

EDUCATION FOR SUSTAINABLE DEVELOPMENT :
A STUDY OF ACTIONS, ACHIEVEMENTS AND CHALLENGES
WITH REFERENCE TO SCHOOL EDUCATION IN INDIA

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ABSTRACT : A number of programmes have been initiated to achieve the goal of universalisation of elementary education in India. This paper attempts to examine the actions taken and status achieved relating to school education in India. The challenges also looked into and remedies offered. Admitting that providing resources for educating the masses is the biggest challenge, the study emphasizes the need for better access through improved quality and providing incentives for enrolment and attendance. Besides creating environment for public awareness, training and human security, the appropriate strategy for introduction of value-education vocationalisation of education at school level also called for.

INTRODUCTION

Education has always been considered as the only key component of human development and greatest liberating force. Hence, traditionally, education has always held the most venerable position in our society. It is considered as fundamental to all round development of the individual both at material and spiritual levels. Education is intrinsically intertwined with the development process and constitutes the instrumentality of modernisation of tradition (Raza, 1990). The role of education in economic development has been noted by the researchers (Sodhi, 1985 & Singh, 1974). At the micro level the direct and indirect role of education through value-orientation in economic development has already been established (Bhagat, 1989). Education is also vital to sustain competitive markets and viable democracy. Researchers have shown that increasing the average primary schooling of the labour force by one year can increase output substantially. Even at the macro level, social benefits of elementary education are immense. Educated parents send their children to school; elementary education leads to perpetuation of benefits from one generation to another (Sinha, 2004, P. 628).

The Universalisation of elementary education has been the main goal of all educational policy and planning. The present school education structure, evolved over the ages, comprises 5 years of primary education (class I – V), 3 years of upper primary (class VI – VIII), 2 years of secondary education (class IX – X) and 2 years of senior- secondary education (class XI-XII); primary and upper primary taken together comprise elementary education. Various attempts have been made during the post-independence period. Yet in spite of our assets and efforts our national educational scenario appears to be grim, particularly school education; about 12.5 crore children (including drop-out) of age 6-14 are out of schools. This calls for a detailed investigation on this issue.

The present study attempts to examine the various actions taken and status achieved relating to school education in India. The correlates of enrolment and dropout examined in great detail and challenges ahead also looked into. The DISE (District Information System for Education) data available for 581 districts in 29 states/Union Territories of India for 2004-05 forms the basis of our investigation. The reliability of analysis based on This data is, of course, subject to the limitation of collecting such a huge data (Mehta, July 2006, P.2).

ACTIONS

The school education in India has a long history. The concept of the provision of elementary education to all children has its root in the beginning of Indian civilization. In the Vedic Aryan times education for children was not provided by the state but was more in the form of a religious practice. Education began with Upanayana ceremony, the practice of taking the pupil to the teacher or guru for education.

During pre-independence period the British build up an elementary education system for training natives for administrative work under the empire. A tremendous progress made with the transfer of elementary education to Indian control under the Dyarchy (1921-37) when the value-education was stressed, universal participation in education for all attempted and expenditure allocation increased.

The post independence period saw a very strong demand by the people for free and compulsory universal elementary education for national development. The free and compulsory education to all children up to the age of 14 years has become the constitutional commitment in 1950. In 1952-53, the Secondary Education Commission and again in 1964-65, the Education Commission made specific recommendations for improving school education. The Education Commission (1964-65) took a more comprehensive view of the entire educational system in relation to national development.

The National Policy on Education, 1986 (MHRD,1986) set the stage for universalisation of primary education among other things, as well as for the Central Government to play an increasingly important role through the Ministry of Human resource Development (MHRD). The National policy on Education, 1986 was reviewed and revised in its plan of Action, 1992. In 1993, the Central Advisory Board on Education (CABE) completed a revision of the National Policy on Education, 1986, calling for an integrated approach to primary education development, focused at the district level. The result was District Primary Education Programme, the most intensive effort by the Central Government to increase enrolment and retention, particularly of the rural population, among others. It also highlighted the need for providing quality education to the hard-to-reach, marginalized and disadvantaged group of children.

The most recent national programme for universalisation of elementary education is the Sarva Shiksha Abhiyan (MHRD, 2001). It is an attempt to provide an opportunity for providing human capabilities to all children through provision of community owned quality education in a mission mode. It has emphasized universal access with retention and set time-bound targets. It aims at providing useful and relevant elementary education to all children in the 6-14 age group by 2010. Infrastructure upgradation is a major objective. Each habitation having a population of 300 and more is being provided a primary school. There is a norm of providing a new upper primary school for every second primary school, in the ratio 1:2. Provisions have been made for arranging extra teachers either through fresh recruitment or rationalization of existing teachers position or even para-teachers. For every 40 children, one teacher would be provided and each primary school would have two teachers, to overcome the difficult situation of multi grade teaching existing in most schools. It also emphasizes on quality education that is relevant to life. It envisages a pedagogic vision, based on Lerner Centrality and joyful activity based teaching learning. Locally relevant and context- specific teaching – learning aids will be prepared by teachers to make class- room teaching interesting so that children continue their studies and do not drop out in between. This would ensure regular and continued attendance. The Department of Education in the Ministry of HRD, at the centre, is primarily concerned with the overall administration of education, planning and implementation of programmes.

ACHIEVEMENTS

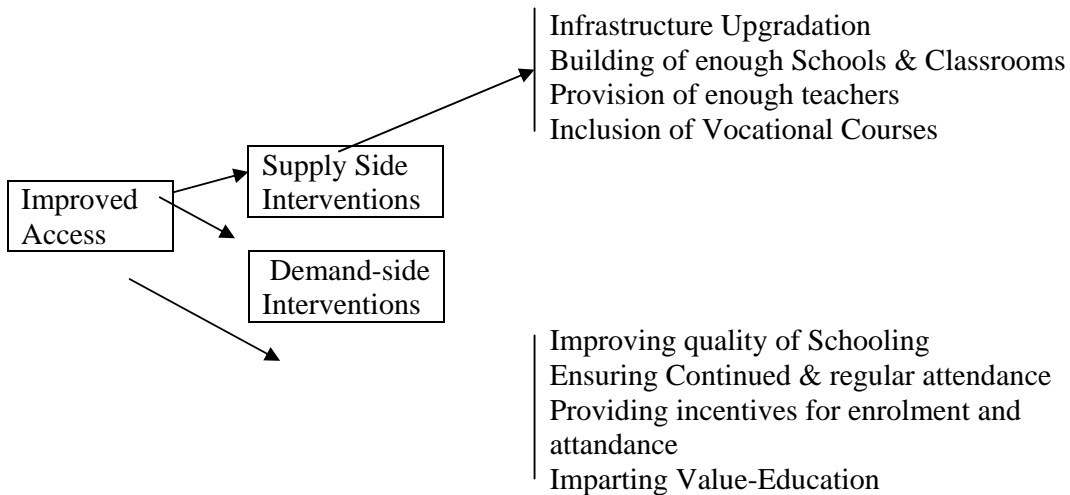
The achievements in school education are examined in two parts. Firstly in terms of physical attainments and secondly in terms of implications through inter-relations.

A. Physical Attainments :

Physical attainments are examined in terms of three basic principles of educational development consistent to the objectives of educational policy and planning namely access, equity and quality with the help of selected indicators of progress to the extent of the availability of data. By accepting the three principles of access, equity and quality, the education would be used as an agent of basic change in developing all individuals to be fully functioning, actively interacting with the condition, process and stimuli in environment. This would also ensure that they would grow to be happily and contented individuals and not disgruntled and disappointed and would radiate this happiness at home, in work place and society and build a healthy, congenial environment to live in and think for better future.

Access:

Access improvement is examined through supply side and demand side interventions presented below



The items of supply side interventions are presented below in Table-1. Availability of Schooling facilities is one of the indicators of enhanced access. As per norms there must be one upper primary school out of two primary Schools. There has been a significant improvement on this aspect; the ratio of primary to upper primary school has reduced from 4.5 (1970-71) to 2.68 in 2005 as shown in Table – 1. The average number of class-rooms in quite satisfactory in urban areas (6.6) but not so in rural areas (3.3). The condition of about 37 per cent of the classrooms is un-satisfactory and about 13 per cent of the Schools need major repair (Table- 1).

The enrolment has significantly increased as indicated by Gross Enrolment Ratio in primary schools. It has increased from 78.60 (1970-71) to 97.82 as shown in Table 1(1.2.a). The drop-out rate has declined from 57.5 in 1991-92 to 10.64 in 2005. The promotion rate and repetition rate are 81.53 and 7.83 respectively. The retention rate at the primary level is 58.11 which is not enough to achieve the goal of universalisation of elementary education.

Table - 1
Indicators of Access Improvement : Supply side Interventions

Items	2003	2005
1.1 Class rooms :		
(a) Ratio of Primary to Upper Primary School	4.5 (1070-71) 3.70 (1990-91)	2.68
(b) Average No. of Class rooms per school	T 3.50 R 3.20 U 6.50	3.70 3.30 6.60
(c) Conditions of Classrooms		
(i) Good Condition	55.50	63.36
(ii) Need Major Repair	27.30	12.18
1.2. Enrolments:		
(a) Gross Enrolment Ratio	78.60 (197-71) 80.50 (1990-91)	97.82
(Primary Class – V)		
(b) Drop-out Rate : Cohort 2003-04 (Average Primary Class-V)	57.50 (1991-92)	10.64
(c) Promotion Ration : Cohort 2003-04 (Average of Primary Class I-V)		81.53
(d) Repetition Rate : Cohort 2003-04		7.83
(e) Retention Rate at the Primary level (Average Of 16 major states considered)	53.43 (2003-04)	58.11 (2004-05)
1.3. Teachers :		
(a) Average No. of Teachers per School	T 3.71 R 3.41 U 6.61	4.02 3.61 7.25
(b) Percentage of Schools having Female Teacher	T 36.60 R 30.53 U 63.18	39.78 33.12 64.75
(c) Percentage of Schools without Female Teacher	T 37.52 R 40.93 U 14.57	26.08 30.46 12.83
1.4. Infrastructure :		
(a) Percentage of Schools having Drinking water facility	T 73.28	80.60
(b) Percentage of Schools having Electricity connection in School	T 21.64	28.37
(c) Percentage of Schools having Book-Bank	T 41.04	43.54
(d) Percentage of Schools having Computer	T 7.02	8.99
(e) Percentage of Schools without Black board	T 9.94	7.86
(f) Percentage of Schools without Building	T ---	3.96

Notes : 1.The indicators presented above are representative of All Management (Govt. & Private) and All Schools (Primary, Upper Primary, Secondary/Hr. Secondary) unless otherwise specified.
2.T = Total, R = Rural and U = Urban.

Sources : 1. Mehta (July 2006).
2.Sinha, (2004, p. 632 & 633) for Sl. No. 1.1(a) and 1.2(a); last but one column.
3. MHRD (1994) for Sl.No. 1.2. (b); last but one column.

The average number of teachers per school is 7.25 in urban areas but only 3.61 in rural areas in 2005. The percentage of female teachers are only 39.78 during 2005 and concentrated mainly in urban centers. The percentage of schools having female teacher in rural and urban areas is 30.46 and 64.75 respectively. Despite the set norms of at least two teachers- one of them preferably a woman in every school, about 27 percent schools are without female teacher in 2005; 30.46 percent and 12.83 percent in rural and urban areas respectively (Table 1) which is very disappointing. The pupil-teacher ratio is approximately equal to the set norms of 40:1. The well qualified para teachers have been appointed for meeting the requirement of teachers on contractual basis till permanent appointment of teachers against the posts.

The infrastructure plays a significant role in proper development of any sector. An improvement in educational infrastructure has been noted over the last few years particularly in respect of drinking water facilities, electricity connection, Computer and book bank facilities as shown in table-1 but the magnitude remains unsatisfactory. It is very surprising that about 8 percent and 4 per cent schools are still without blackboard and without building (Table-1). This needs proper and immediate attention to the planners.

Table - 2
Indicators of Access Improvement : Demand side Interventions

Items			2002	2004
01.	Percentage of Schools visited/ Inspected			
	(a) Visited by C.R.C. (Cluster Resource Centre)	T	53.31	63.01
		R	56.30	66.39
		U	36.45	43.25
	(b) Inspected	T	58.44	56.71
		R	59.60	57.87
		U	57.43	52.47
02.	Percentage of Schools having Regular Head Master	T	64.64	47.18
		R	49.95	46.68
		U	58.56	53.79

Source : Mehta (July 2006).

The items of demand side interventions are presented above in Table- 2. Theoretically the visits and inspections are very crucial for effective official and financial management leading to overall efficiency. The percentage of schools visited by the Cluster Resource Centre coordinator and inspections of schools by the appropriate authorities are 63.01 and 56.71 which is quite praiseworthy. The presence of regular Head Master in school accounts much is the school administration and overall development of schools (Jones, (2003). Unfortunately the percentage of schools having regular Head Master is only 47.18 in 2005. This requires immediate attention and proper action on the appointment of Head Master in schools.

Equity

Considerable improvements in the number of schools and enrolments have been observed in the last few years. Yet a large number of children are still remained out of school education. The glaring disparities in access and participation in certain sections of the population is another problems. There is tremendous need in the present context to rectify inequities through their equitable addressal in the policy framework on education. The main categories of population that have generally been left out of mainstream education are (a) Scheduled Cast and Scheduled Tribes, (b) Girls and (c) Children with disabilities. The present position of these indicators is presented below in Table-3.

Table - 3
Indicators of Equity in School Education

Items			2003	2005
01.	Percentage of Girls Enrolment to Total Enrolment (Elementary Class I – VIII)	T	46.56	46.99
		R	46.15	46.79
		U	48.28	47.84
02.	Percentage of ST/SC Enrolment to Total Enrolment (Elementary Class I – VIII)	ST	19.22	20.58
		SC	11.04	10.18
03.	Enrolment of Children with Disability (Elementary Class I – VIII)	Gils	386579	569460
		Total	981164	1399343
		GPI	0.65	0.69

Note : GPI = Gender Parity Index.

Source: Mehta (July 2006).

Table- 3 shows the percentage of girl enrolment (46.99) SC enrolment (20.58) and ST enrolment (10.18) to their respective total enrolments during 2005 which is less than the desired level. The percentage of children with disability, both in primary (0.86 per cent) and upper primary class (1.01 per cent) is around 1 per cent of total enrolment in these classes in 2005. The share of girls with disability to total such enrolment in elementary classes is 40.69 percent in 2005. This is also reflected in the Gender Parity Index (GPI) which is 0.69 in 2005 as shown in Table – 3 above. Urban areas have a slightly higher GPI compared to the same in rural areas.

Quality

The quality of elementary education is linked to its relevance to life of the learner. It is extremely necessary that the elementary education provided be relevant and related to the life of the learner, rather than becoming a ritual in their own environment. There is no single factor representing quality elementary education. However, there are certain directional indicators that characterize quality elementary education. They are (a) improvement in provision of infrastructure and human resources for elementary education, (b) provision of improved Curriculum and teaching learning materials, (c) attention to teacher development and (d) provision of value-education and in the courses of studies. The two indicators of quality education are presented below in Table-4.

Table - 4
Indicators of Quality in School Education

Items			2003	2005
01.	Percentage of Teachers provided in- service Training	T	32.19	37.37
		R	35.48	42.07
		U	16.93	21.12
02.	Percentage of Schools that received and utilized Teaching Learning Material (TLM) grant	T	33.70	61.81
		R	36.50	65.11
		U	16.44	42.50

Source : Mehta (July 2006).

Table- 4 shows the percentage of teachers provided in-service training which is 37.37. It is not very satisfactory; the rural emphasis is however, reflected. The utilization of

teaching learning material grant improves quality and efficiency. The percentage of schools that received and utilized Teaching Learning Material (TLM) grant, as shown in Table – 4, is 61.81 which is also not very satisfactory. Rural area has shown better performance in this regard. Less than expected result may be owing to the unavailability of regular Headmasters in all schools (only 47 .18 percent) as noted earlier in Table-2.

B. Inter- Relations

The correlates of two major components of school education namely enrolment and drop-out examined using cross-sectional data available at the State/Union Territory levels. The following regression models have been hypothesized and estimated using OLS methods.

$$\text{Model I : } AVEN_i = A + b_1 VCTR_i + b_2 PCOM_i + b_3 PDWF_i + b_4 PBBF_i + u_i$$

Where,

$AVEN_i$ = Average enrolment per school in the i^{th} State/UTs during 2005

$AVTR_i$ = Average number of teachers per school in the i^{th} State/ UTs during 2005

$PCOM_i$ = Percentage of schools having Computers in school in i^{th} State/ UTs During 2005

$PDWF_i$ = Percentage of Schools having drinking water facilities in i^{th} State/UTs During 2005

$PBBF_i$ = Percentage of Schools having Book Bank facilities in i^{th} State/UTs During 2005

u_i = Error term

$$\text{Model- II : } DROT_i = a + b_1 PCHL_i + b_2 PBPL_i + b_3 LITR_i + u_i$$

Where,

$DROT$ = Drop-out rate in i^{th} State/UTs during 2003-04

$PCHL_i$ = Percentage of working Children to total workers in the i^{th} State during 1991

$PBPL_i$ = Percentage of Population below poverty line during 2000.

$LITR_i$ = Literacy rate in i^{th} State during 2001.

u_i = Error term

Regression results of Model – I and Model – II are presented in Table-5 and Table – 6 respectively. The model –I has been estimated for total, rural and urban areas separately using cross-sectional data (Appended as Appendix Table- 1 at the end) available for 29 states/UTs in 2005 and presented below in Table-5.

Table - 5
Linear Regression Results :- Model -I
(Dependent variable is $AVEN_i$)

Items	Total	Rural	Urban
Coefficients of Independent Variables			
1. $AVTR_i$	17.3298 *** (4.1790)	23.9586 ** (10.0628)	13.7130 *** (4.5316)
2. $PCOM_i$	3.2569 (4.8321)	1.3960 (11.4732)	7.9376 (5.7431)
3. $PDWF_i$	1.7863 ** (0.7350)	1.4990 * (0.7554)	-1.1443 (1.4716)
4. $PBBA$	0.4717 (0.4539)	0.8900 (0.5313)	1.1979 * (0.6677)
Comtant term	-111.7831	-116.9749	121.2253
R^2	0.87	0.87	0.78
R^{-2}	0.85	0.84	0.74
$F_{(v_1, v_2)}$	39.35 *** (24,28)	38.92 *** (24,28)	20.68 *** (24,28)

Figures in parentheses are respective standard errors.

- *** : Significant at 1 percent level of significance (two- tailed test)
- ** : Significant at 5 percent level of significance (two- tailed test)
- * : Significant at 10 percent level of significance (two- tailed test)

The coefficient of AVTR is positive and significant (see Table 5) in all the three cases of total, rural and urban areas indicating positive contribution of teachers in the enrolment of children at the school level. The coefficients of PCOM variable are positive but insignificant. The drinking water facilities also shows positive impact on enrolment in total and rural areas. The coefficient of this variable in urban areas shows negative sign, but insignificant indicating no contribution in enrolment. This may be owing to the fact that almost all children carry their water bottles while going to schools in urban areas. The book bank facility also shows positive impact on enrolment but the coefficient comes out significantly only in the case of urban areas. The R^2 and R^{-2} values are moderately large. The F-values are very high and highly significant at 1 per cent level of significance.

Table - 6
Linear Regression Results : Model -II
(Dependent variable is DROT_i)

Items	Alternative Equations		
	Equation - I	Equation - II	Equation - III
Coefficients of Independent Variables			
1. PCHL _i	2.9807 * (1.5493)	3.0238 (1.6606)	2.5149 (1.5421)
2. PBPL _i		0.0238 (0.1492)	
3. LITR _i			-0.2341 (0.1854)
Contant term	-0.9687	-1.8055	15.9549
R ²	0.29	0.29	0.41
R ⁻²	0.21	0.12	0.26
F _(v1, v2)	3.70 ** (9.10)	1.66 (8.10)	2.77 (8.10)

Figures in parentheses are respective standard errors.

- ** : Significant at 5 percent level of significance (two- tailed test)
- * : Significant at 10 percent level of significance (two- tailed test)

The Model –II has been estimated using cross-sectional data (Appended as Appendix Table-2 at the end) available for 11 major states and presented above in Table- 6. The regression results show significantly positive association between drop-out and child labour (see Equation –I in Table –6). Due to high association of poverty and literacy variables we have estimated their contribution in explaining the variation in drop-out rates between the major states using separate alternative equations i.e. equation –II & III. The results show positive association between drop-out rate and poverty level whereas negative association between drop-out and literacy is indicated as shown by positive and negative coefficients of respective variables in equation II & III in Table- 6. This may roughly be taken to indicate that one of the root cause of drop-out is poverty. In fact, the members of the poor family are illiterate. A illiterate person, having low value- orientation, may not realize the importance of basic education and may not like to send their children to school. They may prefer to use them in family work or offer them in the labour market for contribution to livelihood rather than sending them to schools or calling back from schools. The implication is that the programme for combating drop-out should not be considered in isolation but with poverty irredication programmes. This may also pave the way for achieving the goal of universalisation of elementary education in real sence.

CHALLENGES AND REMEDIES

The goal of universalisation of elementary education has not yet been achieved. The problem of left-out and drop-out still remains to be solved. The most serious challenge is to educate these persons. The non-formal education schemes with emphasis on Vocational Training and, of course, with greater magnitude of incentives may be of some help in this direction. The local bodies and voluntary organizations may be of great help in solving this problem. Even the compulsory education legislation already in use in many countries may not be helpful in developing countries like India. In fact, it is often stated that “ these laws were introduced in most countries in response to international convention and pressure and hence they had little impact on the actual enrolment of children in schools (Colclough, 1993, p.261).”

Providing sufficient number of teachers form another challenge. Besides increasing the number of schools and teachers including Headmasters wherever required, the number of female teacher should be increased to make it at least 50 percent of the total teacher. Gradually all schools should be converted into co-education school. This will have significant impact on the overall personality development of the girl student, which is the future need for the nation. Every schoolteacher should be assigned with the task of counseling a group of students who will take care of their studies, attendance and overall guidance for better future. This may help in increasing the retention rate and achieving excellence in school education.

Coping with the worldwide development of science and technology is yet another challenge. In fact, we don't have any systematic planning for mobilizing the talent from the Schools for use of national interest. We have scientist but are scientist by chance and not by choice. What is needed is to identify a group of talented students taken proportionately from rural and urban areas and educate them centrally through MHRD under fully subsidized residential programme for preparing them for higher education and research in the field of science and technology according to their intrinsic aptitude and interest. This will help in attaining the goal of better future and sustainable developments.

The restructuring of available school courses and designing new ones has also become inevitable to meet the challenge of today's requirement. The value-education is the need of the day for making our students sensitive, caring and develop in them the basic value of life. Strategic efforts in vocationalisation of education at the school level. Should immediately be initiated. Vocational courses should be incorporated in the syllabus of schools as a compulsory subject. The course curriculum for vocational education at school level may be developed for mechanic, fitter, electrical, food processing. Cocoon cultivation, flower cultivation, cultivation of medicinal plants, woodcrafts, Bamboo-craft, Leaf-crafts, fishery, piggery and poultry as per the local requirements. This will help the Students in equipping them with skills and make future stable and sustainable.

CONCLUSION

Various educational policies and programmes implemented after post-independence period have resulted in improved access of elementary education. The efforts to attain equity and quality is also praise worthy. But universalisation of education at the elementary level has not yet been achieved. The study emphasises the need for providing more emphasis on demand-side interventions for better access. Besides creating environment for public awareness, training and human security, the appropriate strategy for the introduction of value-education and vocationalisation of education at the school level also called for, for sustainable development.

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APPENDICES

Appendix Table - 1

**Selected Indicators of School Education in different State/Union Territories in India :
2005**

State / UTs	Area	Selected Indicators				
		Average Enrolment per school in the State/ UTs	Average No. of Teachers per School in the State/UTs	Percentage of Schools having Computers in school in the State/UTs	Percentage of Schools having Drin- king water facilities in the State/UTs	Percentage of Schools having Book bank in school in the State/UTs
1	2	3	4	5	6	7
01. Andhra Pradesh	T	122	5.00	9.30	71.80	54.75
	R	106	4.37	3.10	69.40	53.30
	U	206	8.53	8.30	85.84	63.70
02. Arunachal Pradesh	T	94	4.00	8.10	58.36	13.44
	R	82	3.40	3.70	56.90	11.90
	U	265	11.30	8.50	82.19	36.30
03. Assam	T	101	4.00	2.80	63.58	23.95
	R	97	3.67	2.00	63.10	23.60
	U	168	7.37	4.60	71.29	30.40
04. Bihar	T	241	3.00	5.70	83.43	32.58
	R	241	3.05	2.70	84.30	32.20
	U	256	3.90	3.10	74.74	40.00
05. Chandigarh	T	584	25.00	3.00	98.88	37.08
	R	584	19.23	15.90	100.00	20.00
	U	583	26.45	24.10	98.65	40.50
06. Chhattisgarh	T	100	3.00	6.40	79.25	47.42
	R	94	2.47	2.50	80.90	48.60
	U	210	6.58	6.00	82.41	47.10
07. Delhi	T	480	15.00	17.00	96.32	78.25
	R	508	15.30	15.70	96.40	80.40
	U	474	15.19	16.30	96.33	77.80
08. Gujarat	T	188	5.00	6.40	77.65	29.61
	R	171	4.82	4.50	76.90	29.10
	U	308	8.41	7.20	87.55	35.30
09. Haryana	T	165	5.00	9.40	88.69	83.53
	R	160	4.42	4.40	89.90	84.90
	U	245	6.47	6.60	87.40	79.70
10. Himachal Pradesh	T	70.00	3.00	7.90	86.44	32.56
	R	66.00	3.27	3.40	86.40	32.20
	U	155.00	5.72	7.50	91.43	43.50
11. Jammu & Kashmir	T	85.00	4.00	10.00	58.93	19.37
	R	79.00	4.11	3.60	56.50	17.10
	U	131.00	7.32	7.80	78.56	37.70
12. Jharkhand	T	172.00	3.00	6.60	82.53	38.90
	R	166.00	3.06	2.80	82.80	38.80
	U	282.00	5.83	4.70	77.30	40.20
13. Karnataka	T	148.00	4.00	8.00	81.47	18.41
	R	125.00	3.90	3.80	80.00	16.20
	U	252.00	5.88	7.70	89.44	28.80
14. Kerala	T	254.00	10.00	11.00	92.84	26.24
	R	253.00	10.17	10.40	94.30	25.50
	U	294.00	11.44	12.30	95.92	34.00

15. Madhya Pradesh	T	109.00	3.00	4.40	81.12	48.49
	R	100.00	2.97	2.20	81.20	49.00
	U	179.00	6.55	4.00	86.16	48.20
16. Maharashtra	T	152.00	6.00	6.40	79.69	87.15
	R	119.00	4.87	3.80	77.50	90.90
	U	298.00	10.41	5.40	92.55	74.80
17. Meghalaya	T	59.00	3.00	3.10	39.14	6.38
	R	54.00	2.94	2.50	37.70	5.96
	U	129.00	5.45	5.10	64.12	12.80
18. Mizoram	T	84.71	5.00	5.60	67.18	3.92
	R	71.00	4.31	3.80	60.30	2.46
	U	112.00	7.73	4.80	82.66	7.21
19. Nagaland	T	170.00	8.00	11.00	46.94	16.43
	R	134.00	6.91	6.00	45.00	14.70
	U	452.00	14.40	11.40	61.71	30.10
20. Orissa	T	114.00	3.00	4.20	73.97	16.79
	R	110.00	2.93	3.10	74.20	16.10
	U	182.00	5.75	5.10	75.70	26.90
21. Pondicherry	T	223.00	8.00	11.00	90.76	22.74
	R	195.00	7.80	6.30	89.60	19.40
	U	252.00	8.73	7.60	91.97	26.30
22. Punjab	T	112.00	4.00	8.50	91.55	27.10
	R	113.00	3.88	4.30	92.50	26.70
	U	195.00	6.39	8.30	93.40	32.20
23. Rajasthan	T	114.00	3.00	6.40	76.82	26.16
	R	113.00	3.19	3.30	79.40	26.20
	U	166.00	5.76	6.00	87.13	37.90
24. Sikkim	T	108.00	7.00	6.00	74.30	17.66
	R	102.00	7.17	6.00	74.00	17.40
	U	240.00	7.84	9.30	88.89	24.40
25. Tamil Nadu	T	194.00	5.00	9.20	94.00	38.54
	R	160.00	4.07	4.70	94.50	38.20
	U	344.00	8.87	9.90	94.48	41.10
26. Tripura	T	196.00	9.00	12.00	66.32	13.05
	R	180.00	7.98	4.60	65.40	12.10
	U	423.00	20.41	9.80	79.91	27.10
27. Uttar Pradesh	T	190.00	3.00	5.50	93.49	55.02
	R	190.00	2.74	3.20	94.00	54.50
	U	195.00	3.50	4.70	92.01	62.70
28. Uttaranchal	T	74.00	3.00	5.60	73.89	51.11
	R	71.00	2.76	3.20	75.00	51.90
	U	152.00	5.18	6.00	93.01	67.80
29. West Bengal	T	218.00	4.00	9.10	79.83	55.58
	R	215.00	3.71	3.50	81.10	58.10
	U	235.00	5.19	5.40	93.20	43.40

Notes :

1. T = Total, R = Rural & U = Urban
2. The indicators presented above are representative of All Management (Govt. & Private) and All Schools (Primary, Upper Primary, Secondary/Hr. Secondary) unless otherwise specified.

Sources :

1. Mehta, A.C. (July 2006), Elementary Education in India.
2. Mehta, A.C. (January 2006), Elementary Education in Rural India.
3. Mehta, A.C. (January 2006), Elementary Education in Urban India.

Appendix Table - 2
Drop-out Rate and related information in major states of India

State	Items			
	Drop-out Rate; Cohort 2003- 04	Percentage of working Children to Total workers: 1991	Percentage of Population Below Poverty line: 1999-2000	Literacy Rate: 2001
1	2	3	4	5
01. Andhra Pradesh	22.43	5.53	15.77	61.11
02. Bihar	9.36	3.35	42.60	47.53
03. Gujarat	4.77	3.07	14.07	66.43
04. Karnataka	5.61	5.16	20.04	67.04
05. Madhya Pradesh	10.13	4.79	37.43	64.11
06. Maharashtra	6.38	3.16	25.02	80.14
07. Orissa	10.80	3.80	27.15	63.61
08. Rajasthan	15.02	4.57	15.28	61.03
09. Tamil Nadu	3.17	2.34	21.12	73.74
10. Uttar Pradesh	15.50	3.14	31.15	57.36
11. West Bengal	11.78	3.23	27.02	69.22

Sources: Column No. 02 : Mehta (July 2006, Table D27, p.138).
Column No. 03 : Saini (1997-98, Table –3, p.151).
Column No. 04 : Ji Gopal & Bhakri, Suman (2005, p.47).
Column No. 05 : Jagran Year Book (2002, p. 564).

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- 3) IUAES conference , Gottingen , Germany (2001) ,
- 4) Asia Pacific UNESCO Conference , Chiang Mai , Thailand (2001) ,
- 5) IUAES conference , Florence , Italy (2003) ,
- 6) Academic meet in Paris (2003) ,
- 7) The Eight International Conference of the society for the study of Religion , Literature and Arts University of (Sydney) 2004 Australia .
- 8) IAHR conference , Tokyo, Japan (2005).
- 9) Silpakorn University , Bangkok , Thailand (2005) ,
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