Missing Links in Education System in India

Prof. Dayanand Dongaonkar

(Secretary General, Association of Indian Universities, New Delhi 110 002.
e-mail:sgoffice@aiuweb.org/secretarygeneral@aiuweb.org)

Genesis of this paper is my paper "Mission Literacy" published in the special issue of AIU publication University News, on 'Role of Universities in Empowerment of Socio-Economic Weaker Sections' for the 80th Annual Meeting. While completing the above paper in addition to literacy, I started looking for data on school enrolment and with that I studied the drop out rates till tenth standard. The figures were alarming. References were collected from Selected Government of India, Ministry of Human Resource Development Educational Statistics 2003-04, Maharashtra State Development Report published by Indira Gandhi Institute of Development Research, Mumbai and other sources. I systematically analysed the collected data on enrolment, drop out rates in different stages of schooling, their location, communities, socially disadvantaged groups, variation in different states. I thought it would be useful to share these findings and sensitise the stakeholders for corrective measures.

Introduction

"Education is of great intrinsic importance with assessing inequalities of opportunity. It is also important determinant of individual's income, health (and that of their children) and capacity to interact and communicate with others. Inequality in education thus

contributes to inequality in other important dimensions of well being. Measuring inequality in education is not an easy task". (World Bank – Equity and Development, World Development Report 2006)

The above statement makes clear the importance of education in different aspects of development of an individual. We are in the era of knowledge society and knowledge economy. Education has become the most important event of the individual and national development in terms of social and economic aspects. Even before GATS application, it has become an international event. On this background it would be worth reviewing the Indian scenario of education and its benefits reaching to the different sections of the society and the gaps.

History

Historically India had very strong and internationally acclaimed system of education including higher education. In ancient India there was strong '*Guru-Shishya' parampara (Tradition)*. We also had reputed universities in ancient India like Takshashila in North, Nalanda and Vikramashila in East, Vallabhi in Kathiawad, Kanchi in South and Nadia in Bengal. During the period of invasion, the systems were disruputed and over a long period there was no university system existing in the country or organised education system, for that matter. The newer era of higher education started with the British initiative in the 19th century. Lord Macaulay (1835) through the Macaulay minutes stressed upon the closure of institutions of oriental learning and then a few colleges at different places were established by the British regime. In July 1854, Woods Despatch had proposed establishment of universities in India. Accordingly, Calcutta, Bombay and Madras Universities were established in the year 1857 which are felicitating their 150th year. In 1882 the first Indian Education Commission under the Chairmanship of W W Hunter was established. The report dealt with indigenous education, primary education, secondary education and university education. In 1913 the Education Policy was developed by the then British Government, which proposed establishment of new universities within each province. Accordingly, the Central Hindu College was

converted to Banaras Hindu University in 1916 and Mohammedan Anglo Oriental College into Aligarh Muslim University in 1920. Universities were also stared at Mysore, Hyderabad and Patna. The Sergent Report of 1944 was an effort to develop a national system of education in India, which suggested formation of University Grants Commission.

During the post independence period, the First Education Commission was constituted in 1948 on university education. The Commission was chaired by Dr S Radhakrishnan and also known as the Radhakrishnan Commission. This Commission "stressed on autonomous status of universities. The Commission pointed out 'democracy depends for its very life on high standard of general, vocational and professional education'. The dissemination of learning, incessant search for new knowledge, unceasing effort to plumb the meaning of life provision for professional education to satisfy occupational needs of our society are the vital tasks of higher education". As an outcome of these recommendations, the University Grants Commission was established in 1956.

In July 1964 Second Education Commission known as the Kothari Commission was appointed to establish well designed, balanced, integrated and adequate system of national education capable of making the powerful contribution to national life. The Commission "emphasized on expansion of higher education, enhancing quality of higher education and research; and use of dynamic techniques for management and organization".

In 1968, the National Policy on Education was adopted based on the recommendations of the Kothari Commission, which led to the considerable expansion of education facilities all over the country. In rural habitations, schooling facilities were developed within a radius of one kilometer but these did not get translated into detailed structure of implementation.

The National Policy on Education was adopted again in 1986, which was in response to the non-implementation of 1968 educational policy. This policy emphasized on "elimination of disparities, equal

access to every Indian of requisite merit, enhancement in support to research and inter-disciplinary research promotion".

In 1990, the Ramamurthy Committee was appointed to review the National Policy on Education 1986, which laid emphasis on quality of higher and technical education, its relevance to the needs of society and industry.

With this background of different Commissions and National Policies, it would be worth glancing through post independence progress in expansion of education and its quality in the country. Also it would be worth identifying the gaps so that remedies could be worked out for further improvement.

Literacy

General Literacy Rate since independence with Gender gap : (Table: 1)

Census year	Persons (%)	Males (%)	Females (%)	Male-Female gap in literacy rate (%)
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.70

Source: 2001 Census of India

The census of 2001 shows that 35% of the population is still illiterate. These figures are very high when we go to the disadvantaged group like women, which is 54% and gap between women and men 21%. This gap has increased since independence, which was 18.30 in 1951. When we go further in detail analysis of disadvantaged groups of society, Tribal women illiteracy rate is 61% in Nashik district and in States like Bihar it is 67%, which includes women from all classes. Similarly the urban rural gap overall is 21%.

Nashik District (Maharashtra) - a Case Study:
(Table 2)

Literacy Status of Nashik District												
Literacy	URBAN (%)			RURAL (%)			TRIBAL (%)			GRAND TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
National Census 2001	90.54	76.60	83.98	81.63	56.35	69.35	59.14	34.75	47.08	85.19	64.16	75.1
MUHS 2003	87.4	75	81	79.2	64.8	72	54	39	46.3	70.35	59.6	66.4

M: Male; F: Female

MUHS – Maharashtra University of Health Sciences, Nashik (2003); and Selected Educational Statistics 2000-01

Student Enrolment in Schools (Table 3): In post independence India, the overall school enrolment has increased from 19.2 m. in 1950-51 to 128.3 m. in 2003-04. Primary school boys and girls, there is a gap of 8 m. (class 1-4). Middle / higher primary school (class 6-8) the enrolment has gone up from 3.1 m. to 48.7 m. with the gap between boys and girls 6 m. and in high school or 11th and 12th classes, enrolment has gone up from 1.5 m. in 1950-51 to 35 m. in 2003-04, with the gap of 6 m. in male and female. With the new policy of the government, "*Sarva Shiksha Abhayan*" the enrolment rate has gone up considerably.

Enrolment by Stages:
(Table 3)

(In million)

YEAR	Primary (I-V)			Middle/Upper Primary (VI-VIII)			High/Hr.Sec./Inter/ Pre-Degree (IX-XII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1950-51	13.8	5.4	19.2	2.6	0.5	3.1	1.3	0.2	1.5
1960-61	23.6	11.4	35.0	5.1	1.6	6.7	2.7	0.7	3.4
1970-71	35.7	21.3	57.0	9.4	3.9	13.3	5.7	1.9	7.6
1980-81	45.3	28.5	73.8	13.9	6.8	20.7	7.6	3.4	11.0
1990-91	57.0	40.4	97.4	21.5	12.5	34.0	12.8	6.3	19.1
2000-01*	64.0	49.8	113.8	25.3	17.5	42.8	16.9	10.7	27.6
2003-04*	68.4	59.9	128.3	27.2	21.5	48.7	20.6	14.4	35.0

** Provisional*
Source: Selected Educational Statistics 2003-2004

Higher Education Enrolment

As we are in the scenario of internationalization of education it would be worth to have an overview of the global scenario of higher education (Table 4).

Global student enrolment - about 2% of world population

Higher Education – Continent wise 2002-2003:
(Table 4)

Continent	Tertiary Students
Africa	6,680,500
North America	19,925,718
South America	8,445,751
Oceania	1,061,313
Asia	47,042,355
Europe	28,257,589
Grand Total	11,14,13,226

Source: Selected Educational Statistics 2003-2004

On the global background we are the 3rd largest higher education system, North America being the first and China second. The Asian scenario of higher education is depicted as follows:

Asia 47 million students – 45% of the world's total

China 12 Million; India 10 Million; Japan 4 million

Indonesia and Korea 3.1 million each

Even though we are the second largest higher education system in Asia, we are the lowest in gross enrolment ratio of the students per lakh population and even in Human Development Index, which is an important and sensitive index of schemes reaching to common man (Table 5).

Asian data and Enrolment ratios: 2002-03
(Table 5)

Country	GER	Students/ 100,000 population	UN Pop Est. 2002 (in 00s)	HDI Score 2004
Republic of Korea	85	6,562	47,700	0.888
Japan	49	3,107	127,654	0.938
Thailand	37	3,430	62,833	0.768
Philippines	31	3,084	79,999	0.753
Turkey	25	2,353	71,325	0.751
Indonesia	15	1,444	219,883	0.692
China	13	931	1,304,196	0.745
India	11	923	1,065,462	0.595

Source: Statistical Overview, Higher Education in the World 2006, UNESCO

Drop-out Rates

Even though we have improved considerably on enrolment in primary schools, the main worrying factor is the drop out rates.

Drop-out Rates at Primary, Middle & Secondary Stages :
(Table 6)

Year	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1960-61	61.7	70.9	64.9	75.0	85.0	78.3	N.A	N.A	N.A
1970-71	64.5	70.9	67.0	74.6	83.4	77.9	N.A	N.A	N.A
1980-81	56.2	62.5	58.7	68.0	79.4	72.7	79.8	86.6	82.5
1990-91	40.1	46.0	42.6	59.1	65.1	60.9	67.5	76.9	71.3
1992-93	43.8	46.7	45.0	58.2	65.2	61.1	70.0	77.3	72.9
1999-00*	38.7	42.3	40.3	52.0	58.0	54.5	66.6	70.6	68.3
2000-01*	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.58
2001-02*	38.4	39.9	39.0	52.9	56.9	54.6	64.2	68.6	66.0
2002-03*	35.85	33.72	34.89	52.28	53.45	52.89	60.72	64.97	62.58
2003-04*	33.74	28.57	31.47	51.85	52.92	52.32	60.98	64.92	62.69

* - *Provisional*
Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics : 2003-04

Drop-out Rates of Schedule Tribe Students at Primary, Elementary & Secondary Stages : (Table 7)

Drop-out Rates of ST Students at Primary, Elementary & Secondary Stages (2003-04)									
Year	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-91	60.3	66.1	62.5	75.7	82.2	78.6	83.3	87.7	85.0
1994-95	56.9	61.3	58.6	74.5	80.0	76.7	N.A	N.A	N.A
1995-96	55.0	58.9	56.6	62.3	71.2	66.0	N.A	N.A	N.A
1996-97	54.4	60.0	56.5	73.0	78.3	75.2	82.5	86.8	84.2
1997-98	52.9	58.1	55.1	71.3	75.5	73.0	72.5	80.4	75.8
1998-99	54.8	56.8	55.7	70.1	75.7	72.4	79.8	85.1	82.2
2001-02*	51.0	54.1	52.3	67.3	72.7	69.5	79.9	82.9	81.2
2002-03*	50.8	52.1	51.4	66.9	71.2	68.7	78.4	83.0	80.3
2003-04*	49.1	48.7	48.9	69.0	71.4	70.1	77.9	81.2	79.3

Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics : 2003-04

Drop-out rates of Schedule Tribe students in developed and under developed States: (Table 8)

Drop-out Rates of ST Students in Classes I-V, I-VIII and I-X (2003-2004)									
STATES/Uts	Classes I-V			Classes I-VIII			Classes I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar	62.28	59.51	61.22	81.71	84.39	82.84	88.14	90.14	89.05
Goa	0	0	0	0	0	0	0	0	0
Maharashtra	34.42	42.82	38.38	59.12	65.14	61.91	70.51	82.44	76.18
Uttar Pradesh	25.68	19.40	23.11	34.03	31.75	33.07	46.01	60.69	52.11
Delhi	78.66	82.72	80.62	79.62	81.42	80.49	77.81	79.81	78.83
INDIA	49.13	48.67	48.93	69.04	71.43	70.05	77.92	81.16	79.25

Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics : 2003-04

Drop-out Rates of Schedule Caste students at Primary, Elementary & Secondary stages: (Table 9)

Drop-out Rates of SC Students at Primary, Elementary & Secondary Stages									
Year	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990-91	46.3	54.0	49.4	64.3	73.2	67.8	74.3	83.4	77.7
1994-95	45.1	49.8	47.0	66.4	72.2	68.7	N.A	N.A	N.A
1995-96	43.7	48.5	45.7	64.7	70.5	67.0	N.A	N.A	N.A
1996-97	41.0	45.2	42.7	61.9	68.3	64.5	75.5	81.0	77.6
1997-98	43.4	46.4	44.7	60.6	67.2	63.3	68.1	77.7	77.2
1998-99	40.5	42.8	41.4	59.9	65.4	62.2	72.7	78.2	74.9
2001-02*	43.7	47.1	45.2	58.6	63.6	60.7	71.1	74.9	72.7
2002-03*	41.1	41.9	41.5	58.2	62.2	59.9	69.7	74.9	71.9
2003-04*	36.8	36.2	36.6	57.3	62.2	59.4	71.4	75.5	73.1

Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics : 2003-04

Drop-out Rates of Schedule Caste Students in developed and developing States : (Table 10)

Drop-out Rates of SC Students in classes I-V, I-VIII and I-X (2003-2004)									
STATES/Uts	Classes I-V			Classes I-VIII			Classes I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bihar	46.88	45.42	46.36	83.37	84.68	83.85	89.31	91.46	90.02
Goa	34.88	31.21	33.1	43.12	41.90	42.53	57.56	59.40	58.52
Maharashtra	17.02	18.21	17.59	30.03	38.22	33.98	51.46	55.89	53.59
Uttar Pradesh	45.69	56.40	49.84	63.46	75.45	67.96	73.78	90.21	79.93
Delhi	32.64	49.05	41.62	0	0	0	76.27	77.30	76.75
NDIA	36.83	36.19	36.56	57.33	62.19	59.42	71.41	75.49	73.13

Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics : 2003-04

The overall national drop out rate from 1-10 standard is 62.69%, which is a matter of concern. The drop out rates at different levels of school education are primary 31.47%, middle 52.32% and secondary 62.69%. One thing, notable, is that there is hardly any difference in drop out rate in boys and girls. In fact in 2003-04 the boys drop out rate is marginally higher in the primary and girls rate is marginally higher than boys in secondary schools. When we study the variables of drop out rates, there is a large gap between less developing and developed states. The drop out rate is highest in Bihar 82.5% least in Goa 37.9%. Even in places like Delhi it is 64% and the states, which are progressive, like Maharashtra where there is a strong tradition of education, the drop out rate is to the tune of 52%.

In socially disadvantaged groups, the rates are further higher in case of Scheduled Tribe the drop out is 79% at national level, but it is very disturbing when one goes to states like Maharashtra which is 76.18%, Delhi 78.83% and Bihar 89%. In case of Scheduled Caste, the drop out rate in Maharashtra is 53.59%, in Delhi it is 76.79%, in UP 79.93% and Bihar 90.02. These figures indicate that education is not reaching to these communities in true sense. It needs priority attention to workout the reasons for drop out and provide remedies, if this population is to be brought under the fold of education system. We are quite ambitious for expanding enrolment in higher education system from 7% today to 20% by 2020. If the national overall drop out rate is 62.69% then how many students will be eligible or capable to take higher education in terms of quantity and quality? With the approximate passing rate of SSC (55%) and HSC (45%) only 10% of the students will be eligible to enter higher education, but how many are really capable, is a matter of debate. How are we going to achieve the target of 20% enrolment in higher education by 2020 ? A recent study done at Punjabi University, Patiala reveals that out of total students on University campuses in Punjab only 4% are from rural schools against the rural population of 66%. Out of these very few are in professional and technical courses.

Quality of Education

Another issue of concern is the quality of education in schools. We have been successful in launching *Sarva Shiksha Abhyaan*

(SSA), combined with mid-day meal, which is an excellent decision by the national government. The observation is that the school attendance is definitely improved, but in many of the places, the attendance is between 12 noon and 1 pm, which is mid-day mealtime. Rest of the time, the students disappear from the scene or teachers are not available, which effectively produces chronological growth of the students, but not academic. As per teaching-learning process is concerned, there is a gross deficit. It is observed when these students complete their 4th standard and go to middle school, they hardly have capacity to read or write, which is a serious lapse. This needs evaluation and remedial measures particularly in tribal, rural and urban poor zones. Recent Maharashtra study (2004-05) of literacy at the end of 4th standard shows that only 16% students are literate (i.e., they can read and write). Since November 2005, the School Education Ministry has taken initiative to improve quality of education in elementary schools and have introduced multiple tests for students at different levels. There is mechanism of dialogue between the stakeholders i.e., teachers, head master, parents, community leaders etc.

Are children learning? A comparative study of primary schools in Maharashtra, Karnataka and Andhra Pradesh by Sumit Mullick and Vijay Deoskar (2004), based on literacy achievements at primary school (4th standard):

Amravati division	17.84 %
Aurangabad division	15.44%
Adilabad division	10.06%
Belgaum division	5.44%

The outcome of primary education in the above three relatively developed states is self-explanatory.

Government Initiative

The government of India has launched "*Sarva Shiksha Abhiyaan*" (SSA) – Education for All, in 2001. The SSA guidelines envisage development of community owned and

transparent Education Management Informaion System (EMIS). There is a system of State report cards on more than 400 variables for submitting information. UNICEF is supporting these activities. The state report cards are based on data received from schools spread all over the country. The summary of the activities is given in the table11. Even though it is a very good initiative of Government of India, creating an extensive data base on all parameters, the data is not yet analysed.

Elementary Education in India :
(Table 11)

Coverage : Some Facts	
Record date	30th September 2004
Grades covered	1 to 7 or 8 (depending upon the duration of elementary education cycle)
Total States	29
Total Districts	581 (including bifurcated districts)
Total Schools	10,37,813
Total Students	156.01 million
Total Teachers	4.17 million (including para teachers)
Total Para Teachers	3,79,385
Number of Repeaters	11.83 million
Number of students with disabilities	13,98,300

Source: Arun C. Mehta, Elementary Education in India, State Report Cards 2005, NIEPA, New Delhi

India, Country with Contrasts

Since independence we have progressed on many fronts e.g., science & technology, space research, atomic energy, health care, education; but at the same time there are areas where we need to

address urgently as national need, as large mass is out of the arena of development. Some of the glaring contrasts are:

- We are the third largest higher education system in the world but only 7% of our youth are enrolled in higher education (age group of 17-24);
- We say we are country of intellectuals supplying manpower to the world but 35% of the population is illiterate;
- We have a target of enrolment in higher education i.e., 20% by 2020 but the school drop out rate (1^{st} to 10^{th}) is 62.69% (some states and communities upto 90%);
- The economy of the country is booming but one-fourth of the population is below poverty line;
- We are ambitious to be nuclear super power but our human development index is 0.595, we are on 127^{th} position in the list of 177 countries;
- We have got 73% population residing in rural areas but 90% (approximately) of educational institutes are in urban areas (particularly in higher education);
- India's national policy says "education is social good" but many governments are withdrawing from the responsibility;
- Our tradition says "*Acharya Devo Bhava*" i.e., "Teacher is like God" but what is the ground reality? (Reader to judge);
- Our tradition says "*Maatru Devo Bhava*" i.e., "Mother is like God", but women illiteracy rate in the country is 45% (Bihar 66%).

Discussion

With spectacular growth in higher education, India is becoming a genuine knowledge society, knowledge economy and aiming to be global super power. This has all happened because of the growth of education in the public sector and recent initiative or participation of private sector, but there is a big question mark; who are the beneficiaries of the current education system? When

we go into detailed analysis of these reports, there are serious gaps between different classes or groups of the society, different regions of the country, which is quite alarming. The issues which need attention are, illiteracy rate, drop out rate in the schools (up to 10 std.), gender inequality, urban-rural divide, regional imbalance, poor-rich divide and social divide. We have to unfold each one of these factors, identify their probable reasons and their possible remedies. The number is very limited which is contributing to the national economy and internationalisation of higher and technical education or professional manpower.

Suggestions

There are national agencies, which are looking after drop out and quality issues. But I strongly feel that this is the stage in which higher education system should take interest in their feeder area or supply chain to improve quality and drop out as a priority need of the community and duty of higher education system and lastly for their own growth i.e., higher education system.

It is always debated, as to whose responsibility it is to maintain the quality of education whether policy makers, administration, universities, teachers, society or students. I consider this is a joint responsibility of all stakeholders, which needs coordinated efforts and definite commitment to improve the system. I feel the university system should take lead as they have got pool of intellectuals with infrastructure to do research and training. The university departments like education, sociology, and economics could take projects in their drainage area, directly or through affiliated colleges in which they can, evaluate the enrolment rates, drop out rates, quality of education and underlying reasons; evaluate the teachers and infrastructure available and workout remedial measures. These remedial measures could be implemented in some of the schools on experimental basis and within a few years the outcome may be studied. The successful module may be sent to government for implementation or convince local community to take over the responsibility. This will be a great national service by the universities.

The issue of non-availability of the Teachers at the primary school headquarters and their frequent long absence needs to be addressed. One suggestion in this regard is that select the best talent with proper qualification, preferably married ladies residing in the same village and train for the job. Keep the job non-transferable; keep refresher courses at regular interval; constitute a village education committee for the school, involve them in management, establish liaison with district/state education authorities and genuine NGO's. This experiment will help to bring stability to teachers and quality in school education.

We desire to be a developed country, we have to make special efforts to promote education for disadvantaged sections of the society for a balanced growth, otherwise large section of the society will be left out of social and economic growth, which will have negative impact on democratic and economic growth. We talk of our proud heritage of "*Vasudaiva Kutumbakam*" i.e., Global Family, why we are not able to take care of our own national family?

Annexure:
1. Drop out rates are shown combined States
2. Drop out rate of Scheduled Caste – State wise
3. Drop out rate of Scheduled Tribe - State wise

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Annexure 1

INDIA

TABLE -7: Dropout Rates In classes I-V, I-VIII and I-X (2003-2004)

SL. No.	STATE/UTs	Classes I- V			Classes I- VIII			Classes I- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	42.42	42.80	42.61	57.93	61.78	59.79	65.08	68.53	66.70
2	Arunachal Pradesh	46.07	46.67	46.34	64.38	62.46	63.52	71.40	73.02	72.09
3	Assam	54.70	51.36	53.15	69.54	72.41	70.81	75.07	74.57	74.84
4	Bihar	59.05	58.99	59.03	77.00	79.62	78.03	80.97	85.36	82.58
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	-5.53	1.91	-1.90	6.15	12.91	9.43	37.64	38.26	37.94
7	Gujarat	27.42	24.17	26.02	45.09	49.48	46.94	62.38	63.96	63.05
8	Haryana	13.24	13.39	13.31	19.03	23.92	21.26	19.37	34.85	26.54
9	Himachal Pradesh	15.87	18.15	16.98	13.29	15.32	14.28	31.85	33.03	32.42
10	J&K	36.04	37.44	36.65	51.26	41.87	47.49	60.51	59.93	60.26
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karnataka	10.10	9.36	9.75	50.29	50.94	50.59	59.67	61.16	60.38
13	Kerala	0.00	0.00	0.00	-12.55	-6.40	-9.54	12.13	4.88	8.58
14	Madhya Pradesh	24.74	22.58	23.78	44.41	49.99	46.81	58.97	70.29	63.81
15	Maharashtra	12.40	13.81	13.07	30.71	36.01	33.25	50.22	54.11	52.06
16	Manipur	26.42	26.41	26.41	31.52	29.59	30.61	51.55	46.11	49.02
17	Meghalaya	53.92	52.91	53.42	70.67	71.59	71.13	83.52	82.95	83.24
18	Mizoram	55.95	55.23	55.61	65.18	63.08	64.19	72.08	67.18	69.74
19	Nagaland	31.43	34.27	32.81	46.76	42.73	44.83	71.85	72.10	71.97
20	Orissa	41.19	34.36	38.19	64.58	57.51	61.72	66.13	62.59	64.72
21	Punjab	23.60	20.21	22.03	35.13	35.26	35.19	42.57	44.42	43.45
22	Rajasthan	59.29	55.83	57.94	64.64	73.87	68.50	71.63	81.78	75.47
23	Sikkim	56.93	50.69	53.85	76.63	69.62	73.29	81.80	79.71	80.82
24	Tamil Nadu	3.42	3.04	3.23	25.35	24.92	25.15	60.81	56.45	58.82
25	Tripura	45.07	44.50	44.80	62.64	66.10	64.29	74.77	73.78	74.31
26	Uttar Pradesh	23.03	-1.91	13.51	44.96	39.48	42.84	40.75	49.42	44.10
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	34.12	32.73	33.46	62.72	64..92	63.77	76.37	84.44	80.24
29	A&N Islands	-1.10	0.47	-0.35	18.67	19.07	18.86	53.44	47.67	50.68
30	Chandigarh	-7.94	1.25	-3.62	-1.23	-2.91	-2.03	14.57	9.27	12.13
31	D&N Haveli	21.38	36.55	28.40	35.81	56.61	45.24	70.97	74.31	72.48
32	Daman & Diu	0.00	0.00	0.00	12.05	23.14	17.36	50.29	50.62	50.45
33	Delhi	15.71	28.73	22.03	26.43	29.02	27.71	44.12	48.56	46.30
34	Lakshadweep	0.00	1.09	3.03	-1.35	11.66	4.90	47.51	36.53	42.24
35	Pondicherry	0.00	0.00	0.00	-3.20	-6.11	-4.60	25.72	20.04	22.96
	INDIA	**33.74**	**28.57**	**31.47**	**51.85**	**52.92**	**52.32**	**60.98**	**64.92**	**62.69**

* Dropout rates are shown combined with the respective parent state.
Source: India, Department of Secondary & Higher Education, *Selected Educational Statistics,* 2003-04.

Annexure 2

INDIA

TABLE -12: Dropout Rates of SC Students in classes I-V, I-VIII and I-X (2003-2004)

SL. Ne.	STATE/UTs	Classes 1- V			Classes 1- VIII			Classes 1- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	44.09	46.12	45.09	63.41	68.87	66.05	71.18	75.93	73.41
2	Arunachal Pradesh	21.88	32.26	26.98	54.55	50.00	52.54	60.00	58.82	59.26
3	Assam	58.58	52.83	56.00	67.28	67.64	67.44	72.56	68.87	70.90
4	Bihar	46.88	45.42	46.36	83.37	84.68	83.85	89.31	91.46	90.02
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	34.88	31.21	33.10	43.12	41.90	42.53	57.56	59.40	58.52
7	Gujarat	28.83	23.71	26.44	39.50	59.11	48.43	69.42	80.47	74.78
8	Haryana	19.29	19.90	19.58	39.14	47.82	43.20	52.25	63.83	57.70
9	Himachal Pradesh	13.01	17.54	15.27	30.19	32.52	31.33	47.70	48.46	48.06
10	J&K	35.54	11.15	25.78	33.66	33.98	33.80	62.94	60.84	61.99
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karnataka	6.12	14.03	9.97	27.19	51.62	38.62	64.13	69.44	66.66
13	Kerala	0.00	0.00	0.00	0.00	0.00	0.00	26.13	16.51	21.43
14	Madhya Pradesh	21.41	19.26	20.48	39.40	51.10	44.37	71.55	80.01	75.08
15	Maharashtra	17.02	18.21	17.59	30.03	38.22	33.98	51.46	55.89	53.59
16	Manipur	31.06	19.62	25.51	0.00	0.00	0.00	. 18.68	19.64	19.14
17	Meghalaya	58.20	59.34	58.72	68.61	69.09	68.84	74.27	79.88	77.02
18	Mizoram	-	-	-	-	-	-	-	-	-
19	Nagaland	-	-	-	-	-	-	-	-	-
20	Orissa	44.99	42.36	43.81	"63.73	67.17	65.26	72.32	75.09	73.55
21	Punjab	33.22	29.27	31.37	54.67	51.50	53.19	63.75	64.83	64.27
22	Rajasthan	53.07	36.29	47.69	69.65	80.07	73.87	78.53	87.65	81.76
23	Sikkim	61.07	43.05	52.99	80.51	72.58	76.98	89.12	90.11	89.56
24	Tamil Nadu	27.08	26.75	26.95	42.97	38.90	41.09	64.23	63.13	63.71
25	Tripura	35.85	35.88	35.87	61.95	69.07	65.41	76.61	78.62	77.55
26.	Uttar Pradesh	45.69	56.40	49.84	63.46	75.45	67.96	73.78	90.21	79.93
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	37.82	36.58	37.25	66.40	67.34	66.80	76.46	78.11	77.11
29	A&N Islands	-	-	-	-	-	-	-	-	-
30	Chandigarh	4.20	15.28	9.58	55.02	56.19	55.57	87.15	80.53	84.44
31	D&N Haveli	16.13	18.03	17.07	27.59	24.53	26.13	54.90	33.33	45.16
32	Daman & Diu	0.00	0.00	0.00	0.00	0.00	0.00	29.58	33.90	31.54
33	Delhi	32.64	49.05	41.62	0.00	0.00	0.00	76.27	77.30	76.75
34	Lakshadweep	-	-	-	-	-	-	-	-	-
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	24.86	23.06	23.97
	INDIA	**36.83**	**36.19**	**36.56**	**57.33**	**62.19**	**59.42**	**71.41**	**75.49**	**73.13**

* Dropout rates are shown combined with the respective parent state.
Source: India, Department of Secondary & Higher Education, *Selected Educational Statistics,* 2003-04.

Annexure 3

INDIA

TABLE -13: Dropout Rates of ST Students in classes I-V, I-VIII and I-X (2003-2004)

SL.No.	STATE/UTs	Classes I- V			Classes I- VIII			Classes I- X		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1	2	3	4	5	6	7	8	9	10
1	Andhra Pradesh	63.29	68.47	65.76	76.80	82.49	79.33	82.81	87.57	84.83
2	Arunachal Pradesh	48.58	48.37	48.48	68.07	68.12	68.09	75.88	77.70	76,69
3	Assam	61.30	53.20	57.80	71.80	75.26	73.25	77.92	75.63	76.94
4	Bihar	62.28	59.51	61.22	81.71	84.39	82.84	88.14	90.41'	89.05
5	Chattisgarh*	-	-	-	-	-	-	-	-	-
6	Goa	-	-	-	-	-	-	-	-	-
7	Gujarat	36.18	43.10	39.35	66.45	68.66	67.41	80.21	82.93	81.45
8	Haryana	-	-	-	-	-	-	-	-	-
9	Himachal Pradesh	10.87	10.79	10.83	14.07	26.69	20.29	44.65	48.31	46.41
10	J&K	43.48	39.16	41.76	41.77	50.35	45.45	73.07	77.65	75.03
11	Jharkhand*	-	-	-	-	-	-	-	-	-
12	Karnataka	4.88	4.96	4.92	53.81	56.80	55.19	59.62	63.92	61.61
13	Kerala	6.13	9.46	7.75	33.49	37.54	35.45	56.86	49.71	53.43
H	Madhya Pradesh	35.26	38.91	36.89	56.80	61.61	58.80	71.23	79.28	74.51
15	Maharashtra	34.42	42.82	38.38	59.12	65.14	61.91	70.51	82.44	76.18
16	Manipur	38.77	54.99	46.96	62.11	60.91	61.56'	78.98	78.98	78.98
17	Meghalaya	56.76	54.43	55.60	76.32	76.21	76.27	87.22	86:12	86.67
18	Mizoram	55.57	54.82	55.21	64.58	62.59	63.64	71.90	66.98	69.55
19	Nagaland	35.36	34.49	34.95	60.88	57.58	59.34	66.81	67.90	67.33
20	Orissa	59.58	63.19	61.20	76.49	76.56	76.52	83.30	84.01	83.58
21	Punjab	-	-	-	-	-	-	-	-	-
22	Rajasthan	52.19	38.31	47.80	70.42	79.63	74.00	78.77	87.04	81.53
23.	Sikkim	25.25	-1.13	12.60	58.18	40.44	49.74	76.94	71.79	74.52
24	Tamil Nadu	16.82	12.00	15.37	48.76	3.54	32.73	66.68	55.08	61.49
25	Tripura	58.06	61.25	59.56	79.75	82.04	80.82	85.71	87.38	86.47
26	Uttar Pradesh	25.68	19.40	23.11	34.03	31.75	33.07	46.01	60.69	52.11
27	Uttaranchal*	-	-	-	-	-	-	-	-	-
28	West Bengal	67.76	51.55	62.41	84.89	78.68	83.05	80.72	71.60	78.80
29	A&N Islands	0.58	5.47	2.97	24.16	28.02	26.03	60.10	41.60	51.52
30	Chandigarh	-	-	-	-	-	-	-	-	-
31	D&N Haveli	28.17	45.01	35.99	43.54	65.37	53.42	76.77	82.78	79.45
32	Daman & Diu	-3.88	3.48	-0.41	26.01	38.65	31.81	76.41'	77.06	76.69
33	Delhi	78.66	82.72	80.62	79.62	81.42	80.49	77.81	79.81	78.83
34	Lakshadweep	0.00	1.10	3.03	-10.66	8.12	-1.38	48.04	37.55	42.98
35	Pondicherry	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	INDIA	**49.13**	**48.67**	**48.93**	**69.04**	**71.43**	**70.05**	**77.92**	**81.16**	**79.25**

* Dropout rates are shown combined with the respective parent state.

Source: India, Department of Secondary & Higher Education, *Selected Educational Statistics,* 2003-04.