number of them have also been posted in other types of schools.

**“In as many as 71,494 schools only contractual-teachers were working in 2008-09 against 68,186 in 2007-08. The number of such schools in Rajasthan, Jharkhand and Assam, has been as high as 7,302, 16,950 and 12,841 schools, respectively”**

Further, in as many as 71,494 schools (5.56 percent of total schools) only contractual-teachers were working in 2008-09 against 68,186 (5.45 percent) in 2007-08. The number of such schools in Rajasthan, Jharkhand and Assam, has been as high as 7,302, 16,950 and 12,841 schools, respectively; their corresponding percentages being 6.95, 40.50 and 18.73 of the total schools in these states.

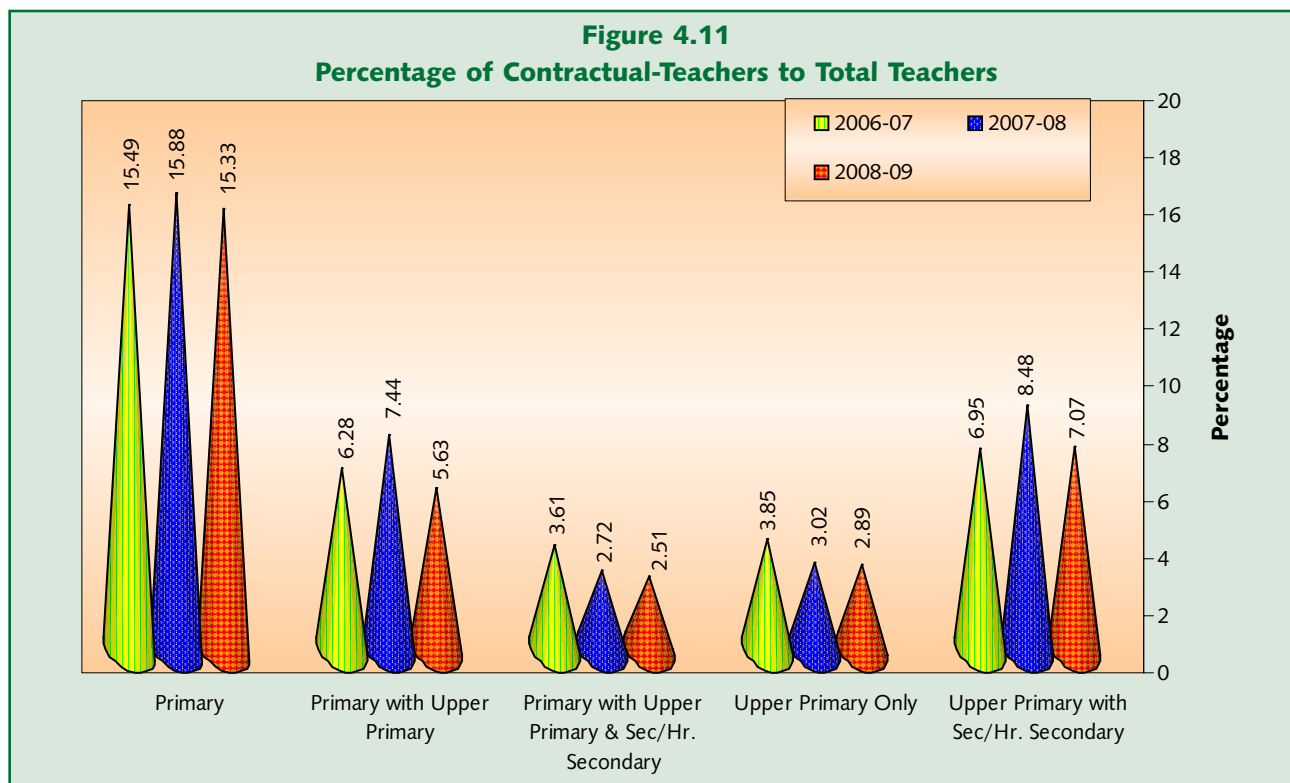
It may be recalled that the total number of such schools in Madhya Pradesh has come down to 718 in 2008-09 from 37,285 schools reported in 2005-06 as the state has recently upgraded most of its EGS into formal Primary schools and teachers in such schools has shown under regular teachers' category. Still it may be possible

**Table D21**  
**Percentage of Contractual-Teachers to Total Teachers: 2008-09**

School Category	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary only	14.42	16.51	15.33	15.13	19.83	16.95	5.72	5.58	5.62
Primary with Upper Primary	6.30	4.83	5.63	6.91	6.64	6.91	2.74	2.31	2.45
Primary with Upper Primary & Secondary/ Hr. Secondary	2.79	2.29	2.51	3.18	3.38	3.27	1.95	1.53	1.66
Upper Primary only	2.73	3.19	2.89	2.80	3.81	3.11	1.98	1.65	1.77
Upper Primary & Secondary/ Hr. Secondary	5.70	9.41	7.07	6.29	12.51	8.15	3.47	5.19	4.40
<b>All Schools (2008-09)</b>	<b>9.05</b>	<b>9.83</b>	<b>9.39</b>	<b>9.88</b>	<b>12.94</b>	<b>11.02</b>	<b>3.45</b>	<b>3.49</b>	<b>3.48</b>
All Schools (2007-08)	10.22	10.84	10.48	11.23	14.41	12.39	3.51	3.61	3.58
All Schools (2006-07)	9.81	10.28	9.86	10.78	13.87	11.87	3.47	3.30	3.36
All Schools (2005-06)	11.21	10.47	10.91	12.29	14.00	12.87	3.81	3.42	3.27
All Schools (2004-05)	10.04	8.53	9.09	10.91	11.27	10.72	3.87	3.29	3.27

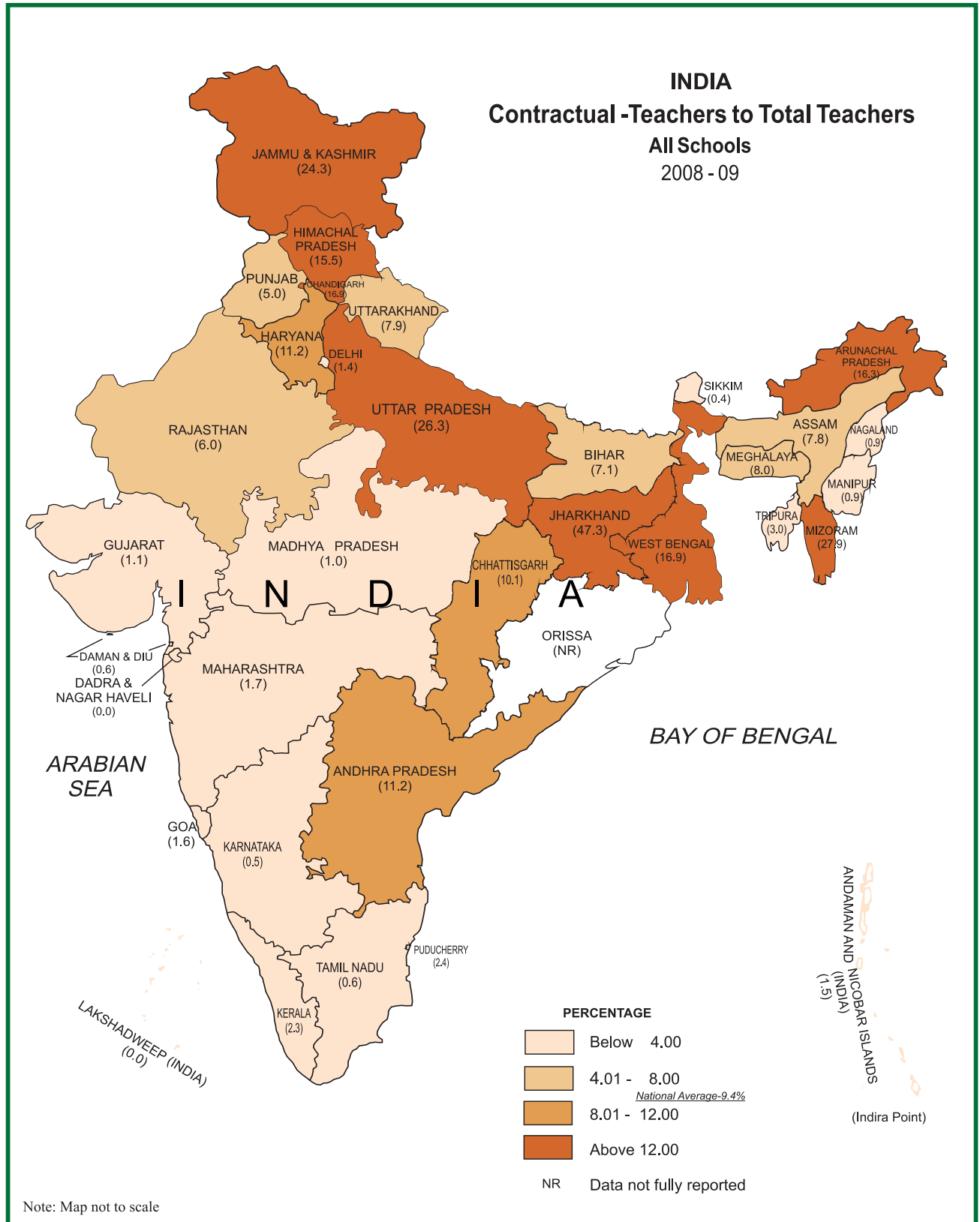
Note: Total may not add to hundred because of missing values and rounding of figures.

**Figure 4.11**  
**Percentage of Contractual-Teachers to Total Teachers**



that all these teachers in the state may not draw full salary of a regular teacher. In other states such schools are only a few but in a few states such as Arunachal

Pradesh (1,887, 41.17 percent) and Jammu and Kashmir 7,678 (30.21 percent), it is quite high in percentage term.



Map 4.3

Across the country, as many as 538,000 contractual-teachers were working in 2008-09 which is 9.39 percent of the total teachers, compared to 583,000 (10.48 percent) in 2007-08. The DISE data shows a decline of 45,798 which is 7.84 percent of the total contractual-teachers in the previous year. Of the total contractual-teachers, 55 percent are male and the remaining 45 percent are female teachers. The respective percentage of male and female contractual-teachers to total male and female teachers works out to 9.05 and 9.83, which is quite similar to the corresponding figures in the previous year. In other words, about 9.39 percent of the total teachers (all categories) are contractual-teachers compared to 10.48 percent in the previous year.

It may also be of interest to know that 91.99 percent of the total contractual-teachers have been posted in rural areas. Urban areas had only 43100 contractual-teachers in 2008-09, compared to 494,900 in rural areas (Table D20). In percentage terms, the share of contractual-teachers is very high in rural areas (11.02 percent) than the same in urban areas (3.48 percent). In rural areas, the percentage of female contractual-teachers has been very high in a few school types, such as Primary (16.95 percent) but the same is not true in the case of female contractual-teachers in urban areas. The percentage of female contractual-teachers in Primary schools in urban areas has been as low as 5.58. Further, it has also been observed that in both schools under Government (12.61 against 14.10 percent in the previous year) and Government Aided (2.29 percent) managements, a large number of contractual-teachers have been appointed across the country.

The state-specific number of contractual-teachers reveals that the majority of contractual-teachers have been appointed in the states of Andhra Pradesh (56,918; 11.20 percent of total contractual-teachers), Bihar (24,111; 7.14 percent), Chhattisgarh (17,330; 10.05

percent), Haryana (13,024; 11.21 percent); Jharkhand (71,917; 47.26 percent), Jammu and Kashmir (30,194; 24.29 percent), Rajasthan (27,159; 5.99 percent), Uttar Pradesh (1,71,023; 26.26 percent), and West Bengal (45,079; 16.89 percent) which together constitute a total of 457,000 contractual-teachers, i.e. 85.20 percent of the total contractual-teachers across 35 States and UTs. Compared to these states, in percentage terms, other states, except Assam (20,476 contractual-teachers, 7.84 percent) and Himachal Pradesh (9,841 contractual-teachers, 15.52 percent), have fewer number of contractual-teachers.

Notably, contractual-teachers are not confined to

Primary schools. A good number of other types of schools also have contractual-teachers as in 2008-09. However, majority of them have been posted in Primary schools. A total of 369,000 contractual-teachers are posted in Primary schools, which is 68.58 percent of the total contractual-teachers in the country. The distribution of contractual-teachers by school category reveals that 14.42 percent of male teachers and 16.51 percent of female teachers of the corresponding gender-

*“Percentage of male and female contractual-teachers to total male and female teachers works out to 9.05 and 9.83, which is quite similar to the corresponding figures in the previous year. In other words, about 9.39 percent of the total teachers are contractual-teachers compared to 10.48 percent in the previous year”*

wise total teachers posted in Primary schools are contractual-teachers. About 53 percent of the total contractual-teachers in Primary schools are male and the remaining 47 percent are female teachers. Their combined percentage is about 15.33, which means more than 15 out of every 100 teachers in Primary schools are contractual-teachers, of which 17 out of 100 are in rural areas and 6 out of 100 are in urban areas. Their number is more than 82,100 in the case of Elementary (Primary with Upper Primary) schools, which amounts to 5.63 percent of the total teachers in Elementary schools. On the other hand, as many as 41,595 contractual-teachers are posted in independent Upper Primary schools that is 7.07 percent of the total teachers in such schools. Compared to Primary schools, Upper Primary and Elementary schools, integrated Higher Secondary, and Upper Primary attached to Secondary

and Higher Secondary schools have much less number of contractual-teachers. In both these types of schools, about 11.1 thousand and 56.7 thousand contractual-teachers were appointed in 2008-09, which respectively works out to 2.51 and 7.07 percent of the total teachers in these schools (Table D21).

as high as 66.56 and 62.88. Arunachal Pradesh too has a high percentage of male contractual-teachers (28.97) and female contractual-teachers (41.22). Their respective percentages are 54.14 and 40.14 in Jammu and Kashmir, 16.97 and 10.07 in Rajasthan, 21.05 and 13.70 in Himachal Pradesh, 17.59 and 1.99 in Haryana

**Table D22**  
**Academic Qualification of All Category Contractual-Teachers: 2008-09**

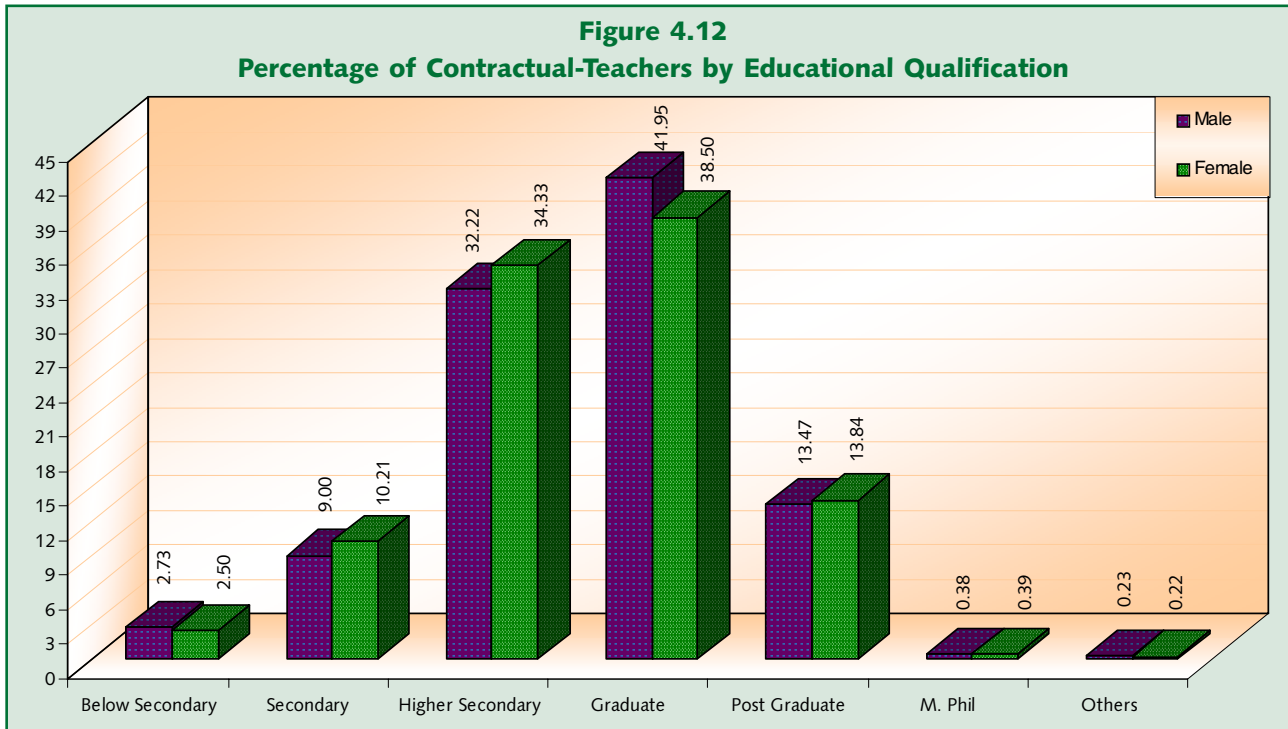
Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	2.73	2.50	2.63	2.76	2.54	2.66	2.16	2.20	2.19
Secondary	9.00	10.21	9.55	9.08	10.35	9.64	7.42	9.18	8.59
Higher Secondary	32.22	34.33	33.18	32.82	35.97	34.20	20.61	21.94	21.49
<b>Up to Higher Secondary Level, 2008-09</b>	<b>43.95</b>	<b>47.04</b>	<b>45.36</b>	<b>44.66</b>	<b>48.86</b>	<b>46.50</b>	<b>30.19</b>	<b>33.32</b>	<b>32.27</b>
Up to Higher Secondary Level, 2007-08	44.84	48.43	46.42	45.54	50.29	47.57	29.73	33.31	32.10
Graduate	41.95	38.50	40.38	41.53	37.33	39.69	50.18	47.28	48.26
Post Graduate	13.47	13.84	13.64	13.22	13.23	13.23	18.41	18.43	18.42
<b>Graduate &amp; Post Graduates, 2008-09</b>	<b>55.42</b>	<b>52.34</b>	<b>54.02</b>	<b>54.75</b>	<b>50.56</b>	<b>52.92</b>	<b>68.59</b>	<b>65.71</b>	<b>66.68</b>
Graduate & Post Graduates, 2007-08	54.40	50.77	52.76	53.70	49.02	51.71	67.62	65.03	65.90
M.Phil/Ph.D	0.38	0.39	0.39	0.37	0.37	0.37	0.59	0.55	0.56
Others	0.23	0.22	0.22	0.21	0.19	0.20	0.63	0.41	0.48
No Response	0.00	0.01	0.01	0.00	0.01	0.01	0.00	0.01	0.00

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

Further, it is observed that Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Mizoram, Uttar Pradesh and West Bengal have an average of almost one contractual-teacher in its all categories of schools. It is also true for Primary schools in the case of Haryana, Jammu and Kashmir, Jharkhand, Mizoram and Uttar Pradesh and in schools located in rural areas except in West Bengal. The respective percentage of male and female contractual-teachers in Primary schools in Jharkhand is

**“Percentage of male and female contractual-teachers in Primary schools in Jharkhand is as high as 66.56 and 62.88. Kerala has only 1.66 percent contractual-teachers against 0.62 percent in Gujarat”**

and 28.79 and 50.72 in Uttar Pradesh. Compared to these states, the percentage of contractual-teachers to total teachers in the remaining states is low. Kerala has only 1.66 percent contractual-teachers against 0.62 percent in Gujarat. The percentage of male and female contractual-teachers to total teachers in Delhi comes to 1.92 and 2.23, respectively. All the states in the north-eastern region of the country also reported information on contractual-teachers in all types of schools; the percentage of contractual-teachers



**Table D23**  
**Academic Qualification of Primary School Contractual-Teachers: 2008-09**

Qualification	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Secondary	3.32	2.87	3.11	3.33	2.88	3.12	2.93	2.75	2.81
Secondary	10.57	11.18	10.86	10.55	11.04	10.77	11.08	12.89	12.34
Higher Secondary	38.00	39.53	38.71	38.26	40.36	39.21	29.61	29.80	29.74
<b>Up to Higher Secondary Level, 2008-09</b>	<b>51.89</b>	<b>53.58</b>	<b>52.68</b>	<b>52.14</b>	<b>54.28</b>	<b>53.10</b>	<b>43.62</b>	<b>45.44</b>	<b>44.89</b>
Up to Higher Secondary Level, 2007-08	52.25	55.17	53.54	52.47	55.70	53.86	43.19	47.99	46.46
Graduate	35.24	33.31	34.34	35.06	32.78	34.02	41.22	39.59	40.08
Post Graduate	12.41	12.65	12.52	12.35	12.51	12.42	14.33	14.33	14.33
<b>Graduate &amp; Post Graduates, 2008-09</b>	<b>47.65</b>	<b>45.96</b>	<b>46.86</b>	<b>47.41</b>	<b>45.29</b>	<b>46.44</b>	<b>55.55</b>	<b>53.92</b>	<b>54.41</b>
Graduate & Post Graduates, 2007-08	47.17	44.31	45.89	46.95	43.80	45.59	55.01	51.11	52.36
M.Phil/Ph.D	0.32	0.31	0.31	0.31	0.31	0.31	0.38	0.33	0.35
Others	0.15	0.15	0.15	0.14	0.13	0.13	0.45	0.31	0.35
No Response	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.01

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

to total teachers in these states (except Mizoram and Tripura) is low as compared to other states. On the other hand, Dadra and Nagar Haveli and Daman and Diu, and Lakshadweep did not report any contractual-teacher in Primary schools as well as in most of the other school types.

### Academic Qualifications of Contractual-Teachers

The data on distribution of contractual-teachers by school category reveals that they are almost equally

teachers are below Secondary level, compared to 3.11 percent of contractual-teachers. About 55.42 percent of male and 52.34 percent of female contractual-teachers are Graduates and Post Graduates, compared to 57.59 percent of male and 55.28 percent of female regular (all categories) teachers. This shows that about 54 percent of contractual-teachers have Graduate and Post Graduate degrees, compared to 57 percent of regular teachers. In urban areas, the percentage of such contractual-teachers is much higher at 66.68 compared to 52.92 in rural areas. Though the number is small, a few regular (0.53 percent) and contractual-teachers

**Table D24**  
**Percentage of Contractual-Teachers with Professional Qualification by School Category: 2008-09**

School Category	Percentage				
	Male	Female	All Areas	Rural Areas	Urban Areas
Primary only	39.37	33.90	<b>36.82</b>	36.39	44.49
Primary with Upper Primary	84.23	47.08	<b>45.36</b>	44.53	52.40
Primary with Upper Primary & Secondary/Hr. Secondary	99.05	73.50	<b>69.55</b>	68.83	71.15
Upper Primary only	98.20	60.75	<b>61.7</b>	62.18	57.45
Upper Primary & Secondary/Hr. Secondary	94.02	45.34	<b>49.92</b>	48.37	57.01
<b>All Schools</b>	<b>42.83</b>	<b>38.59</b>	<b>40.90</b>	<b>39.98</b>	<b>51.48</b>

Note: Percentages have been worked out on the basis of teachers not responded as well as not having any professional qualification.

qualified as regular teachers (Tables D14 and 15 and Tables D22 and 23). About 41.49 percent of regular male teachers, 43.49 percent of regular female teachers and 42.35 percent of all regular teachers have up to Higher Secondary education. The percentage in the case of contractual-teachers is 43.95 percent male, 47.04 percent female and 45.36 all contractual-teachers. The distribution of teachers below Secondary level further reveals that the percentage of regular teachers (2.32 percent) is slightly lower than that of the contractual-teachers (2.63 percent) which is also true for such contractual-teachers in Primary schools. About 3.13 percent (all categories) of regular Primary school

(0.39 percent) are even M.Phil/Ph.D degree holders; that is also true in the case of teachers in Primary schools (Tables D22 & D23).

**“About 54 percent of contractual-teachers have Graduate and Post Graduate degrees, compared to 57 percent of regular teachers. In urban areas, the percentage of such contractual-teachers is much higher at 66.68 compared to 52.92 in rural areas”**

The state-specific distribution of contractual-teachers by qualifications suggests that a few states have higher percentage of teachers with below Secondary level qualifications than the average of all districts (2.63 percent). Arunachal Pradesh (38.83 percent), Gujarat (5.78 percent), Meghalaya (9.32 percent), Nagaland (17.13 percent), Rajasthan (6.86 percent) and Tripura (14.41 percent) are a few such states. On the other hand, Andhra Pradesh, Bihar, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Manipur, Orissa,

Uttarakhand and West Bengal have lower percentage of contractual-teachers with below Secondary level qualifications. Comparatively, the percentage of such

with Secondary qualification is much higher than the national average (9.55 percent). Arunachal Pradesh, Andhra Pradesh, Assam, Gujarat, Karanataka,

**Table D25**  
**Professional Qualification of Contractual-Teachers (All Categories): 2008-09**

Qualification	Percentage								
	All Areas			Rural Areas			Urban Areas		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
J.B.T or Equivalent	12.78	12.26	<b>12.54</b>	12.95	12.58	<b>12.79</b>	9.39	9.79	<b>9.65</b>
S.B.T or Equivalent	5.96	4.78	<b>5.42</b>	5.81	4.24	<b>5.13</b>	8.84	8.80	<b>8.82</b>
B.Ed or Equivalent	14.25	12.76	<b>13.57</b>	13.69	11.22	<b>12.61</b>	24.90	24.40	<b>24.56</b>
M.Ed or Equivalent	1.33	1.32	<b>1.33</b>	1.28	1.17	<b>1.24</b>	2.22	2.43	<b>2.36</b>
Others	8.51	7.48	<b>8.04</b>	8.65	7.64	<b>8.21</b>	5.82	6.24	<b>6.09</b>
No Response*	57.17	61.41	59.10	57.60	63.14	60.02	48.84	48.34	48.52

\* Including teachers without professional qualification.

teachers in other school types is lower than the same in the case of Primary schools (3.11 percent). Even in integrated Higher Secondary schools, about 2.06 percent of teachers are below Secondary level compared to 0.59 percent such teachers in Upper Primary attached to Secondary and Higher Secondary schools. In the case of Elementary and independent Upper Primary schools, the corresponding percentages are 1.78 and 1.13.

Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Orissa, Tripura and West Bengal are a few of such states. On the other hand more than 50 percent of teachers in the states of Goa, Manipur, Punjab, and West Bengal are Graduates compared to the national average of 40.38 percent. In Chandigarh, more than half (59.71 percent) of the total teachers that impart elementary education are Post-Graduates.

**Table D26**  
**SC & ST Teachers Employed in Government and Private Managed Schools: 2008-09**  
**(Including Contractual-Teachers)**

Management	Number of Teachers			
	Scheduled Castes	Scheduled Tribes	Scheduled Castes & Scheduled Tribes	Other Backward Classes
Government Managements	562661	443945	1006606	1354015
<b>Percentage</b>	<b>78.94</b>	<b>81.21</b>	<b>79.93</b>	<b>68.32</b>
Private Managements	150115	102712	252827	627826
<b>Percentage</b>	<b>21.06</b>	<b>18.79</b>	<b>20.07</b>	<b>31.68</b>
All Managements	712776	546657	1259433	1981841
<b>% to Total Teachers</b>	<b>12.31</b>	<b>9.46</b>	<b>21.75</b>	<b>34.23</b>

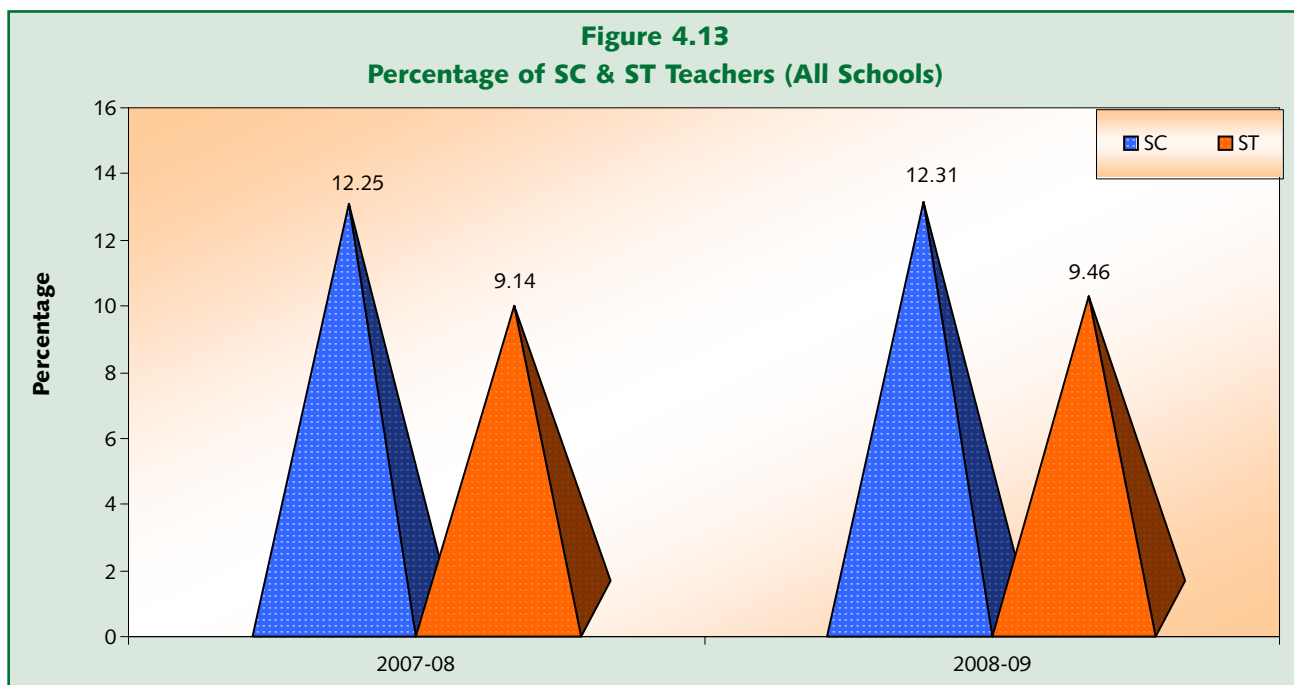
Note: Total may not add to 100 because of missing values as percentages are worked out based on total number of teachers.

On the other hand, it is observed that in a number of states, the number of contractual-teachers

Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Puducherry, Punjab,

Rajasthan, Tamil Nadu and Uttarakhand too have a good number of Post-Graduate contractual-teachers.

It is also interesting to note that 14.25 percent of male contractual-teachers and 12.76 percent of female contractual-teachers have B.Ed or equivalent degrees.



### Professional Qualifications of Contractual-Teachers

Though the contractual-teachers are academically equally or better qualified than the regular teachers, many of them do not possess professional qualifications. Not much difference is observed across school types between male and female contractual-teachers. However, the percentage of contractual-teachers without professional qualifications is a bit low in urban areas than the same in rural areas. The percentage of such teachers in urban areas in the case of male teachers is 48.84 and female teachers 48.34. The corresponding figures in rural areas are 57.60 percent for male and 63.14 percent for female teachers. Overall, about 49 percent of contractual-teachers in urban areas and 60 percent in rural areas do not possess any professional qualification.

*“Contractual-teachers are academically equally or better qualified than the regular teachers, many of them do not possess professional qualifications. Not much difference is observed across school types between male and female contractual-teachers”*

Percentage of such contractual-teachers is a little higher in urban areas (24.90 percent male and 24.40 percent female contractual-teachers) than in rural areas (13.69 percent male and 11.22 percent female contractual-teachers). In addition, 0.92 percent of contractual-teachers in the Primary schools have M.Ed or equivalent degrees. The percentage of contractual-teachers with M.Ed degrees is slightly higher in other school types. About 15 percent of contractual-teachers teaching in Primary schools are J.B.T or equivalent and another 4.85 percent of male and 3.27 percent of female teachers have S.B.T or equivalent qualifications. Of the total teachers, 5.42 and 13.57 percent teachers, respectively, are with J.B.T and S.B.T qualifications.

State-specific percentages of contractual-teachers (Table D18) reveal that in the majority of states all such teachers are yet to attain professional qualifications.

However, in Andaman and Nicobar Islands, Delhi, Gujarat, Haryana, Karnataka, Kerala, Puducherry, Rajasthan and Tamil Nadu and in a few smaller states, above 80 percent of contractual-teachers possess

categories) are employed in schools run by government managements. However, the percentage of OBC teachers is comparatively lower than the same in the case of Scheduled Caste and Scheduled Tribe teachers.

**Table D27**  
**Average Number of Working Days Spent on Non-Teaching Assignments: 2004-05 to 2007-08**

School Category	Number of Days Involved				
	All Areas	Rural Areas	Urban Areas	All Government Managements	All Private Managements
Primary only	15	14	17	15	13
Primary with Upper Primary	14	13	18	14	14
Primary with Upper Primary & Secondary/Hr. Secondary	17	15	19	16	17
Upper Primary only	16	15	18	16	14
Upper Primary & Secondary/Hr. Secondary	15	14	18	14	18
<b>All Schools</b>	<b>15</b>	<b>14</b>	<b>18</b>	<b>15</b>	<b>15</b>
Percentage of Teachers Involved in Non-Teaching Assignments to Total Teachers					
<b>2007-08</b>	<b>8.59</b>	<b>9.48</b>	<b>5.40</b>	<b>10.60</b>	<b>4.21</b>
2006-07	10.84	12.16	6.17	13.58	4.82
2005-06	11.36	12.63	6.98	13.76	6.02
2004-05	15.06	16.60	9.56	18.06	7.62

professional qualifications. But the percentage of such contractual-teachers is as low as 44 percent in Bihar, 34 percent in Uttar Pradesh, 44 percent in Uttarakhand and 19 percent in West Bengal.

### Distribution of Teachers by Caste

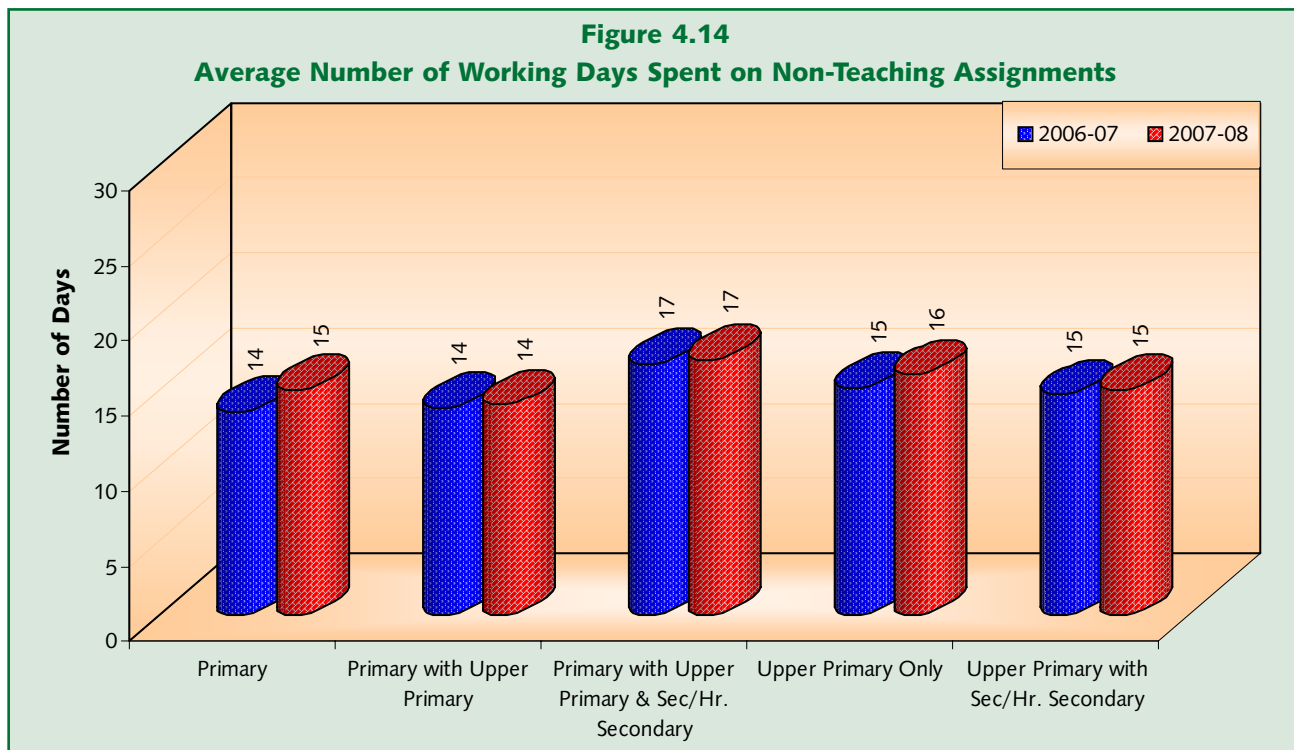
The caste distribution of teachers (including contractual-teachers) is presented in Table D26. This data has also been available on all government and private managements together. The data reveals that government is the main employer of both the Scheduled Caste and Scheduled Tribe teachers as majority of SC and ST teachers (all

About 78.94 percent SC and 81.21 percent ST teachers are employed in the government managed schools. The share of SC and ST teachers together in government schools is 79.93 percent, compared to about 20.07 percent in private managed schools. As many as 0.71 million SC and 0.55 million ST teachers are engaged in imparting elementary education, representing 12.31 percent and 9.46 percent, respectively, of the total teachers which is consistent to the figures in the previous year, i.e. 2007-08. Altogether, there are about 1.26 million SC and ST teachers, which is 21.75 percent of the total teachers that impart elementary education in the

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

country. The percentage of OBC teachers in government managed schools stands at 68.32 percent compared to 31.68 percent in private managed schools. It may be recalled that quite a similar percentage was also obtained

of working days spent on non-teaching assignments, which is presented by school category and also separately in the case of all Government and Private management schools together (Table D27). While



in the case of SC and ST enrolment all of which indicate that Government is the main provider to both the SC and ST pupils and the teachers.

### Teachers' Involvement in Non-teaching Assignments

It is a common belief that teachers in general and Primary school teachers in particular, hardly get time for teaching because they are mostly involved in non-teaching assignments. Through the DISE 2008-09 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. 2007-08. The information thus obtained has been used to compute average number

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 2007-08. The percentage of such teachers is also presented separately both for rural and urban areas (Table D27).

*“Data reveals that majority of teachers imparting elementary education across 35 States and Union Territories were not involved in non-teaching assignments in 2007-08, just as the same as in previous years”*

Table D27 reveals that majority of teachers imparting elementary education across 35 States and Union Territories were not involved in non-teaching assignments in 2007-08, just as the same as in previous years. The percentage of such teachers (all categories) has been as low as 8.59 (10.84 percent in the previous year) compared to 9.48 percent in rural and only 5.40 percent in urban areas. This suggests that 90 out of 100 teachers in rural areas and 95 out of 100 teachers

in urban areas were not involved in non-teaching assignments. Comparatively, a little less than double the percentage of teachers in rural areas were involved in non-teaching assignments than teachers in urban areas. Not much difference is observed in the number of days spent on non-teaching assignments across school types.

It is further observed that the highest number of teachers involved in non-teaching assignments amongst major states was in West Bengal (27 percent), followed by Himachal Pradesh (15 percent), Kerala (19 percent), Karnataka (14 percent) and Tamil Nadu (7 percent). In Lakshadweep, as many as 28.19 percent teachers (all categories) were involved in non-teaching assignments for an average of 13 days compared to 18 percent/20 days in Delhi. On the other hand, the percentage of such teachers in Chhattisgarh, Puducherry, Rajasthan, Sikkim, Tripura, etc., was low as majority of the teachers in these states were not involved in non-teaching assignments during the previous academic year. The teaching-learning, if not taking place regularly, may not be because of involvement of teachers in non-teaching assignments as teachers are involved in non-teaching assignments only for a few days and percentage of such teachers has also been quite low. It may, however, be noted that in a few smaller states, such as Daman and Diu and Lakshadweep, the percentage of teachers involved in such assignments is above 27 percent.

The data on all schools together reveals that, on an average, a teacher was involved in the non-teaching assignment only for 15 days during the previous academic year (of the 8.59 percent of those who were involved). In rural areas, teachers were involved in assignments for 14 days compared to 18 days in urban areas. Teachers in government managed schools as well as teachers in schools run by private managements were engaged for 15 days in non-teaching activities. The average number of days spent on non-teaching assignments was highest (35 days) in Tripura and the lowest (2 days) in Dadra and Nagar Haveli. The average number of days spent on such types of assignments was also high in Bihar (31 days), Assam (15 days), Delhi (18 days), Jharkhand (31 days), Madhya Pradesh (24 days), Manipur (22 days), Punjab (20 days), etc. So far as

teachers in Primary schools/sections are concerned, only nine states reported more than 20 days involvement in non-teaching assignments during the previous academic year. Bihar (31 days), Jharkhand (28 days), Madhya Pradesh (24 days) and Tripura (42 days) are few such states. In Delhi, Primary school teachers are reported to have been engaged for 23 days compared to six days in Chandigarh, 12 days in Tamil Nadu, 13 days in Karnataka and seven days in Kerala.

### Concluding Observations

The analysis presented above not only indicates that the number of teachers imparting elementary level of education has increased but also shows consistent improvement over the previous years. The elementary schools/sections now have more average number of teachers than a few years back. The number of students per teacher measured in terms of pupil-teacher ratio, average number of students sitting in one classroom, etc., have all improved over the previous years. Despite such improvements, there are still locations where PTR is not satisfactory and a single classroom has to accommodate a large number of pupils. A good number of schools are single-teacher schools despite availability of an average of four teachers per school; all of which need serious intervention. Rationalization of teachers will help ensuring adequate number of teachers in all schools. In view of the Right to Education Act, this needs to be given the top most priority so that adequate number of teachers as specified in the Act is available across the country.

The percentage of female teachers engaged in imparting elementary education has also improved but in a few states their number is not satisfactory and hence need improvement. Despite these improvements, a good number of schools across the country are without female teachers. However, there is a good number of districts in the country where percentage of female teachers is well above 50 percent. The previous section on enrolment-based indicators reveals that quality of education in terms of learners' attainment across the country is not satisfactory but it can be improved through active participation of teachers. Useful need-based in-service programmes can be of great help in improving classroom transaction. In the previous

academic year, a good number of teachers across the country 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 we should seriously identify training needs so that adequate training can be arranged.

Lastly, we should speed up and initiate the process of filling-up of vacant positions of teachers that are large in number in many of the states. The RTE estimation suggests that there would be an additional requirement of more than one million teachers in schools that are

imparting elementary education across the country. The recruitments, which were undertaken in the recent past, suggest that many of the new teachers recruited are in fact contractual-teachers. This is also evident from the growing number of such teachers engaged in imparting elementary education across the country. Quite a good number of schools are left to contractual-teachers to manage the school affairs. Studies should be conducted on the functioning of all such schools and also quality of learner's attainment in these schools for which the DISE data can be a rich source of information.

# Educational Development Index

## Introduction

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

The provision and use of elementary education services in India has been improving quite fast during the last decade. However, the development has not been uniform across the states and districts in the country. The elementary education related interventions have been creating and improving access and infrastructure, investing in more teachers and their quality and several processes, aimed at improving educational outcomes related to not only enrolment and retention, but

improving the learning levels. From the point of view of an education system that is transforming itself, it is important to look at not only the outcome indicators, but at the input and process indicators too. The purpose of an index that summarizes various aspects related to input, process and outcome indicators is to identify geographic areas that lag behind in overall education development. In India, DISE provides information on various school based inputs and processes as well some indicators related to outcomes. Based on the DISE data, an effort has been made by the National University of

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Educational Planning and Administration (NUEPA) and the Government of India (MHRD, Department of School Education and Literacy) to compute an Educational Development Index (EDI), separately for Primary and Upper Primary levels of education and also a composite index for the entire Elementary education<sup>1</sup> for which the Government of India constituted

a *Multi-Disciplinary Expert and Core Group on EDI* in 2005-06 of which NUEPA was also a member<sup>2</sup>. It identified indicators and developed computation methodology. The basic purpose of computing an EDI is to know comparative status of a state vis-à-vis other states with regard to different aspects of universalisation.

## Variables Used

The Working Group on EDI identified a number of indicators falling under different aspects of universalisation of education, covering input, process and outcome indicators. This set of indicators take note of all aspects and is expected to present the true picture of universalisation. The variables used to compute EDI

1 *Elementary Education in India: Progress towards UEE: DISE Flash Statistics: 2008-09*; NUEPA and Ministry of Human Resource Development, Government of India, New Delhi, 2010.

2 Contributions received from the members of the Multi-Disciplinary Expert and Core Group on EDI constituted by the MHRD, in particular Dr. Deepa Sankar, World Bank, Delhi, and Mr. Dhir Jhingran, Formally with MHRD, New Delhi in developing methodology and identification of indicators are gratefully acknowledged.

in the present exercise are presented in Table E1. It may also be noted that EDI in India is still evolving and each indicator used have a specific purpose. However, they are not fixed and hence a review is being undertaken periodically and new indicators are added to the existing set of indicators or a few of them may be dropped out or used in the modified form. In 2007-08 EDI computation, improved version of a few variables has been used. Percentage of schools with SCR  $\geq 60$  and PTR  $\geq 60$  are replaced with Percentage of schools with SCR  $> 40$  and PTR  $> 40$ . Percentage of female teachers has been modified with percentage of schools with female teachers (in schools with 2 and more teachers). Similarly single-teacher schools are replaced with percentage of schools with less than 2 teachers (primary schools only). Percentage of schools with  $\geq 3$  teachers is replaced with Percentage of schools with  $< 3$  (upper primary only) teachers. One new variable was added in case of outcome indicators ie, Transition rate from Primary to Upper Primary level (only for Upper Primary level). Average student classroom ratio, pupil teacher ratio and percentage of passed children to total enrolment are deleted this year. The same set of 21 indicators used in computing EDI in 2007-08 have also been used in 2008-09 which are further re-grouped into the following four sub-groups:

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

DISE provides information in case of most of these indicators that have been used to compute the EDI at Primary and Upper Primary levels of education in 2008-09. Under the access indicators, two indicators namely, percentage of un-served habitations and availability of schools per thousand child population (6-11/11-14 year) have been used. The projected child population provided by the Office of the Registrar General of India

has been used while the percentage of un-served habitations has been obtained from the All-India Education Survey: 2002-03. It may be noted that the information on un-served habitations is latest available for year 2002-03, though a number of Primary and Upper Primary schools have been opened across the county since then. Thus the same may not present the true picture with regard to availability of schooling facility in 2008-09. However, in view of the absence of other independent source of data on coverage of habitations, except state reports, EDI continues to use 2002-03 data, which will be updated as and when independent data becomes available. In the absence of which, the same has been corrected with reference to

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new schools (government) opened since 2002-03. In addition, ratio of Primary to Upper Primary schools/sections has also been used as an indicator of access at Upper Primary level of education. While computing the ratio, both Primary and Upper Primary schools as well as Primary and Upper Primary sections attached to Secondary and Higher Secondary schools have been considered.

The Working Group on EDI identified four indicators under infrastructure set of indicators. Percentage of schools with student-classroom above 40, percentage of schools with drinking water facility and percentage of schools with common toilet and percentage of schools with girls' toilet are such indicators. The third set of indicators, five in numbers, are teacher related indicators. Percentage of Schools with Female teachers, Schools with Pupil-Teacher Ratio  $> 40$ , Percentage of Schools with  $< 3$  teachers, Percentage of schools with less than 2 teachers, Teachers without Professional Qualification are such indicators under this category. Out of which percentage of schools with less than 2 teachers is used at Primary level and percentage of schools with less than 3 teachers is used at Upper Primary level.

The last set of indicators is related to outcome indicators; this set contains a total of 9 indicators

amongst which Gross Enrolment Ratio is the most important one. While computing GER, projected population provided by the Office of the Registrar General of India have been used to workout 6-11 and

11-14 year population. For assessing the participation of SC/ST children, percentage difference of SC/ST population in 2001 Census and percentage of SC/ST enrolment to total enrolment at Primary and Upper

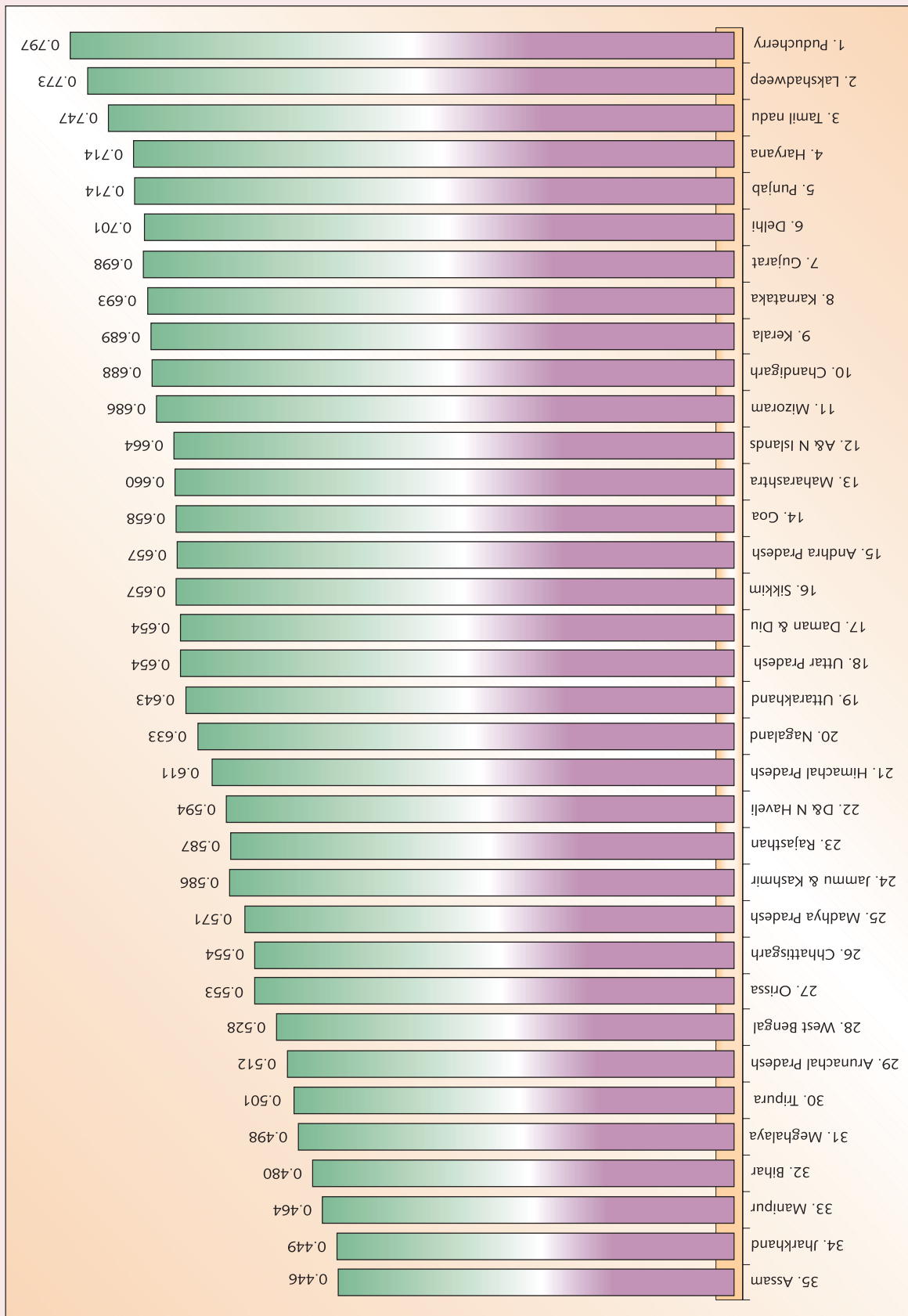
**Table E1**  
**Indicators Used in Computing EDI**

Component	Indicator
ACCESS	Percentage of Habitations not Served* (corrected with reference to new schools (Government) opened since 2002-03)
	Availability of Schools per 1000 Child Population
	Ratio of Primary to Upper Primary Schools/Sections (only at Upper Primary stage)
INFRASTRUCTURE	Schools with Student-Classroom Ratio > 40
	Schools with Drinking Water facility
	Schools with Common toilet
	Schools with Girls' toilet
TEACHERS	Percentage of Schools with Female Teachers (in schools with 2 and more teachers)
	Schools with Pupil-Teacher Ratio > 40
	Percentage of schools with less than 2 teachers (in schools with more than 15 students) (Primary schools only)
	Percentage of Schools with < 3 teachers (Upper Primary schools/sections)
	Teachers without Professional Qualification
OUTCOME	Gross Enrolment Ratio – Overall
	Participation of Scheduled Castes Children: Percentage SC Population (2001 Census) - Percentage SC Enrolment
	Participation of Scheduled Tribes Children : Percentage ST Population (2001 Census) - Percentage ST Enrolment
	Gender Parity Index in Enrolment
	Repetition Rate
	Drop-out Rate*
	Ratio of Exit Class over Class I Enrolment (only at Primary level)
	Transition Rate from Primary to Upper Primary level (only for Upper Primary level)
Percentage of Appeared Children securing 60 per cent and more marks	

Note:

- For methodological details, please refer:
  - ❖ *Orienting Outlays Toward Needs: An Evidence-Based, Equity-Focused Approach for Sarva Shiksha Abhiyan* by Dhir Jhingran and Deepa Sankar, 2006.
  - ❖ *Educational Development Index: A Suggestive Framework for Computation* by Arun C. Mehta and S. A. Siddiqui, NUEPA, New Delhi, Unpublished, 2009.
- Indicators used for constructing EDI were pre-determined by the MHRD, Government of India. Contributions received from the members of the Multi-Disciplinary Expert and Core Group on EDI constituted by the MHRD in 2005-06 is gratefully acknowledged.
- Indicators were normalized before the Principal Component Analysis was applied to decide the factor loadings and weights.
- Separate dimensional indices were constructed first before finalizing the EDI; and
- \* Number of access-less habitations has been obtained from the Seventh All India Education Survey and drop-out rate at Upper Primary level from the Selected Educational Statistics. Wherever necessary projected child population provided by the Office of the Registrar General of India has been used.

Figure 5.1  
 EDI (Index and Rank) at Primary Level : All Managements, 2008-09



Primary level of education has been used (*in case of negative difference, the same is treated as zero; thus meaning that all children are enrolled*). Gender Parity Index (enrolment) is another important indicator which shows the extent of participation of girls compared to their counterpart boys in educational programmes. One of the other important outcome indicators is ratio of exit class over Class I enrolment which has been used only at Primary level. At Upper Primary level, a new indicator, namely Transition Rate from Primary to Upper Primary Level Of education has been used. This is a new indicator added from this year. A few states reported this to be above 100 percent which is treated as hundred in EDI computation. Average dropout and repetition rates are other important outcome indicators which have been computed by using DISE data based on common schools in 2007-08 and 2008-09. In case of states having negative dropout rate are considered as missing values. Percentage of appeared children passing with 60 percent and above marks in terminal Grades IV/V and VII/VIII, considered as proxy indicators of learners' attainment, are also used as outcome indicators in EDI. Needless to mention that while analysing EDI, data limitations presented above should be kept in mind.

## Methodology

A cursory look at the set of 21 indicators (Table E1) reveals that they have either direct or inverse relationship. Some of these indicators are in ratio form and others in percentage form. In view of this, each indicator considered in EDI computation is first required to be normalised. Normalised values range between 0 and 1 and it indicates the relative position of states with reference to a selected indicator. Thus in case of each indicator, in view of its nature, the **best value** and the **worst value** are identified which are then used to transform by using the following formula:

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

where  $NV_{ij}$  represents normalized index of  $i^{\text{th}}$  indicator

of  $j^{\text{th}}$  state and  $X_i$  is the original value of the  $i^{\text{th}}$  indicator. Like in the previous year, in case of a few variables, policy options were explored to identify the *best values* instead of based on the *observed values* (*normalized values in case of such variables, if obtained above one are treated as one*). Some of such variables are: access-less habitations (*best value, zero*), percentage of schools having PTR and SCR above 40 (*best value, zero*), and percentage of teachers without professional qualification (*best value, zero*).

Upon receiving *normalized values*, the next step was to assign *factor loadings* and *weights*. Weights to indicators can be assigned in a number of ways. One can judge the significance of an indicator and accordingly assign weight which is based up on the value judgment of an individual. On the other hand, one can assign equal weights to all the indicators or assign different weights to different indicators according to significance of an indicator. The weightage in the computation of an EDI in the present exercise are determined by using *Factor Loadings* and *Eigen Values* from the *Principal Component Analysis* (PCA). PCA helps in reducing large number of indicators in a few (indicators/categories) without losing their significance which also simplifies analysis. PCA helps in weighing each indicator according to their

*“Weightage in the computation of an EDI in the present exercise are determined by using Factor Loadings and Eigen Values from the Principal Component Analysis (PCA)”*

statistical significance (see *Orienting Outlays toward Needs: An Evidence-Based, Equity-Focused Approach for Sarva Shiksha Abhiyan* by Dhir Jhingran and Deepa Sankar). The components identified are known as *Principal Components* which explain maximum variance among a set of indicators. Therefore, the *Principal Component Analysis* is used to obtain factor loading and weights of the indicators in each of the four sets of indicators, which is done first at the Primary level and then at the Upper Primary level of education. Needless to mention that Primary stage/level of education consists of all Primary schools/sections irrespective of the type of schools; and Upper Primary stage/level of education consists of all the Upper Primary schools/sections irrespective of the type of schools. This means that all the schools imparting elementary education across the

country irrespective of school type are considered in computing EDI which includes schools under the government as well as private managements. Thus, indices for all the four types of indicators have been first obtained separately for Primary and Upper Primary level of education which is then used to compute composite EDI for Primary and Upper Primary level of education separately. Composite EDI for Primary and Upper Primary levels of education is used to obtain composite EDI for the Elementary level of education.

In this section outcome of the EDI based on the DISE 2008-09 data is presented..

### EDI Analysis

In view of different sizes and geographical locations of different States and UTs, they are further re-grouped under major states (21 states), states from the north-eastern region (7 states, excluding Assam, which has been considered as a major state because of its size), and smaller states (7 states). All the three groups and states in each group are at different level of education development. In view of spatial dimension, their need and requirement vary from state to state. For example, north-eastern states may need more new schools than in the states from the southern region. Similarly smaller States/UTs such as Andaman and Nicobar Islands because of their location, need to be analysed separately. Most of the major states have experience of implementing large scale programmes, such as DPEP, but the same is not true in case of states in the other two groups, which practically did not experience any such programme in the past. SSA is the first major programme which has been initiated in these smaller states besides the major states. Within each state group, EDI in case of each state has been 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.

*“All the four types of indicators have been first obtained separately for Primary and Upper Primary level of education which is then used to compute composite EDI for Primary and Upper Primary level of education separately”*

### North-Eastern States

The seven states grouped under north-eastern region are Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. The EDI presented in Table E2 reveals that Mizoram outperformed the other six states in the region which is true for Primary, Upper Primary and composite Primary and Upper Primary (Elementary) levels of education. In the previous year also Mizoram was ranked first in case of Primary and composite Primary and Upper Primary levels of education. Incidentally, Mizoram is placed 11<sup>th</sup> among all the 35 States and UTs of the country in case

of composite Primary and Upper Primary levels of education. The state attains an overall EDI of 0.714 for Elementary, 0.686 for Primary (11<sup>th</sup> rank), and 0.741 (13<sup>th</sup> rank) for Upper Primary levels of education which is treated above average as an EDI ranges between 0.00 to 1.00. On the other hand, Sikkim with an EDI of 0.657 at Primary level and with an EDI of 0.683 at

Upper Primary is positioned second respectively in case of Primary and Upper Primary levels of Education. In the previous year 2007-08, Mizoram was ranked first in case of Primary, Upper Primary and composite Primary and Upper Primary levels of education. Mizoram could able to improve its EDI values and maintained its 1<sup>st</sup> rank in case of Primary, Upper Primary and composite Primary and Upper Primary levels of education. Last year Arunachal was placed in 7<sup>th</sup> position in case of the three indices, but this year it improved to 4<sup>th</sup> rank in case of Primary, but remains 7<sup>th</sup> at Upper Primary and 6<sup>th</sup> in case of Composite Primary and Upper Primary level. It is placed 30<sup>th</sup> in all-India ranking in case of composite Primary and Upper Primary levels of education; at Upper Primary level it is ranked 31<sup>st</sup> with an EDI value of 0.519 compared to 0.884 in case of Pucherry which is ranked 1<sup>st</sup> at this level of education. Analysis of individual indicators across all four types reveals that it couldn't improve much over the previous year.

Individual EDIs in each set of indicators, however, reveal that Mizoram does not stand first in all the four

sets of indicators 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 1.000 in case of Arunachal Pradesh, compared to 0.743 in case of Mizoram. The lowest EDI in case of access indicators is observed in case of Manipur, having an EDI of 0.404, followed by Tripura with an EDI of 0.416. On the other hand, Meghalaya is placed second with an EDI of 0.794 in case of access

composite Primary and Upper Primary levels of education.

So far as infrastructure set of indicators at Primary level is concerned, Sikkim has the highest EDI (0.741), which is also true for Upper Primary level of education (EDI, 0.828). It may be recalled that indicators, such as availability of drinking water and common toilets and girls' toilets, are considered under infrastructural set of indicators. Sikkim is followed by Nagaland with EDI of

**Table E2(A)**  
**Indices & Ranking at Primary/Upper Primary Level: North-Eastern States**  
**All Managements: All Schools: 2008-09**

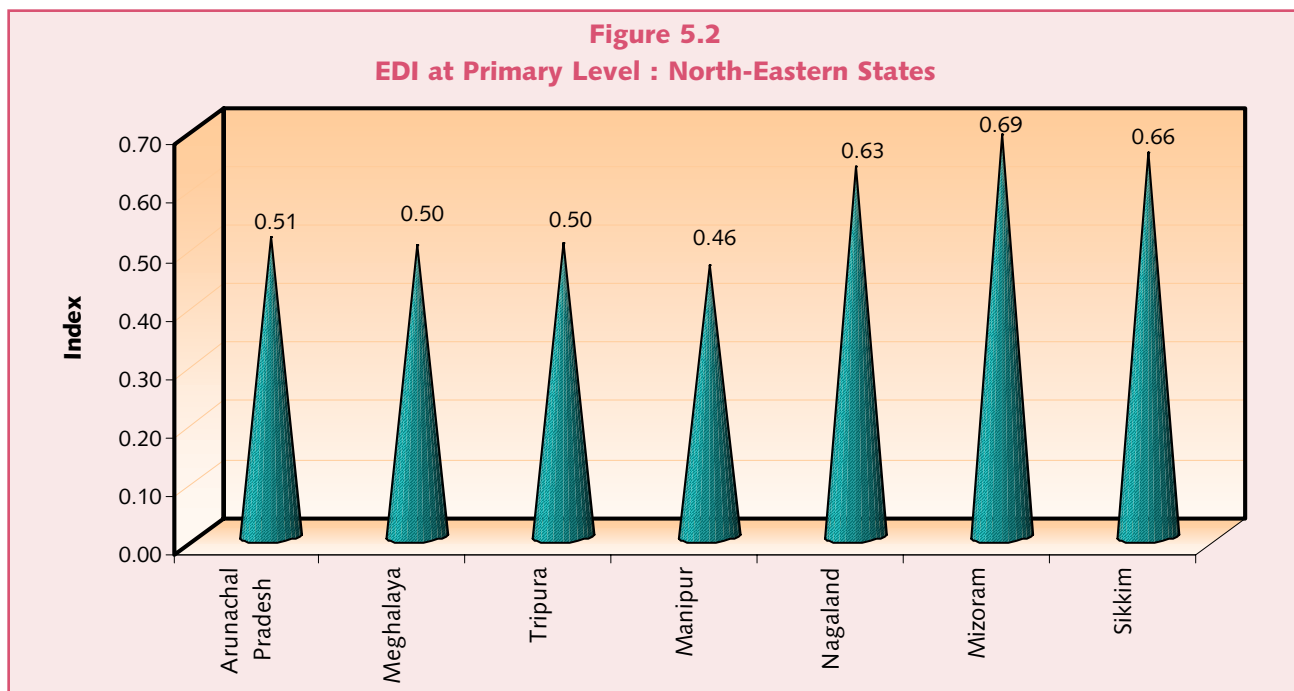
State	Access Index				Infrastructure Index				Teachers Index			
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank
Arunachal Pradesh	1.000	1	0.293	7	0.221	6	0.501	6	0.375	7	0.582	6
Manipur	0.404	7	0.568	6	0.408	5	0.570	4	0.515	5	0.707	4
Meghalaya	0.794	2	0.609	3	0.149	7	0.208	7	0.557	4	0.689	5
Mizoram	0.743	3	0.964	1	0.602	3	0.601	3	0.725	2	0.764	2
Nagaland	0.582	4	0.587	4	0.635	2	0.653	2	0.618	3	0.716	3
Sikkim	0.464	5	0.572	5	0.741	1	0.828	1	0.728	1	0.844	1
Tripura	0.416	6	0.701	2	0.482	4	0.520	5	0.455	6	0.521	7
State	Outcome Index				Composite EDI							
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Primary & Upper Primary Level		Rank	
Arunachal Pradesh	0.483	7	0.660	2	0.512	4	0.519	7	0.516		6	
Manipur	0.590	5	0.657	4	0.464	7	0.630	4	0.547		5	
Meghalaya	0.568	6	0.584	5	0.498	6	0.522	6	0.510		7	
Mizoram	0.684	4	0.669	3	0.686	1	0.741	1	0.714		1	
Nagaland	0.751	2	0.725	1	0.633	3	0.675	3	0.654		3	
Sikkim	0.698	3	0.459	7	0.657	2	0.683	2	0.670		2	
Tripura	0.777	1	0.590	6	0.501	5	0.577	5	0.539		4	

indicators, compared to an overall sixth rank at Primary level of education but the situation is not the same in other sets of indicators at Primary level. Meghalaya is placed 31<sup>st</sup> (EDI, 0.510) in overall ranking in case of

0.635 for Primary and 0.653 for Upper Primary level. The lowest EDI (0.149) is observed in Meghalaya which is quite similar to the position in the previous year i.e. 2007-08. Meghalaya also has the lowest infrastructure

index (0.208) in case of Upper Primary level, indicating that by and large majority of its schools imparting

and in 2007-08, it was at 34<sup>th</sup> position. Arunachal Pradesh has also a lower rank in Upper Primary (31)



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

State/UT	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2007-08		2008-09		2007-08		2008-09		2007-08		2008-09	
Arunachal Pradesh	0.422	7	0.512	4	0.548	7	0.519	7	0.485	7	0.516	6
Manipur	0.537	5	0.464	7	0.686	2	0.630	4	0.611	4	0.547	4
Meghalaya	0.527	6	0.498	6	0.586	6	0.522	6	0.556	6	0.510	7
Mizoram	0.679	1	0.686	1	0.731	1	0.741	1	0.705	1	0.714	1
Nagaland	0.630	3	0.633	3	0.676	3	0.675	3	0.653	3	0.654	3
Sikkim	0.639	2	0.657	2	0.672	4	0.683	2	0.656	2	0.670	2
Tripura	0.572	4	0.501	5	0.647	5	0.577	5	0.609	5	0.539	5

Elementary education do not possess minimum facilities in schools. But the position of the state in case of other sets of indicators is slightly better than that of infrastructure index which is true both for Primary and Upper Primary levels of education. The schools in Arunachal Pradesh also do not have minimum facilities as the EDIs obtained at the Primary and Upper Primary levels of education respectively are 0.221 and 0.501. In case of Primary level EDI, Arunachal Pradesh stands 29<sup>th</sup>

and Elementary (30) levels as a whole. It is also interesting to further note that barring Mizoram, 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 teachers' set indicators are concerned, it is Sikkim that is on top of the list with an EDI of 0.728, compared to an EDI of 0.731 in the previous year. Mizoram is placed second with an EDI value of 0.725

and Arunachal Pradesh, the last with EDI 0.375. In case of teachers' indicators, Sikkim, with EDI 0.728, stands 13<sup>th</sup> amongst all the 35 states in case of Primary education; and with EDI 0.844 in case of Upper Primary level of education, its rank is 10<sup>th</sup>. Last year, Sikkim was ranked 18<sup>th</sup> in case of teachers index at Upper Primary level. Likewise, the state has lower ranks in case of all the three levels of education compared to its ranking in 2007-08 which is true for individual set of indicators. Like infrastructure, states in the north-eastern region are also better placed at Upper Primary level with regard to teachers' indicators compared to Primary level. The lowest ranked state in the north-eastern region with regard to teachers' indicators is Arunachal Pradesh with an EDI of 0.375 at Primary and 0.521 at Upper Primary level in case of Tripura. The corresponding position of Arunachal Pradesh, amongst all the 35 states, is 34<sup>th</sup> at Primary (EDI, 0.375) and 25<sup>th</sup> at Upper Primary level of education (EDI, 0.582) which shows decline in its position compared to the same in the previous year.

The last set of indicators used is the outcome indicators. As many as 9 indicators are used to review the position of all the 35 states, including seven states from the north-eastern region. The list of indicators used is quite comprehensive through which true picture of universalisation can be obtained. Barring Nagaland, Sikkim and Tripura, all the other states in the north-eastern region reported a higher EDI for Upper Primary level compared to Primary level of education. Amongst all the states at Primary level, rank of Sikkim is 10<sup>th</sup> (in 2007-08 it was 31<sup>st</sup>) compared to 35<sup>th</sup> of Chandigarh. It shows an improvement in case of Sikkim over the previous year in case of outcome indicators. In case of outcome indicators at Primary level, Tripura stands first and Arunachal stands, the last. Their respective EDIs at Upper Primary level in case of Tripura being lower than Primary level, is 0.590 which may be termed as far below the average EDI. However, Nagaland with an EDI of 0.725 ranked first in case of outcome index at Upper Primary

level of education. Though Mizoram stands first with regard to its position at the Primary level, but the same is not true in case of outcome index where it is ranked 4<sup>th</sup> with an EDI value of 0.684. At the Upper Primary level, it is ranked 3<sup>rd</sup>. 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 an analysis is carried out district-wise and within the district, block-wise.

### Smaller States

States/UTs, such as Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Lakshadweep, and Puducherry, are the seven states which have been grouped under smaller states, based on the total number of schools and population they have

(Table E3). May be these states are small in size but a cursory look at EDI values indicates that a few of them are doing much better than a number of major states, both in Primary and Upper Primary levels of education. The EDI values and rankings during 2007-08 and 2008-09 indicate a marked improvement in case of Andaman & Nicobar Islands and Lakshadweep in composite Primary and Upper Primary levels of education. Puducherry is not only ranked first within the set

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of smaller states but is also ranked 1<sup>st</sup> with an EDI value of 0.841 amongst all the States and UTs of the country in case of composite Primary and Upper Primary levels of education. The corresponding EDI value of Jharkhand which is ranked 35<sup>th</sup> is as low as 0.456; thus showing a significant regional deviation in EDI values revealing that states are at a different pace of educational development in general and elementary education in particular. Amongst all states, Puducherry is ranked 1<sup>st</sup> in case of Primary (EDI, 0.797) and Upper Primary (EDI, 0.884)

level of education. Not only it could maintain its position in composite Primary and Upper Primary index but it has also advanced from 3<sup>rd</sup> (EDI, 0.816) position in 2007-08 to 1<sup>st</sup> (EDI, 0.884) position with regard to Upper

It may be of interest to note that Chandigarh's overall ranking is 10<sup>th</sup> (EDI, 0.688) at the Primary and 9<sup>th</sup> (EDI, 0.756) at Upper Primary level of education. The other smaller state doing better in overall all-India

**Table E3(A)**  
**Indices & Ranking at Primary/Upper Primary Level: Smaller States/UTs**  
**All Managements: All Schools, 2008-09**

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	0.085	7	0.526	7	0.931	2	0.925	2	0.977	1	0.965	4
Chandigarh	0.500	4	0.760	3	0.715	5	0.708	6	0.969	2	0.976	1
D & N Haveli	0.628	1	0.751	4	0.515	7	0.629	7	0.560	7	0.626	7
Daman & Diu	0.320	6	0.779	2	0.818	3	0.818	4	0.861	6	0.827	6
Goa	0.452	5	0.589	6	0.676	6	0.831	3	0.873	5	0.905	5
Lakshadweep	0.536	2	0.799	1	0.784	4	0.815	5	0.935	4	0.970	3
Puducherry	0.500	3	0.731	5	0.966	1	0.974	1	0.951	3	0.972	2
State/UT	Outcome Index				EDI							
	Primary Level	Rank	Upper Primary Level	Rank	Primary Level	Rank	Upper Primary Level	Rank	Composite (Primary & Upper Primary) Level		Rank	
A & N Islands	0.582	5	0.759	4	0.664	4	0.809	3	0.736		3	
Chandigarh	0.451	7	0.563	6	0.688	3	0.756	5	0.722		5	
D & N Haveli	0.757	2	0.575	5	0.594	7	0.640	7	0.617		7	
Daman & Diu	0.537	6	0.774	3	0.654	6	0.801	4	0.728		4	
Goa	0.596	4	0.431	7	0.658	5	0.697	6	0.678		6	
Lakshadweep	0.879	1	0.801	2	0.773	2	0.851	2	0.812		2	
Puducherry	0.698	3	0.829	1	0.797	1	0.884	1	0.841		1	

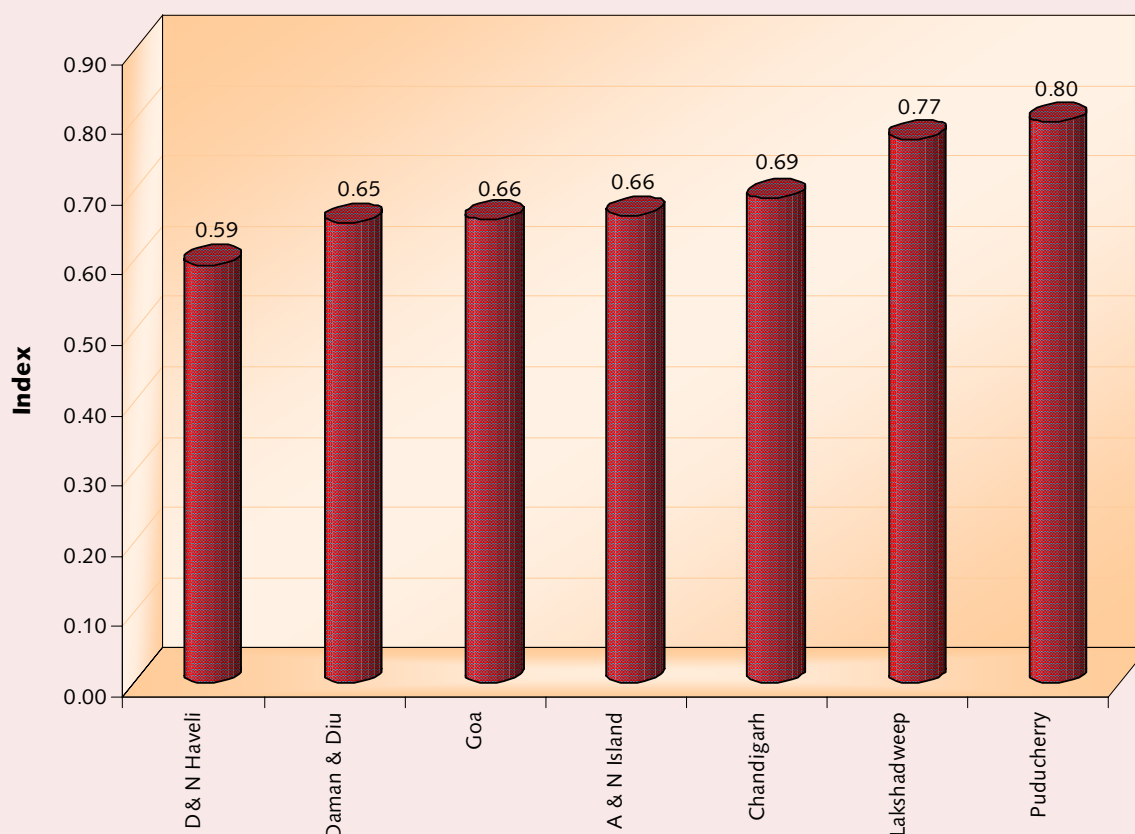
Primary level of education. Irrespective of an educational level, Puducherry is ranked first amongst the smaller set of states but the same is not true in case of all the four individual sets of indicators used in computing EDI both at the Primary and Upper Primary levels of education. The second amongst these states is Lakshadweep with an EDI of 0.773 at Primary and 0.812 in composite Primary and Upper Primary level of education. In case of Upper Primary level, Lakshadweep is ranked 2<sup>nd</sup> with an EDI of 0.851 followed by Andaman and Nicobar Islands (EDI, 0.809) and Daman and Diu (EDI, 0.801). With an EDI value of 0.617, Dadra and Nagar Haveli is ranked 7<sup>th</sup> within the seven smaller states.

ranking is Lakshadweep which has only 39 schools under its administration. It stands 3<sup>rd</sup> at Primary level (EDI, 0.773) and 2<sup>nd</sup> (EDI, 0.851) at Upper Primary level of education. Irrespective of states, EDI values at Upper Primary level of education is much higher than the same at the Primary level of education which is quite similar to states in the north-eastern region and also during the previous year. Further, it is observed that except Dadra & Nagar Haveli (22<sup>nd</sup> rank) and Daman & Diu (17<sup>th</sup> rank), all smaller states have rankings within the first 15 states at the Primary level. With regard to ranking at Upper Primary level, all of them except Dadra & Nagar Haveli (22<sup>nd</sup> rank) stands within the first 15 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

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

**Figure 5.3**  
**EDI at Primary Level : Smaller States/UTs, 2008-09**



Primary levels. The highest EDI for access indicators at Primary level is observed in Dadra & Nagar Haveli (EDI, 0.628) and the lowest (EDI, 0.085) in Andaman and Nicobar Islands. At Upper Primary level, the lowest EDI is also observed in Andaman and Nicobar Islands (EDI, 0.526) and the highest in Lakshadweep (EDI, 0.799). Lakshadweep stands 2<sup>nd</sup> for both Primary (EDI, 0.536) and Daman & Diu stands 2<sup>nd</sup> for Upper Primary levels (EDI, 0.779) of education amongst seven smaller states included in the analysis. Even within a set of indicators, the states have not provided equal measure of Primary and Upper Primary schooling facilities. Further, it is observed that by and large states have a higher EDI value at Upper Primary level than at Primary level.

habitations in case of each state, as mentioned above, is taken from the All India School Education Survey (AISES). It is also true that a good number of habitations have been provided schooling facilities since 2002-03, the year for which AISES data is the latest available. This is also true in view of SSA under which activities in terms of opening of new schools picked-up in 2002-03 onwards; this is not reflected in school-less habitations. In the light of these observations, percentage of access-less habitations has been corrected with reference to new schools opened since 2002-03. In addition, ratio of Primary to Upper Primary schools/sections has also been used as an indicator of access at the Upper Primary level of education to assess the availability of Upper

Primary schooling facilities which, like other indicators, is computed based on the DISE data.

The next set of indicators analysed is infrastructure indicators. The highest EDI value at Primary level is observed in case of Puducherry (EDI, 0.966) and lowest (EDI, 0.515) in case of Dadra and Nagar Haveli. Puducherry attained 1<sup>st</sup> position amongst 35 states in this respect and Dadra and Nagar Haveli, 25<sup>th</sup>. Puducherry's overall position in infrastructure index at Upper Primary level is also 1<sup>st</sup> with an EDI value of 0.974. Except Dadra & Nagar Haveli (EDI 0.515; rank 25) and Goa (EDI 0.676; rank 17) other five smaller states ranked high and are within the first 15 amongst all the 35 states in case of Primary level Infrastructure index. Almost similar positions are observed at Upper Primary level wherein the position of Dadra and Nagar Haveli is 23<sup>rd</sup> and Chandigarh 17<sup>th</sup>; the rest of the six states are ranked amongst the first 10 states. It may be recalled that Dadra and Nagar Haveli is amongst the lowest ranked states having an overall rank of 22<sup>nd</sup> at Primary level (EDI, 0.594). Further, it has also been

**“EDI suggests that Upper Primary schools/ sections are better placed with regard to infrastructure than in Primary schools/ sections”**

suggests that Upper Primary schools/sections are better placed with regard to infrastructure than in Primary schools/sections which is quite similar to the states (barring a few states) in the north-eastern region. It is good to have better infrastructure in Upper Primary schools but it is equally important to provide better infrastructure also in all Primary schools for which provisions made under SSA can be best utilised.

The next set of indicators that have been analysed is indicators concerning teachers. In a good number of smaller states, EDI values for teacher's indicators are higher than for access and infrastructure indicators. Andaman and Nicobar Islands stands 1<sup>st</sup> with an EDI of 0.977 at Primary and Chandigarh stands first with an EDI of 0.976 at Upper Primary level. The top ranked state in case of overall index, Puducherry stands 3<sup>rd</sup> (EDI 0.951) in case of Primary and stands 2<sup>nd</sup> (EDI 0.972) in case of Upper Primary level Teachers Index.

The highest EDI at Primary level is observed in Andaman & Nicobar Islands (EDI, 0.977) and the lowest (EDI, 0.560) in Dadra and Nagar Haveli. The second

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

State/UT	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2007-08		2008-09		2007-08		2008-09		2007-08		2008-09	
A & N Islands	0.652	6	0.664	4	0.762	5	0.809	3	0.707	6	0.736	3
Chandigarh	0.730	3	0.688	3	0.795	3	0.756	5	0.763	3	0.722	5
D & N Haveli	0.588	7	0.594	7	0.723	7	0.640	7	0.656	7	0.617	7
Daman & Diu	0.712	4	0.654	6	0.789	4	0.801	4	0.750	4	0.728	4
Goa	0.677	5	0.658	5	0.754	6	0.697	6	0.716	5	0.678	6
Lakshadweep	0.756	2	0.773	2	0.821	1	0.851	2	0.788	2	0.812	2
Puducherry	0.799	1	0.797	1	0.816	2	0.884	1	0.808	1	0.841	1

observed that both at these levels, EDI values barring Dadra and Nagar Haveli are much high in case of the infrastructure indicators than the access indicators which is similar to the situation in 2007-08. The EDI also

ranked state for this set of indicators at Primary level is Chandigarh with an EDI of 0.969, followed by Puducherry (EDI, 0.951) and Lakshadweep (EDI, 0.935). On the other hand, at Upper Primary level, Chandigarh

with an EDI of 0.976 is ranked first, followed by Puducherry (EDI, 0.972).

Further, it is observed that the ranking of smaller states, except Dadra and Nagar Haveli, both in case of Primary and Upper Primary levels, is very high with regard to teachers indicators analysed amongst 35 states. Andaman & Nicobar Islands is ranked first at Primary level and Chandigarh is ranked first at Upper Primary level. Many of these states are not comfortably placed in other sets of indicators wherein their positions are much lower than the same in case of the teacher-based indicators.

Making available schooling facilities, infrastructure and teachers in schools should also be reflected in the outcome indicators. That is why the last set of indicators analysed is the set of outcome indicators. It is noticed to have much lower EDI values than the infrastructure and teachers indicators and it is true for both Primary and Upper Primary levels of education. The highest EDI is observed in case of Puducherry at Primary (EDI, 0.879) and also at Upper Primary (EDI, 0.829) levels of education. It is also of interest to note that in four out of seven states, EDI values are much lower at Upper Primary level than at Primary level, which is just the reverse when other sets of indicators are considered. Infrastructure and teachers indicators are better placed in the Upper Primary level but the same is not true in case of outcome indicators which plays the most important role for achieving the goal of universalisation of elementary education. Unlike in other sets of indicators, most of the smaller states (barring Dadra and Nagar Haveli and Lakshadweep) are not placed within the first 10 states at Primary level so far as this set of indicators is concerned. However, Lakshadweep is placed 2<sup>nd</sup> amongst the 35 states with regard to outcome indicators at Primary level and 4<sup>th</sup> at Upper Primary level. The EDI in case of Chandigarh at Primary (EDI, 0.5451 rank 35) and at Upper Primary level (EDI, 0.563 rank 27) are much lower than the same in case of Tamil Nadu (EDI 0.954 and rank 1<sup>st</sup> at Primary level and EDI 0.907

and rank 1<sup>st</sup> at Upper Primary level) with regard to outcome indicators within smaller states.

### Major States

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

So far as the composite Primary and Upper Primary education EDI amongst 21 major states is concerned, the top five ranking states are Kerala (EDI, 0.822), Haryana (EDI, 0.789), Delhi (EDI, 0.762), Punjab (EDI, 0.760) and Tamil Nadu (EDI, 0.753). Kerala, and Tamil Nadu maintained their first and third positions but Delhi changed its position from 2<sup>nd</sup> to 5<sup>th</sup> and this year Haryana stands at the 2<sup>nd</sup> position (EDI 0.752). Punjab moved from the 8<sup>th</sup> position to 4<sup>th</sup> with an EDI of 0.737. Kerala maintained its 1<sup>st</sup> position in case of Upper Primary and Composite EDI but its position changed from 3<sup>rd</sup> to 7<sup>th</sup> in case of Primary level. Punjab changed its rank from 6<sup>th</sup> to 2<sup>nd</sup> in case of Primary (0.714) and from 9<sup>th</sup> to 4<sup>th</sup> (EDI 0.760) in case of Upper Primary and from 8<sup>th</sup> to 4<sup>th</sup> (0.737) in case of Composite index. It is to be mentioned that Haryana stands 2<sup>nd</sup> in case of Upper Primary level and Composite level and stands 3<sup>rd</sup> at Primary level. As has been mentioned above that no major difference is observed in composite EDI in case of first three states. However, irrespective of an educational level, the difference in EDI values between the highest and lowest ranked states is significant, showing that states are at different levels of educational development but the EDI values show that they are improved over the previous year. This is also true for all the four sets of indicators used in computing EDI.

On the other hand, Jharkhand, Bihar and Assam are ranked 35, 34 and 33 in case of composite Primary and Upper Primary levels of education with an EDI as

**“The last set of indicators analysed is the set of outcome indicators. It is noticed to have much lower EDI values than the infrastructure and teachers indicators and it is true for both Primary and Upper Primary levels of education”**

low as 0.456, 0.463 and 0.483 respectively which is much lower than that of the top ranked states. However, these states have a slightly lower EDI values in 2008-09 than the same in 2007-08 except Bihar which is true for both Primary, Upper Primary and composite Primary and

education. For example, EDIs in case of Kerala are 0.689 at Primary and 0.822 at Upper Primary levels compared to 0.714 and 0.789 respectively in case of Haryana. This is also true for Tamil Nadu, Punjab and Delhi which are ranked 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in case of composite Primary and

**Table E4(A)**  
**Indices & Ranking at Primary/Upper Primary Level: Major States**  
**All Managements: All Schools, 2008-09**

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	0.627	5	0.642	16	0.549	14	0.700	11	0.711	7	0.871	3
Assam	0.696	2	0.637	17	0.164	21	0.205	21	0.408	20	0.625	12
Bihar	0.554	10	0.513	19	0.379	18	0.520	18	0.466	17	0.363	19
Chhattisgarh	0.663	3	0.752	8	0.429	17	0.477	19	0.486	16	0.549	13
Delhi	0.515	14	0.760	6	0.741	6	0.683	13	0.895	2	0.908	2
Gujarat	0.570	7	0.823	1	0.700	8	0.710	8	0.790	4	0.673	10
Haryana	0.551	11	0.786	4	0.872	2	0.901	1	0.708	9	0.737	7
Himachal Pradesh	0.411	20	0.802	2	0.595	13	0.653	14	0.708	8	0.783	5
Jammu & Kashmir	0.769	1	0.729	10	0.363	19	0.523	17	0.520	14	0.695	9
Jharkhand	0.632	4	0.497	20	0.291	20	0.466	20	0.363	21	0.278	20
Karnataka	0.559	9	0.789	3	0.680	10	0.709	10	0.758	6	0.662	11
Kerala	0.229	21	0.682	14	0.848	3	0.860	3	0.975	1	0.909	1
Madhya Pradesh	0.561	8	0.722	12	0.637	12	0.698	12	0.438	19	0.427	17
Maharashtra	0.542	12	0.704	13	0.674	11	0.781	5	0.685	10	0.708	8
Orissa	0.513	15	0.722	11	0.489	16	0.534	16	0.565	13	0.425	18
Punjab	0.502	16	0.750	9	0.883	1	0.873	2	0.786	5	0.865	4
Rajasthan	0.593	6	0.766	5	0.686	9	0.775	6	0.452	18	0.495	16
Tamil Nadu	0.494	17	0.616	18	0.747	5	0.730	7	0.881	3	0.738	6
Uttar Pradesh	0.487	18	0.672	15	0.827	4	0.840	4	0.587	12	0.254	21
Uttarakhand	0.538	13	0.753	7	0.707	7	0.709	9	0.639	11	0.513	15
West Bengal	0.473	19	0.267	21	0.516	15	0.571	15	0.500	15	0.544	14

*Continued...*

Upper Primary levels of education. In the overall ranking, Arunachal Pradesh improved its position from 34<sup>th</sup> to 30<sup>th</sup> (EDI 0.516). But Jharkhand has gone down from 32<sup>nd</sup> to 35<sup>th</sup> in case of the composite EDI.

Like smaller states and states from the north-eastern region, the top ranked five states have higher EDI values at Upper Primary than at Primary level of

Upper Primary levels of education within the 21 major states. Karnataka (0.708), Gujarat (0.702) and Andhra Pradesh (0.702) closely follow the first five ranked states (Table E4) in case of composite Primary and Upper Primary levels of education.

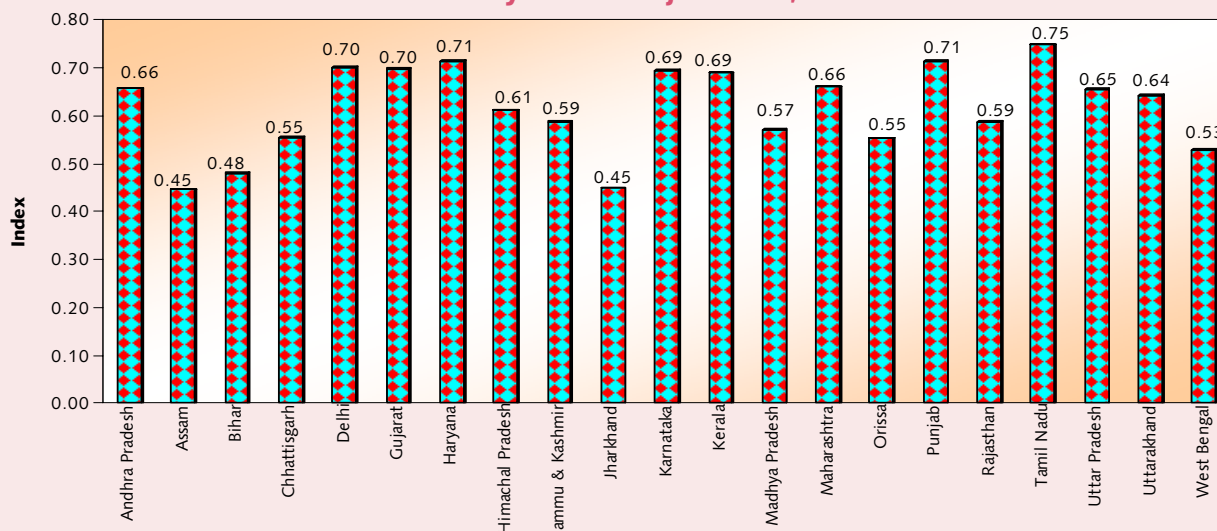
The individual EDI values in case of each of these states in four sets of indicators have also been analysed

critically. First, index in case of access indicators is discussed which reveals that none of the top three ranked states maintained their respective positions at Primary level, which is also true for Upper Primary level of education. At Primary level, Jammu and Kashmir (EDI, 0.769), Assam (EDI, 0.696) and Chhattisgarh (EDI, 0.663) are ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> respectively in access set of indicators which is much better than their overall position in case of the composite index.

placed at 20<sup>th</sup> with an EDI of 0.497 in case of Upper Primary level of education. Further, it has been observed that like other groups of states, namely, north-eastern and smaller states, EDI values of major states in case of access indicators is far below than that of the other sets of indicators which is by and large true for both Primary as well as Upper Primary levels of education.

So far as infrastructure indicators are concerned, none of the first three ranked states could maintain their

**Figure 5.4**  
**EDI at Primary Level : Major States, 2008-09**



The top ranked Kerala is at 21<sup>st</sup> rank in case of Primary and 14<sup>th</sup> rank in case of Upper Primary level infrastructure index. Despite Kerala having been doing well in other sets of indicators, the state is not well placed with regard to access indicators. May be the state has achieved the goal of universal access and does not need more schools to open. Access index in case of Tamil Nadu is also low (EDI, 0.494 and 0.616) and the state is ranked 17<sup>th</sup> and 18<sup>th</sup> respectively in case of Primary and Upper Primary levels of education. The indices in case of Assam with regard to access indicators is as high as 0.696 at Primary level but the same is as low as 0.637 at Upper Primary level which is ranked 17<sup>th</sup>. Similarly Jharkhand has an EDI of 0.632 and positioned at 4<sup>th</sup> place but it is

*“Despite Kerala having been doing well in other sets of indicators, the state is not well placed with regard to access indicators. May be the state has achieved the goal of universal access and does not need more schools to open”*

respective positions. Delhi is ranked 2<sup>nd</sup> in case of composite Primary and Upper Primary index and 1<sup>st</sup> in case of Primary level. Delhi is ranked 2<sup>nd</sup> (EDI, 0.909) at Primary and 4<sup>th</sup> at Upper Primary level (EDI, 0.871) in the infrastructure index. Higher infrastructure index indicates that most of the schools in Delhi have got drinking water, common toilets and girls' toilet facility, which is also true for other top ranking states. It may be recalled that Assam has very high ranking with respect to access indicators at Primary level but the same is not true for infrastructure index. The state ranked 21<sup>st</sup> both at Primary (EDI, 0.164) and Upper Primary level (EDI, 0.205) in this aspect. Punjab with an overall rank of 8<sup>th</sup> (composite Primary and Upper Primary) is placed

1<sup>st</sup> (EDI, 0.883) at Primary level and 2<sup>nd</sup> at Upper Primary level (EDI, 0.873) with regard to infrastructure index. By and large, Tamil Nadu could also maintain its overall rank regarding infrastructure indicators, that is, it is ranked 5<sup>th</sup> (EDI, 0.747) at Primary and 7<sup>th</sup> (EDI, 0.730) at Upper Primary level, compared to its overall 3<sup>rd</sup> rank (EDI, 0.771). It may be observed that

Kashmir. It may be recalled that Jammu and Kashmir which is ranked 2<sup>nd</sup> in case of Assess index at Primary level is ranked 19<sup>th</sup> in case of infrastructure index. Further, infrastructure index reveals that by and large, it is higher in case of Upper Primary level compared to Primary level. The same was also observed in case of smaller states and states in the north-eastern region.

**Table E4(A)**  
**Indices & Ranking at Primary/Upper Primary Level: Major States**  
**All Managements: All Schools, 2008-09**

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	0.834	4	0.744	7	0.657	9	0.746	7	0.702	8
Assam	0.645	16	0.620	14	0.446	21	0.519	18	0.483	19
Bihar	0.579	21	0.411	21	0.480	19	0.447	21	0.463	20
Chhattisgarh	0.745	8	0.651	11	0.554	16	0.600	14	0.577	16
Delhi	0.596	20	0.685	10	0.701	4	0.762	3	0.732	5
Gujarat	0.752	7	0.638	12	0.698	5	0.706	10	0.702	7
Haryana	0.699	14	0.734	8	0.714	3	0.789	2	0.752	2
Himachal Pradesh	0.829	5	0.753	5	0.611	12	0.746	6	0.679	10
Jammu & Kashmir	0.835	3	0.706	9	0.586	14	0.661	12	0.623	18
Jharkhand	0.604	19	0.634	13	0.449	20	0.464	19	0.456	21
Karnataka	0.839	2	0.749	6	0.693	6	0.723	9	0.708	6
Kerala	0.665	15	0.809	2	0.689	7	0.822	1	0.756	1
Madhya Pradesh	0.699	13	0.527	18	0.571	15	0.585	15	0.578	15
Maharashtra	0.801	6	0.763	4	0.660	8	0.740	8	0.700	9
Orissa	0.737	9	0.505	19	0.553	17	0.537	17	0.545	17
Punjab	0.616	18	0.542	17	0.714	2	0.760	4	0.737	4
Rajasthan	0.627	17	0.543	16	0.587	13	0.636	13	0.612	14
Tamil Nadu	0.954	1	0.907	1	0.747	1	0.753	5	0.750	3
Uttar Pradesh	0.728	10	0.569	15	0.654	10	0.573	16	0.614	13
Uttarakhand	0.708	12	0.765	3	0.643	11	0.679	11	0.661	11
West Bengal	0.708	11	0.416	20	0.528	18	0.459	20	0.494	18

infrastructure index in Jharkhand is as low as 0.291 at Primary and 0.466 at Upper Primary level of education which clearly reveals that schools in the state are not better placed which is also true for a few other states, such as Assam, Bihar, Chhattisgarh and Jammu and

The next sets of indicators that have been discussed fall under the category of teachers and outcome indicators. By and large, Kerala, Delhi and Tamil Nadu maintained their high rankings with regard to teachers' index at Primary level which is also true for

Upper Primary level of education. Gujarat is ranked 4<sup>th</sup> at Primary and 10<sup>th</sup> at Upper Primary level which is in line of its over all ranking in case of composite Primary and Upper Primary index. Kerala with EDI of 0.975 both at the Primary and 0.909 at Upper Primary levels is ranked 1<sup>st</sup> so far as teachers' index is concerned. Kerala

improvement in case of most of their teacher related indicators.

Further, it is observed that in most of the 21 major states, teachers' index is observed to be higher for Upper Primary level compared to Primary level. However, the

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

State/UT	EDI & Rank Primary Level				EDI & Rank Upper Primary Level				Composite EDI & Rank (Primary & Upper Primary)			
	2007-08		2008-09		2007-08		2008-09		2007-08		2008-09	
Andhra Pradesh	0.698	8	0.657	9	0.781	5	0.746	7	0.740	7	0.702	8
Assam	0.461	19	0.446	21	0.568	17	0.519	18	0.515	18	0.483	19
Bihar	0.389	21	0.480	19	0.424	21	0.447	21	0.406	21	0.463	20
Chhattisgarh	0.573	14	0.554	16	0.567	18	0.600	14	0.570	17	0.577	16
Delhi	0.767	1	0.701	4	0.793	2	0.762	3	0.780	2	0.732	5
Gujarat	0.718	5	0.698	5	0.778	7	0.706	10	0.748	5	0.702	7
Haryana	0.730	4	0.714	3	0.780	6	0.789	2	0.755	4	0.752	2
Himachal Pradesh	0.642	12	0.611	12	0.747	10	0.746	6	0.695	10	0.679	10
Jammu & Kashmir	0.648	10	0.586	14	0.708	12	0.661	12	0.678	11	0.623	18
Jharkhand	0.456	20	0.449	20	0.527	19	0.464	19	0.491	19	0.456	21
Karnataka	0.699	7	0.693	6	0.787	4	0.723	9	0.743	6	0.708	6
Kerala	0.741	3	0.689	7	0.842	1	0.822	1	0.791	1	0.756	1
Madhya Pradesh	0.572	15	0.571	15	0.607	14	0.585	15	0.590	14	0.578	15
Maharashtra	0.685	9	0.660	8	0.770	8	0.740	8	0.727	9	0.700	9
Orissa	0.554	17	0.553	17	0.589	16	0.537	17	0.572	16	0.545	17
Punjab	0.712	6	0.714	2	0.751	9	0.760	4	0.732	8	0.737	4
Rajasthan	0.593	13	0.587	13	0.714	11	0.636	13	0.653	13	0.612	14
Tamil Nadu	0.752	2	0.747	1	0.790	3	0.753	5	0.771	3	0.750	3
Uttar Pradesh	0.568	16	0.654	10	0.603	15	0.573	16	0.586	15	0.614	13
Uttarakhand	0.643	11	0.643	11	0.677	13	0.679	11	0.660	12	0.661	11
West Bengal	0.536	18	0.528	18	0.441	20	0.459	20	0.488	20	0.494	18

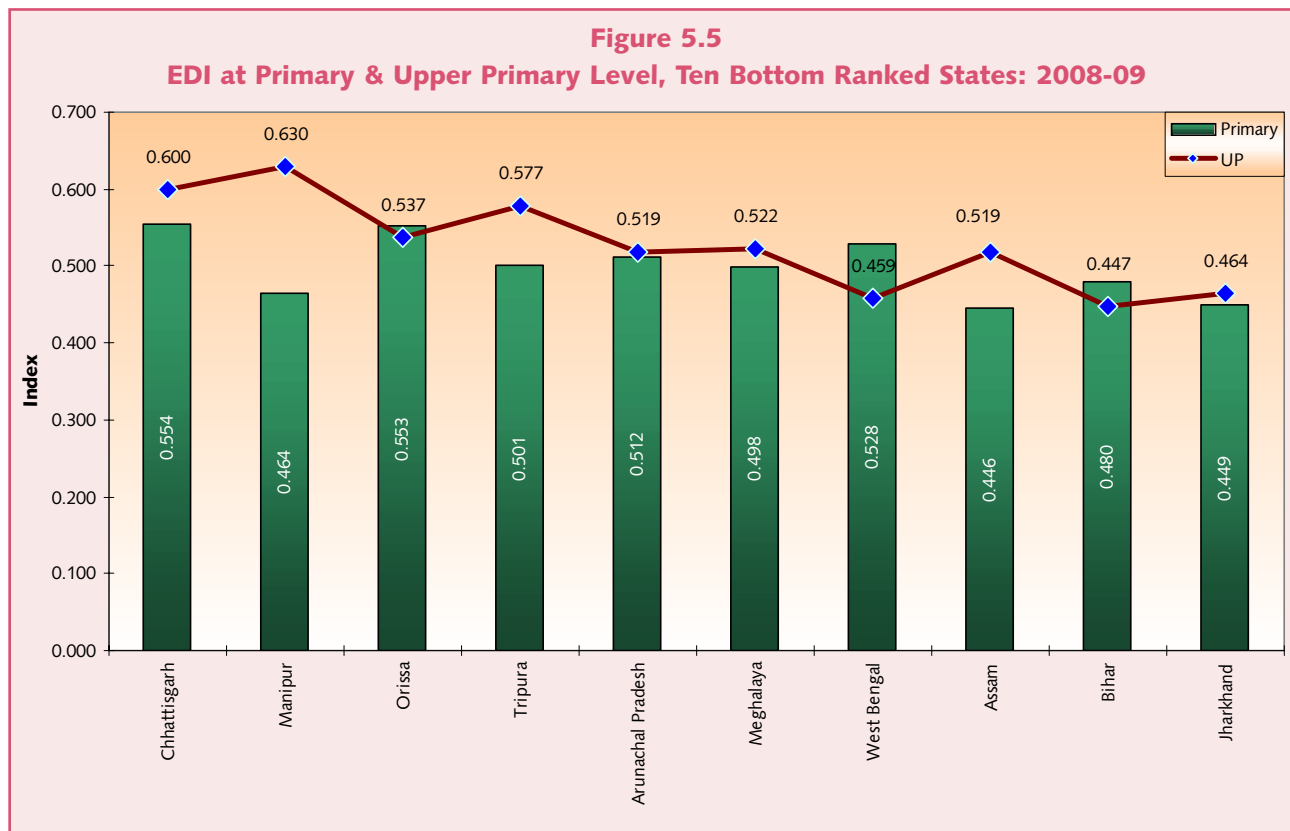
is followed by Delhi (EDI 0.895; rank 2<sup>nd</sup>) and Tamil Nadu (EDI 0.881; rank 3<sup>rd</sup>) at the Primary level in case of Upper Primary level of education. On the other hand, with regard to teacher index, Uttar Pradesh (EDI, 0.254), Jharkhand (EDI, 0.278) and Bihar (EDI, 0.363) are respectively placed at 21<sup>st</sup>, 20<sup>th</sup> and 19<sup>th</sup> position. In view of low EDI values, they need significant

same is not true for outcome index, consisting of examination results, GPI, dropout and repetition rates, etc. Tamil Nadu is ranked 1<sup>st</sup> with an EDI value as high as 0.954 at Primary level and 0.907 at Upper Primary level of education. It may be noted that its ranking in access, infrastructure and teachers indices is much lower than that in case of outcome index. Next to Tamil Nadu



is Karnataka at Primary (EDI, 0.839) level. However, at Upper Primary level, Kerala (EDI, 0.809) is ranked 2<sup>nd</sup> followed by Uttarakhand (EDI, 0.765) with regard to outcome index.

which is also almost true separately for Primary and Upper Primary levels. Among the 35 States and UTs, overall ranking of Jharkhand, Bihar, and Assam is 35, 33 and 32 respectively, all of which are traditionally seen



The analysis of EDI clearly reveals that different states are at different levels of educational development in general, and Primary and Upper Primary levels of education in particular. A few states with high EDI values are termed better than the rest of the states but still they may not be well placed with regard to all the four sets of indicators used in computation of EDI. Even if a state is ranked first, still it may need further improvement for which individual EDI value should be critically analyzed. In addition, there is also need to analyse each indicator separately and identify states that need improvement. For instance, Jharkhand (21), Bihar (20), Assam (19), Jammu & Kashmir (18), Orissa (17) and Chhattisgarh (16), are a few low ranking states on composite Primary and Upper Primary levels

*“A few states with high EDI values are termed better than the rest of the states but still they may not be well placed with regard to all the four sets of indicators used in computation of EDI”*

as educationally backward states. Irrespective of sets of indicators, rank of Bihar varies between 7 to 21 among the 21 major states considered in analysis under major group of states. However, in case of access index, it is ranked 7<sup>th</sup> at Primary level.

A careful analysis would reveal that 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 an Upper Primary school/section per set of 5 Primary schools/sections. In many of the 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. In Bihar, average dropout rate as high as 11.27

percent compared to 14.96 percent drop out rate in Jharkhand. On the other hand, retention rate in Bihar is around 56 percent. Over time, transition rate has improved but still a good number of pupils drop out from the system before the completion of an educational level and those who continue do not necessarily attain education that can be called satisfactory. All districts together reveal that only 50.20 percent boys and 50.51 percent girls pass with 60 percent and above marks in the terminal Grade IV/V, suggesting the need for careful identification of problems. DISE database can be used to identify all such locations and schools which need immediate attention.

### Concluding Observations

Based upon the composite EDI at primary level, states can be grouped into four clusters: Cluster I: EDI up to 0.50, Cluster II: 0.51 to 0.60, Cluster III: 0.61 to 0.70 and Cluster IV: 0.71 and above. Four states have found place in the first cluster having EDI value up to 0.50; the states are Assam, Bihar, Jharkhand, and West Bengal. It is to be noted that all the states are big in size (population) and important for the country to achieve the goal of UEE. On the other hand, 7 states are placed in the second cluster having an EDI value between 0.51 and 0.60. Small as well as big states are placed in this cluster. States like Chhattisgarh, Madhya Pradesh, Orissa and West Bengal are placed in this cluster. On the other hand, smaller states like Arunachal Pradesh, Manipur and Tripura are also placed in the second cluster with an EDI value between 0.51 to 0.60. All the 11 states from the first and second group need immediate attention. To improve their overall position, the states should compute

district-specific EDIs and analyse EDI values separately in case of access, infrastructure, teachers and outcome indicators. On the other hand, nine states are placed in the third cluster with an EDI between 0.61 to 0.70 and 15 in the fourth cluster having an EDI between 0.71 to 0.77. Even the five top ranking states are not perfect in case of all the four sets of indicators as reflected in individual EDI values. EDI in this group varies from 0.841 in Puducherry to 0.700 in Maharashtra. All the states including the top ranking states should analyse all the indicators used in EDI computation district-wise, and within a district, block-wise which should be followed by adopting appropriate strategies without which neither their overall ranking nor status of universal elementary education in the state is expected to improve. Variables found to have higher weightage than others should be accorded the top most priority while adopting strategies in the year that follows. Some of such variables are:

*“All the states including the top ranking states should analyse all the indicators used in EDI computation district-wise, and within a district, block-wise which should be followed by adopting appropriate strategies without which neither their overall ranking nor status of universal elementary education in the state is expected to improve”*

**Primary Level:** Percentage of schools with drinking water facility, percentage of schools with girls' toilet, percentage of

schools with female teachers, percentage of schools with PTR & SCR above 40, percentage of schools with < 2 teachers, GER & GPI, dropout rate, and students passing with 60 percent and above marks in Grade IV/V; and

**Upper Primary Level:** Schools with SCR & PTR 40 and above, percentage of schools with < 3 teachers, percentage of schools with girls' toilet, percentage of schools with drinking water facility, percentage of schools with female teachers, average repetition rate, GER and students passing with 60 percent and above marks in Grade VII/VIII.

## *DISE Publications: A Few Comments*

- *Please accept my heartiest congratulations for the Silver Medal Awarded to the National University of Educational Planning and Administration for developing the School Report Cards under DISE. Shri Kapil Sibal, Minister of Human Resource Development, Government of India, New Delhi.*
- *My joy knows no bound in receiving 3 latest publications on Elementary Education in India published by the National University of Education Planning and Administration. NUEPA has been rendering yeoman's service to the cause of education in general and school education in particular for a long period of time. Shri Kanti Biswas, Former Education Minister, West Bengal.*
- *This is a most impressive publication and is very precious for students and researchers in this field. Mr. Jacques Hallak, UNESCO, Paris, France.*
- *I am amazed at the analysis of school infrastructure, enrolment, teacher statistics etc. The Education Development Index appears to be a welcome tool of comparing the performance of States. Shri. Prabhat Kumar, Former Cabinet Secretary, New Delhi.*
- *The publication is valuable and useful to our researchers. I shall display the publication in our library. Professor N.C. Shah, Director, Sardar Patel Institute of Economic and Social Research, Ahmedabad.*
- *These will be immensely helpful to our researchers. Mr. G.B. Devchoudhury, Librarian, Omeo Kumar Das Institute of Social Change and Development, Guwahati.*
- *This document is very useful for us and we are keeping it in our library as a reference source. Mr. S.K. Senapati, Library Officer, Central Building Research Institute, Roorkee.*
- *Your publication and information is latest and always covers new areas and indicators. Dr. Ajit Jain, Jaipur.*
- *The publication is very useful to our library users. Dr. Nanaji Shewale, Librarian, Dhananjayarao Gadgil Library, Gokhale Institute of Politics and Economics, Pune.*
- *We find the publication very useful and a valuable addition to our library collection. Dr. M. Koteswara Rao, University of Hyderabad, Indira Gandhi Memorial Library, Hyderabad.*
- *These publications have been added to the holdings of the library for consultation of research scholars. Mr. Jagdish Chander Verma, Library & Information Officer, Nehru Memmorial Museum & Library, Teen Murti House, New Delhi.*
- *The publication will be very useful to us. Mr. Vivek Bhandari, Director, Institute of Rural Management, Anand, Gujarat.*
- *I am sure that our library users including M.Ed and Ph.D students will be benefited from this publication. Dr. Muhammad Memon, Director, Aga Khan University Institute for Educational Development, Karachi, Pakistan.*
- *These reports are displayed in our library and are available to the students and staff for reference. Principal, Sacred Heart College, Cochin.*

- *I find the publication as a most useful statistical document.* Professor Sabyasachi Bhattacharya, Chairman, Indian Council of Historical Research, New Delhi.
- *The document will surely help us to understand the latest status of education in India in general and Gujarat in particular.* Dr. Pushpa Wadhvani, Head, Azim Premji Foundation, Gujarat.
- *The publication has been placed in the library of the Academic Staff College so that the participants of the refresher courses may have a glance at it.* Dr. H.S. Bhatia, Director, UGC-Academic Staff College, Guru Nanak Dev University, Amritsar.
- *We hope that the publication will be very useful for the users of our library.* Librarian, Guru Jambheshwar University of Science and Technology, Hisar.
- *The volume will be of much help to the teachers, researchers and administrators.* Dr. P.K. Michael Therakan, Vice-Chancellor, Kannur University, Kerala.
- *These documents would be of immense use to our readers as well as researchers. It will be a rich addition to our library collection.* Dr. H.S. Chopra, Librarian, Bhai Gurdas Library, Guru Nanak Dev University, Amritsar.
- *These documents are useful for M.Ed and research students. I have kept these publications in our college library for reference.* Dr. L.B. Patted, Pricipal, K.U. College of Education, Dharwad.
- *Your latest publications always inform us about "Where do we stand?" and Where do I have to go next in my research work. I very much appreciate your publication.* Mr. Hisako, Japan.
- *This publication is a valuable addition to our library.* Dr. Renuka Narang, Education Consultant, Mumbai Transformation Support Unit, Mumbai.
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- *The publication will surely achieve its purpose particularly for women's education and empowerment.* Dr. Meenakshi Gopinath, Principal, Lady Shri Ram College for Women, New Delhi.
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- *I find the publication well prepared, quite useful and informative,* Dr. B.N. Yugandhar, Member, Planning Commission of India, Yojana Bhawan, Parliament Street, New Delhi.
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- *Just received the two volumes of elementary education in India. Should I say I am privileged? I have just leafed through the pages and have had a sensation. What a tremendous job done!* Mr. Soumen Hom, Kolkata.
- *It is a valuable document. We will preserve it in our library as well as make it available to researchers.* Dr. Ragini Prem, Secretary, Banwasi Seva Ashram, Sonbhadra, Uttar Pradesh.
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- *The compilation is valuable for our institute's researchers as some of them are working on Status of Elementary Education in Punjab: A Comparative Study of Government, Recognized and Private Schools.* Dr. Kuldeep Kaur, Director, Centre for Research in Rural and Industrial Development, Chandigarh.
- *It is an excellent resource material for our work.* Ms. Sharada Jain, Secretary, SANDHAN, Jaipur.
- *This has been invaluable document.* Dr. Indranee Dutta, Professor & Director, OKD Institute of Social Change and Development, Guwahati, Assam.
- *Information contained in the publication is extremely useful.* Dr. R. N. Pandey, Additional Director General, Ministry of Tourism, Government of India, New Delhi.
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- *We hope that in the future too we will benefit from such publications from NUEPA.* Professor B.L. Shah, Director, Academic Staff College, Kumaun University, Nainital.
- *Thank you for sending me very useful publications.* Shri J. Veeraraghavan, Director, Bhartiya Vidya Bhavan, New Delhi.

- *I have placed the publication in our library for wider consultation by our scholars.* Professor C.H. Hanumantha Rao, Chairman, Centre for Economic and Social Studies, Hyderabad.
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- *It is very useful to me in my daily work.* Mr. Krishne Gowda, Co-ordinator, Block Resource Centre, Karnataka.
- *The publications are quite smart, useful and informative at school level and individuals for academic and administrative purposes.* Dr. Gajanan Patil, Principal, DIET, Ratnagiri, Maharashtra.
- *A quick glance at the report indicates that it will be of immense help to the academicians in general and researchers in particular.* Professor S.C. Panigrahi, Head, CASE, M.S. University of Baroda, Vadodara.
- *A great piece of work, congratulation for putting everything in black and white,* Dr. Maheswar Lal, Asha for Education, Philadelphia.
- *The publications: Elementary Education in Rural and Urban India would be very useful addition to our library,* Mr. Mohammad Hamid Ansari, Chairperson, National Commission for Minorities, Government of India, New Delhi.
- *The publications containing valuable recent data on the state of elementary education in India will no doubt be found most useful by me and my students at JNU.* Professor D.N. Rao, Centre for Economic Studies & Planning, Jawaharlal Nehru University, New Delhi.
- *The DISE Flash Statistics is becoming smarter with more and more information. I congratulate DISE team for their total dedication in compiling the data.* Mr. S.S. Rajagopalan, Chennai.
- *This valuable and informative publication will be of immense importance to researchers and policy makers in the field of education.* Professor R. N. K. Bamezau, Vice-Chancellor, Shri Mata Vaishno Devi University, Jammu & Kashmir.
- *The publication has been added to the holdings of the library for research scholars.* Mr. Radhey Shyam, Information Officer, Nehru Memorial Musuem & Library, Teen Murti House, New Delhi.
- *I have forwarded the documents to the Department of Education of our university for placing the same in the library and sharing the information with all concerned.* Professor Satya P. Gautam, Vice-Chancellor, Mahatma Jyotiba Phule Rohilkhand University, Bareilly.
- *This will be very informative and helpful to the students and the researchers of the university.* Professor Pradip Narayan Ghosh, Vice-Chancellor, Jadavpur University, Kolkata.
- *Our research faculty and readers have appreciated this valuable donation. These documents are very useful to our researchers for their research work.* Ms. Jayashree Kulkarni, Librarian, CDMR, Dharwad.
- *I fully agree with you that this offers a wealth of information to research workers and policy makers interested in elementary education.* Dr. S. Krishnamoorthy, Registrar, Amrita Vishwa Vidyapeetham, Ettimadai, Coimbatore.

- *The publication is informative and would be widely used by the researchers who are engaged in the relevant field.* Dr. P. Kumar, Director, National Tuberculosis Institute, Government of India, Bangalore.
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- *The excellent work NUEPA is doing year after year; the publication will be immensely useful both for researchers and educational activists.* Mr. Vinay Kantha, East & West Educational Society, Patna.
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- *The publications are very informative.* Dr. Shayama Chona, Principal, Delhi Public School, New Delhi.
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- *The data provided by DISE would be of immense help to the people who are working in the field of primary education. It would have been of great help to government to properly plan for the school level education for Muslims.* Mr. Kamal Faruqui, Chariman, Delhi Minorities Commission, Vikas Bhawan, New Delhi.
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- *Congratulations on the excellent production of the two volumes of the District Report Cards.* Professor Amitabh Kundu, Centre for Studies in Regional Development, Jawaharlal Nehru University, New Delhi.
- *I wish to compliment NUEPA for the valuable documents, very well structured to serve as valuable reference material.* Dr. M. Anandkrishnan, Chairman, Indian Institute of Technology, Kanpur.
- *Both these publications will be of immense help for the department.* Dr. R.G. Kothari, Professor of Education, The Maharaja Sayajirao University of Baroda, Vadodara.
- *These documents are useful for the users of our library.* Professor, Maharshi Dayanand University Library, Rohtak.

- *The publications are very informative and would be used widely by researchers and policy makers engaged in the field of elementary education in India.* Professor R. Sambasiva Rao, Director General, Ministry of Health and Family Welfare, New Delhi.
- *On behalf of our students and faculty, I would like to congratulate NUEPA for producing such valuable publications. Indeed, our faculty, researchers and students will benefit from the scholarly work that provides deeper insight into elementary education in India.* Dr. Muhammad Menon, The Aga Khan University, Karachi, Pakistan.
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- *I am sending these publications to our Library for the benefit of researchers and students of JNU.* Professor B.B. Bhattacharya, Vice-Chancellor, Jawaharlal Nehru University, New Delhi.
- *The hard work done by NUEPA in bringing out these volumes without much time-lag is commendable. The quality of publication is excellent. I am sure that the material given in these volumes will be widely used.* Professor A.B.L. Srivastava, Chief Consultant, Technical Support Group, Ed. CIL. New Delhi.
- *This report will great reference material for our work and will be referred by researchers and students who come to visit our centre.* Professor Virgil D'Sami, Executive Director, Arunodhaya Centre for Street and Working Children, Chennai.
- *It is a very useful document for our faculty. Our library will be richer by this addition.* Dr. S.R. Hashim, Director, Institute for Studies in Industrial Development, New Delhi.
- *This will herald a new era for the academicians and researchers in the field of education to embark on fresh research and analysis.* Professor Rajendra Menaria, Jaipur.
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- *I assure, these publications will be brought to the notice of our colleagues in the SCERT.* Mr. S. Suresh Babu, E-mail: sugoorusuresh@gmail.com.
- *I would like to congratulate NUEPA on producing a valuable report, which provides an analytical landscape of elementary education in India.* Dr. Hamid-ud-din Al Kirmani, Professor and Director, The Aga Khan University, Karachi, Pakistan.
- *The publications are bound to help in my working on legal aspects of right to elementary education.* Mr. Ashok Aggarwal, Social Jurist, New Delhi.
- *Both reports are very useful for us because we are now in the process improving our data collection.* Mr. Sam Sereyath, Director of Planning, MoEYS, Cambodia.
- *Thanks for sending me this invaluable volume.* Professor Anil Sadgopal, Sahkar Nagar, Bhopal.
- *Congratulations on all your good work with DISE data. It is really a fantastic achievement to get increasingly reliable data on 1.3 million elementary schools in India. I think a lot can be done in terms of district level analysis of the data.* Dr. Geeta Kingdon, Department of Economics, University of Oxford, Oxford.

- *Thanks for sending me two volumes of your valuable publication, Elementary Education in India: District Report Cards.* Professor Ashish Bose, Leading Demographer and Former Professor, Institute of Economic Growth, Delhi.
- *Rest assured that our education team in India will make full use of this publication, and will encourage others to do so well.* Mr. Sam Carlson, Lead Education Specialist for India.
- *The report is a rich source of data and useful for our research students.* Professor Geetha B. Nambissan, Chariman, Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi.
- *I am sure the document will be of great help to all those who are committed to universal elementary education.* Mr. Prakash Karat, General Secretary, Communist Party of India (Marxist), New Delhi.
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- *It has been a sole pivotal contribution of NUEPA to the world of education, which shall be always remembered.* Professor B.P. Khandelwal, NOIDA, Uttar Pradesh.
- *Hon'ble Human Resource Development Minister Shri Kapil Sibal has been quite pleased to note the enormous efforts of NUEPA that went into the significant publication, and extends compliments to all those behind the arduous compilation which would be of immense value to the policy-makers and researchers.* Mr. Satish Nambudiripad, PS to HRM, Government of India, New Delhi.



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For detailed information on DISE, please visit

Website: <http://www.schoolreportcards.in>  
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# One Million+ School Report Cards ([www.schoolreportcards.in](http://www.schoolreportcards.in))

Winner of Manthan Award South Asia 2010  
&  
e-Governance and eINDIA National Awards 2010

**T**he National University of Educational Planning and Administration has created a comprehensive database on elementary education in India under one of its most prestigious projects, known as, District Information System for Education (DISE). The project covers both primary and upper primary schools/sections of all the districts of the country. What is more remarkable about DISE is that it has drastically reduced the time-lag in availability of educational statistics which is now down from 7-8 years to less than a year at the national and only a few months at the district and state levels. DISE is supported by the Ministry of Human Resource Development and UNICEF.

The National University has successfully developed School Report Cards of more than 1.29 million Primary and Upper Primary Schools/Sections. In addition to quantitative information, the Report Cards also provide qualitative information and a descriptive report about individual school. And, all that can now be accessed with the click of a mouse. Even school-specific raw data has also been provided online to users.

The Report Cards are produced to provide users comprehensive information on all the vital parameters, be it student, teacher or school related variables, yet concise, accurate information about each school in a standard format which is easy to understand and allows meaningful comparisons to be made among schools. We hope that these reports are used in constructive conversations which lead to improved education for all children across the country.

Please also visit: [www.dise.in](http://www.dise.in)  
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