

Educational Development in India

2.1 An Overview

During the last four decades the progress of education, especially in terms of number of institutions and teachers, have been quite impressive. The number of Primary and Upper primary institutions has increased from 210 and 14 thousand in the year 1950-51 to 573 and 156 thousand in the year 1993-94 which shows compounded growth of 2.37 and 5.77 per cent respectively. The rate of growth of Primary and Upper primary institutions during the period 1980-81 to 1993-94 was 1.13 and 2.03 per cent respectively as compared to 1.06 and 2.10 per cent after the National Policy on Education (1986) was announced. The number of pre-primary schools has also increased from 303 in 1950-51 to 17,172 in year 1993-94 which shows sphere of early childhood care and development activities. Yet, as the Sixth All India Educational Survey (1993) revealed, about 526 thousand of the total 1,059 thousand habitations in the country in year 1993-94 had no primary schooling facilities within the habitation. More than 53 thousand (5.35 per cent) habitations in 1986-87 did not have primary sections even upto a distance of two kilometres and 10.16 per cent habitations without Upper primary schooling facilities even up to five kilometres. More than 70 thousand Primary schools and about 17 thousand Upper Primary schools in year 1986-87 were being run in kachha (make-shift) buildings (NCERT, 1992). The number of non-formal education centres in the country increased from 126 thousand in 1986 to 215 thousand by March 1994, with girls' centres increasing from 21

thousand to 79 thousand. During the same period enrolment in NFE centres rose from 4 million to 5 million (MHRD, Annual Report: 1993-94). Though educational facilities are available to a large segment of population both in rural and urban areas, still a large number of institutions do not have minimum infrastructural facilities required for effective functioning, which is evident from the findings of the recently conducted base-line studies in the District Primary Education Programme (DPEP) states.

The number of primary teachers has increased from 538 thousand in 1950-51 to 1,703 thousand in 1993-94, showing an annual exponential increase of 2.72 per cent compared to 6.06 per cent at the Upper primary level and the percentage of primary schools without a teacher and single-teacher primary schools has declined from 0.62 to 0.43 per cent and from 34.75 to 28.91 per cent during the period 1978 to 1986. About 92 per cent primary teachers were trained but female teachers constitute only 29.76 per cent of the total primary teachers. About 2,274 primary schools were without teachers and 1,52,856 with only one teacher (1986). The same is also evident from the status of the 'Operation Blackboard' scheme where, in 1992, about 23 per cent schools in 16 per cent community development blocks and 71 per cent municipal areas were not covered under the scheme (NIEPA and DOE, 1992). Only 103 thousand (61.16 per cent) teachers could be appointed as against the target of 152 thousand single-teacher schools identified for coverage and only 115 thousand (48.12 per cent) class-rooms had been constructed, as against the target of 239 thousand. Also, as against the optimum teacher-pupil ratio of 1:25, at the all-India level, it was: 50 in year 1993-94 and teachers' salaries constitute more than 90 per cent of the total recurring expenditure on primary education. So far as the share of education to Gross National Product (GNP) is concerned, the increase is not as envisaged in the policy document (6 per cent); however, it has increased from 1.2 per cent in year 1950-51 to 3.7 per cent at present (NIEPA and DOE, 1992,2). Recently the Prime Minister announced that education would get an outlay of six per cent of the national income from the Ninth Five Year Plan which amounted to about Rs.53,000 Crore.

So far as the Gross Enrolment Ratio at the Primary level is concerned, it has increased from a low 42.6 per cent in 1950-51 to

104.5 per cent in year 1993-94, the corresponding ratios at the Upper primary level being 12.7 and 67.7 per cent respectively. Over a period of time the share of girls' enrolment to total enrolment at the Primary level improved significantly from a low 28.1 per cent in 1950-51 to 42.9 per cent in year 1993-94. Enrolment ratio of Scheduled Caste (107.81 per cent) and Scheduled Tribe (106.97) population also improved significantly and is almost on par with the general population. The entry rate for boys at the all-India level is about 137 per cent but a significant gap in the boys'/girls' entry rate has been noticed. The available statistics further suggest that a large number of children enter the education system every year but nearly half the children who enter Grade I drop out before reaching Grade V, and two-thirds of the children drop out before they reach Grade VIII, which is predominantly due to factors relating to poverty and school effectiveness and class-room interactions. At the all-India level, about 7.8 per cent boys and 15.1 per cent girls of those who had taken admission in the year 1989-90 dropped out from the system before they reach Grade II. The statistics also suggest that in the process, about 58 per cent boys and 65 per cent girls dropped out from the system before completion of an educational cycle, which severely affect the efficiency of the education system.

Therefore, in the present chapter, the progress of educational development in India, with particular reference to objectives of 'Education for All', has been briefly analysed. Growth in enrolment over the past forty years has been critically examined for which publications of the MHRD as well as data generated through National Sample Survey Organisation (NSSO) have been used and analysed. Broadly, NSSO data is used to assess the status of free education and the MHRD for growth in enrolment. First, the goals of 'Education for All' are briefly presented below (MHRD, Annual Report: 1992-93):

- (a) Expansion of early childhood care and development activities;
- (b) Universalisation of Elementary Education with the following programme components:

- * access to elementary education for all children upto 14 years of age;

- * universal participation till they complete the elementary stage through formal or non-formal stage through formal or non-formal education programmes; and
 - * universal achievement at least of minimum level of learning.
- (c) Drastic reduction in illiteracy rate especially in the age-group 15-35 years and to bring literacy level in this age-group to at least 80 per cent; and
- (d) Provision of opportunities to upgrade education, creation of necessary structures and improving the content and process of education to relate it better to environment and working conditions.

Universal Literacy

Just like the progress at the elementary level, a significant progress is made in the field of literacy and continuing education but like universal enrolment, the goal of universal literacy also remains elusive. From a low 18.33 per cent in the year 1951, it is reported to be 52.21 per cent in the 1991 Census. The female literacy rate is still low which has increased from 8.86 per cent to 39.29 per cent during the same period. However, due to change in definition of literacy in 1991, the real progress made during the decade 1981 to 1991 is not reflected. If a minor adjustment is made to the available data, the corresponding literacy rate comes out to be 42 per cent which was about 36 per cent in 1981. The same, if computed at the state level, would reveal that for a majority of states it would not be possible to achieve the goal of universal literacy by the stipulated year 2001. Recently, based on the past trends Mehta (1993,2) projected that the goal of universal literacy in the country is not likely to be achieved even after the year 2027 (HT, 1993).

Free and Compulsory Education

As against the constitutional provision of free education, the NSSO 42nd Round survey conducted during 1986-87 shows that out of the poorest children of the 20 per cent households in rural areas, about 22.15 per cent of those in the Government schools were not getting free

education as against 40.15 per cent in urban areas and 89.88 and 84.30 per cent respectively in privately managed institutions. In Government schools, the amount of expenditure in rural and urban areas was only Rs.61 and Rs.79 per annum respectively. About 21.30 per cent girls of the poorest of the 20 per cent households in rural areas were not getting free education (general) against 38.57 per cent in urban areas. More than 23.32 and 15.40 per cent children of Scheduled Caste and Scheduled Tribe population in rural areas were not getting free education in Government schools as against 94.31 and 89.45 per cent in Private schools. Compared to this, about 43.96 per cent of Scheduled Caste and 83.26 per cent of Scheduled Tribe population in urban areas were not getting free education in Government schools as against 87.13 and 85.88 per cent respectively in privately managed institutions. Taking all the levels of education together, more than 72.57 per cent of the children in rural areas and 43.65 per cent in urban areas who got free education were in the Government schools, as against 84.62 and 51.05 per cent at the primary stage. About 10.86 and 3.42 per cent children of the poorest of the 20 per cent households in primary and post-primary grades in rural areas were exempted from paying tuition fee as against 23.44 and 7.60 in urban areas. Taking all the levels of education together, the corresponding figures for the 20 per cent poorest households were only 15.71 per cent in rural areas and 13.85 per cent in urban areas. In the absence of the latest data, it is not known how much fee is being paid or primary education is made free, as envisaged in the Constitution; So far as the compulsory education is concerned, a number of states including Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh have passed ordinances through which primary education is made compulsory. But, the situation in most of the states with particular reference to UPE is far from satisfactory. Recently, the Government has introduced a bill in the Parliament (Bill No. XXXIX of 1997) which will make free & compulsory education as a fundamental right. However, the fourteen years of age is proposed to be changed to six to fourteen years and responsibility of sending children to school will be of parents, failing to which it is proposed that parents will be prosecuted.

Universal Access

Of those not currently enrolled in the age group 6-11 years, more than 22.39 and 27.24 per cent children in 1986-87 did not attend school because schooling facilities were not available to them and because of lack of interest in studies and/or further studies and 12.83 and 10.66 per cent of them cited 'busy in attending domestic chores' and 'failures' as reasons of their not being enrolled respectively (NSSO, 1991). In the rural areas about 24.32 per cent children could not attend schools due to non-availability of the schooling facilities and 11.67 per cent due to failures and 27.89 per cent due to lack of interest in studies. This is perhaps due to inadequate number of teachers and also absence of teaching aids in schools. Further, the distribution of persons not currently enrolled (drop-outs) in any educational institution showed that in 1986-87, about 6.66 and 19.71 per cent children were self employed (both in agriculture and non-agricultural activities) and had regular wage respectively in the 6-11 and 12-14 age-groups. About 3.59 per cent children of age-group 6-11 and 14.88 per cent of age-group 12-14 were the casual labour. In rural areas, out of 18.44 million children, 5.15 million (27.95 per cent) of the age-group 6-11 and 13.76 million (26.95 per cent) of the age-group 12-14 were from the labour force and 20 per cent of the poorest households, as against 0.95 million (42.85 per cent) and 2.33 million (37.68 per cent) in urban areas. Out of 65.89 million persons below 30 years of age and not currently enrolled as students, 14.39 million (21.84 per cent) and 49.34 million (7.49 per cent) were in Primary and Post-primary grades from the poorest of the 20 per cent households. Approximately 51 per cent of all urban children in the age-group 6-11 years and 46 per cent of those in the age-group 12-14 who were not currently enrolled in primary or post-primary education belonged to the poorest of the 20 per cent of the households.

2.2 Enrolment Analysis

In the present chapter, growth of school education in India has been analysed for which enrolment data at different levels of education during the period 1950-51 to 1993-94 has been used. Generally, data at five year intervals has been presented. For measuring growth, enrolment statistics has been converted into a variety of indicators and

results are analysed at the all-India level which is briefly presented below.

2.2.7 Primary Level

At the time of the adoption of the Constitution in the year 1950, enrolment at the Primary level was 19.16 million of which girls constituted only 5.39 million (28.13 per cent). The gross enrolment ratio at that time was 42.6 (total) and 24.8 (girls) per cent corresponding to which the enrolment ratio of boys was 60.6 per cent

Table 2.1
Growth of Enrolment at Primary Level (Grades I-V)
All India: 1951-1994

Year	Total		Index Numbers	
			Boys	Girls
1950-51	100.00		100.00	100.00
1955-56	130.73		126.81	140.74
1960-61	182.29		171.01	211.11
1965-66	262.86		233.19	338.70
1970-71	296.87		258.70	394.44
1975-76	341.98		294.57	463.15
1980-81	384.22		328.19	527.41
1985-86	455.42		378.62	651.67
1986-87	453.80	(100.00)	374.49	656.48
1987-88	471.15	(103.82)	387.75	684.48
1988-89	475.36	(104.75)	390.14	693.24
1989-90	480.99	(105.99)	393.26	705.19
1990-91	516.25	(113.76)	421.01	759.63
1991-92	529.06	(116.58)	429.13	784.44
1992-93	548.80	(120.93)	438.04	831.85
1993-94	563.54	(124.18)	447.83	859.26

Source: Computed by the author.

which shows boys-girls' differential in enrolment ratio to be 35.80 per cent at the Primary level compared to 22.40 per cent in the year 1993-94. During the next five years, enrolment in Primary grades was added by another 5.9 million children of which girls contributed 2.2 million

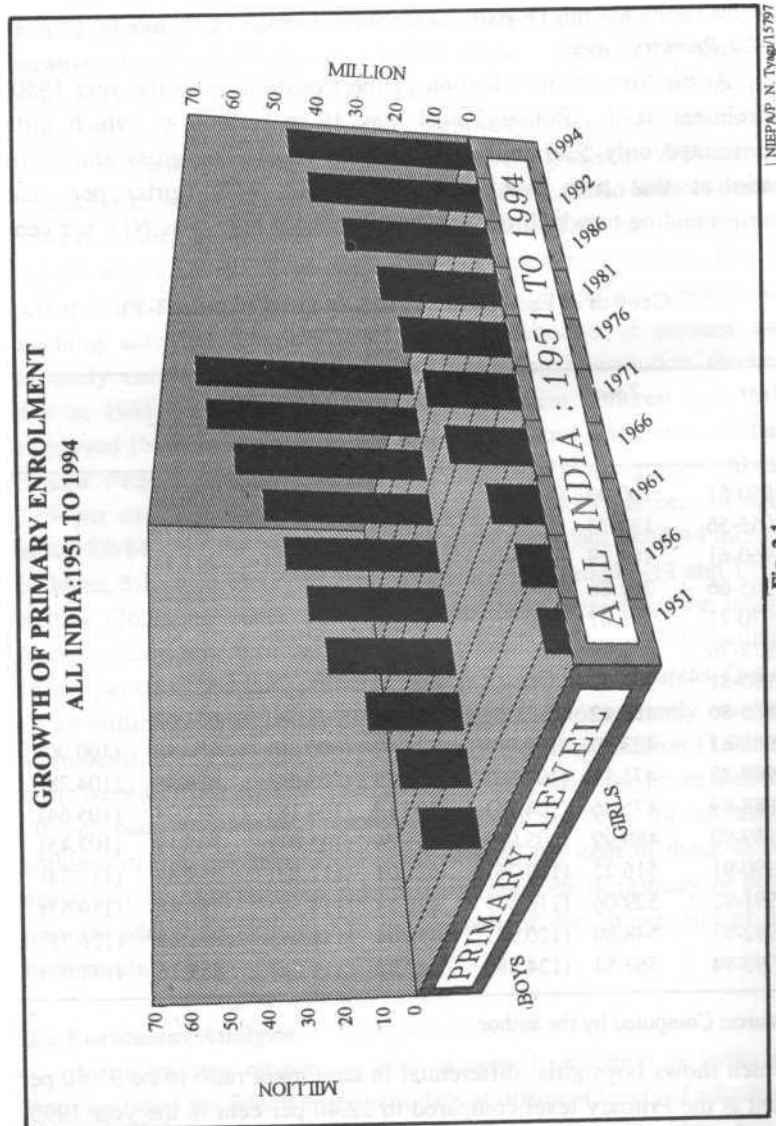


Fig. 2.1

(37.29 per cent). Further, it has been observed that enrolment ratio (gross) had improved significantly to 52.8 per cent in the year 1955-56 compared to 32.8 per cent of girls. Thereafter, it started a rising march until the year 1985-86 but slightly declined in the next year in both absolute and ratio forms. Interestingly, girls' enrolment maintained its rising march but fall in enrolment noticed in year 1986-87 was due to decline in boys' enrolment from 52.25 million in the year 1985-86 to 51.68 million next year. The corresponding enrolment ratios were 111.08 and 109.99 per cent respectively in the years 1985-86 and 1986-87. Despite the increasing trend in girls' enrolment (in absolute terms), the improvement in GER was not significant. After 1986-87, enrolment at the Primary level again started looking up which continued till the year 1993-94. Data for the year 1986-87 onwards when analysed, reveals that enrolment in Grades I-V has increased from 87.13 million in the year 1986-87 to 92.35 million in the year 1989-90 which shows a rate of growth of 1.96 per cent per annum. During the period 1989-90 to 1993-94, enrolment in primary grades (boys) increased at the rate of 3.30 per cent per annum which is 7.53 million in absolute terms, corresponding girls' enrolment increased by about 5.06 per cent i.e. 8.32 million. In ratio form, enrolment over a period of time at the Primary level also increased significantly which is at present 115.3 and 92.90 per cent respectively in the case of boys and girls. However, the same do not present the real progress because of the inclusion of overage and underage children in enrolment at the Primary level.

Table 2.2
Growth of Enrolment at Primary Level (Grades I-V)
All India : 1950 to 1990

(In Percentages)

<i>COMPOUND GROWTH RATE</i>			
<i>Period</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
1950 to 55	5.51	4.87	7.07
1955 to 60	6.88	6.16	8.45
1960 to 65	7.60	6.39	9.92
1965 to 70	2.46	2.10	3.09
1970 to 75	2.87	2.63	3.26
1975 to 80	2.36	2.19	2.64
1980 to 85	3.46	2.90	4.31
1985 to 90	2.54	2.15	3.11

Source: Computed by the author.

As mentioned, index numbers and compound growth rates have been computed to measure the growth of enrolment. Index numbers have been computed by taking the 1950-51 enrolment as the base year and the relative figures are obtained upto the year 1993-94 (Table 2.1). Since the NPE was announced in the year 1986, the same has also been computed by taking enrolment in year 1986-87 as the base year. Compound growth rates have been computed on a quinquennial basis for the period 1950-55 to 1985-90 (Table 2.2).

The index numbers at the Primary level show a spectacular increase in enrolment throughout the period 1950-51 to 1993-94. It increased from 100 in the year 1950-51 to 564 in the year 1993-94 showing an increase of 5.64 times in about 43 years. The break-up of enrolment of boys and girls further reveals that the increase was more rapid in the case of girls (8.59 times) than boys (4.48 times). In the initial period, first after the independence, enrolment in the base year was very low. Hence, it shows a spectacular progress at the Primary level but in the later years the tempo couldn't be maintained, which is evident from the values of index numbers computed (1986-87 to 1993-94) by taking 1986-87 as the base year. Thus, the index number which was 100 in the year 1986-87 increased marginally to 104 next year which further improved to 124 in the year 1993-94. During the same period, enrolment at the Primary level (in absolute terms) increased from 87.13 million to 108.20 million showing compounded growth of 3.14 per cent per annum and the corresponding enrolment ratio was 95.33 and 104.5 per cent respectively in the years 1986-87 and 1993-94. Again, it has been observed that the rate of increase in girls' enrolment is higher than the rate of increase in boys' enrolment. Similarly, compound growth rates which have been worked out in different periods show a declining trend in both boys' and girls' enrolment. However, in some periods, higher growth rates in the case of girls have been noticed than in enrolment of boys. Further, the results reveal that in the initial period, enrolment at the Primary level increased rapidly from a low 5.51 per cent during the period 1950 to 1955 to 6.60 per cent during the period 1955 to 1960 and to 7.60 per cent during the period 1960 to 1965. However, it started declining throughout the period 1985 to 1990. The average annual increase was only to the extent of 2.15 and 3.11 per cent during the period 1985 to

1990 which has declined from a high 6.39 and 9.92 per cent during the period 1960 to 1965 respectively in the case of boys and girls. Further, it has been observed that percentage expenditure on elementary education to total investment on education declined from 55 per cent in the First Plan (1951-56) to 34 per cent in the Seventh Plan. However, in absolute terms, the same has increased from Rs. 930 million to Rs. 19,630 million showing an increase of Rs. 18,700 million which is more than 20 times than in the First Plan. Thus the rapid decline in enrolment at the Primary level (in terms of growth rate) noticed above may be due to percentage share of investment on elementary education which, in fact, declined from 37 per cent in the Third Plan (1961-66) to 31 per cent in the Fourth Plan (1969-74). In fact, investment on elementary education in percentage terms is too erratic to make any further comments.

2.2.2 Upper Primary Level

As at the Primary level, an increasing trend in enrolment at the Upper primary level (Grades VI-VIII) has been noticed throughout the period 1950-51 to 1993-94. However, compared to the Primary level, the growth in enrolment (in terms of ratios) at the Upper primary level is not impressive. From a low 3.12 million enrolment in the year 1950-51, it increased to 46.40 million in the year 1993-94 showing more than a fourteen fold increase but the corresponding enrolment ratio (gross) improved from 12.70 to only 67.70 per cent in the year 1993-94. Further, it has been noticed that the growth in enrolment after 1986-87 has become erratic which is quite similar to that at the Primary level. From 48.96 per cent enrolment ratio in the year 1985-86, the same has declined to 48.19 per cent next year but further improved to 50.21 per cent in 1987-88 but again declined to 48.89 per cent next year which is due to decline in GER of both boys and girls. But in absolute terms, enrolment in Grades VI-VIII which was 27.49 million in year 1986-87 improved to 29.29 million next year and further improved to 30.88 million in the year 1989-90. The compound growth rates computed in different five year periods (Table 2.3) reveal that compared to the Primary level, growth rates are higher in both boys' and girls' enrolment but still a large number of children of age-group 11-13 years

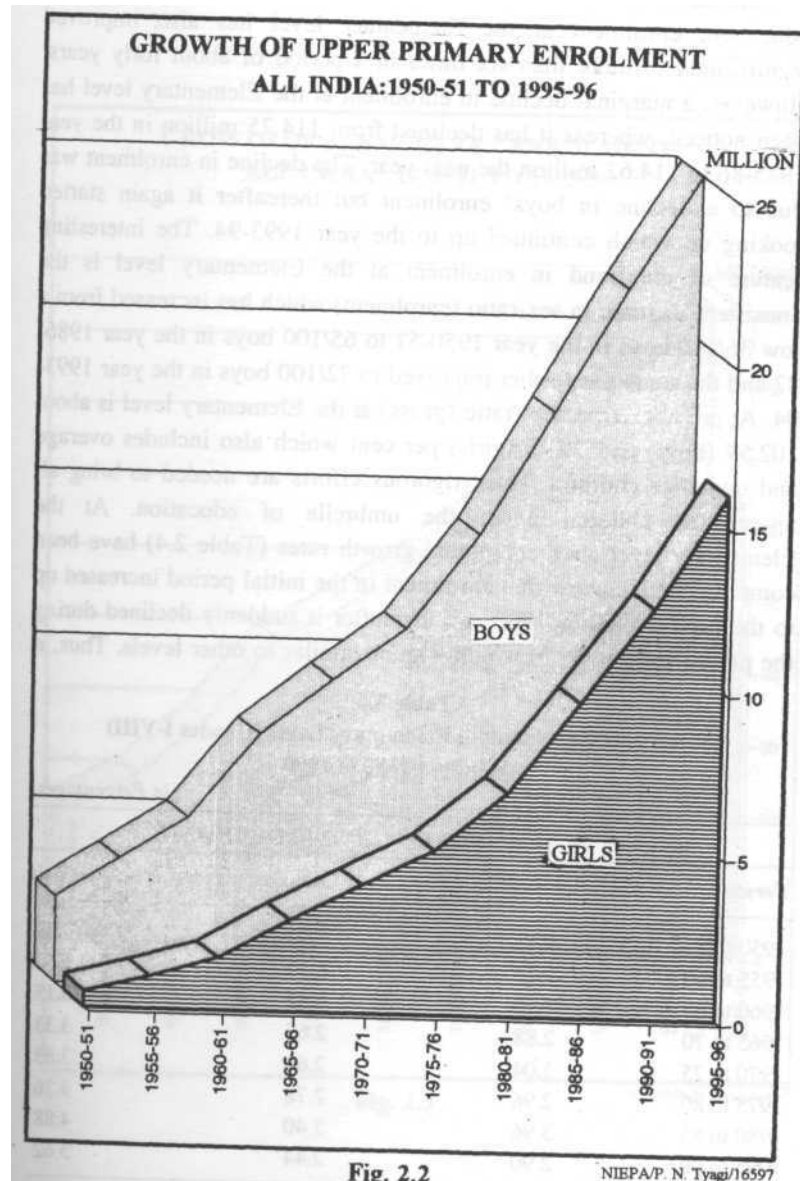
Table 23
Growth of Enrolment at Upper Primary Level (Grades VI-VIII)
All India : 1950 to 1990

(In Percentages)

<i>COMPOUNDGROWTHRATE</i>			
<i>Period</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
1950 to 55	6.58	5.79	10.18
1955 to 60	9.33	8.17	13.46
1960 to 65	9.46	8.66	11.79
1965 to 70	4.81	4.17	6.49
1970 to 75	3.77	3.12	5.27
1975 to 80	5.28	4.86	6.17
1980 to 85	5.68	4.95	7.11
1985 to 90	4.03	3.27	5.39

Source: Computed by the author.

are out of school. Further, the growth rates reveal that the increasing trend in enrolment at the Upper primary level continued upto the period 1960 to 1965, after which it started declining which is similar to the situation at the Primary level. The decline in growth rates continued till the period 1970 to 1975 after which it started looking up but during the period 1985 to 1990, it again declined to 4.03 per cent. The growth rates over a period of time, further reveal that both at the Primary and¹ Upper primary levels of education, a large number of girls joined the education system but due to low retention and/or high drop-out rates couldn't remain in the system. Enrolment statistics further reveal that compared to the Primary level, a large number of children (in terms of percentage) of age-group 11-13 years are still out of schools. However, it has been noticed that over a period of time, percentage share of girls' enrolment to total enrolment at the Primary and Upper primary levels of education has improved significantly. From a low 28.11 and 16.11 per cent in the year 1950-51, it has improved to 42.88 and 39.34 per cent in the year 1993-94 respectively at the Primary and Upper primary levels of education but disparity between the two is still high and significant.



2.2.3 Elementary Level

Similar to the increase at the Primary and Upper primary levels of education, enrolment at the Elementary level has also improved significantly to more than six times in a period of about forty years. However, a marginal decline in enrolment at the Elementary level has been noticed, whereas it has declined from 114.75 million in the year 1985-86 to 114.62 million the next year. The decline in enrolment was due to a decline in boys' enrolment but thereafter it again started looking up which continued up to the year 1993-94. The interesting feature of the trend in enrolment at the Elementary level is the consistent increase in sex-ratio (enrolment) which has increased from a low 36/100 boys in the year 1950-51 to 65/100 boys in the year 1986-87 and the same has further improved to 72/100 boys in the year 1993-94. At present, enrolment ratio (gross) at the Elementary level is about 102.59 (boys) and 79.45 (girls) per cent which also includes overage and underage children. Thus, rigorous efforts are needed to bring all un-enrolled children under the umbrella of education. At the Elementary level also, compound growth rates (Table 2.4) have been computed which show that enrolment in the initial period increased up to the period 1960 to 1965 and thereafter it suddenly declined during the period 1965 to 1970 which is quite similar to other levels. Thus, it

Table 2.4
Growth of Enrolment at Elementary Level (Grades I-VIII)
All India : 1950 to 1990

(In Percentages)

COMPOUND GROWTH RATE			
<i>Period</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>
1950 to 55	5.66	5.01	7.39
1955 to 60	7.25	6.50	9.00
1960 to 65	7.90	6.82	10.15
1965 to 70	2.88	2.65	3.33
1970 to 75	3.04	2.60	3.83
1975 to 80	2.96	2.78	3.26
1980 to 85	3.96	3.40	4.88
1985 to 90	2.90	2.44	3.62

Source: Computed by the author.

GROWTH OF ELEMENTARY ENROLMENT **ALL INDIA : 1950-51 TO 1995-96**

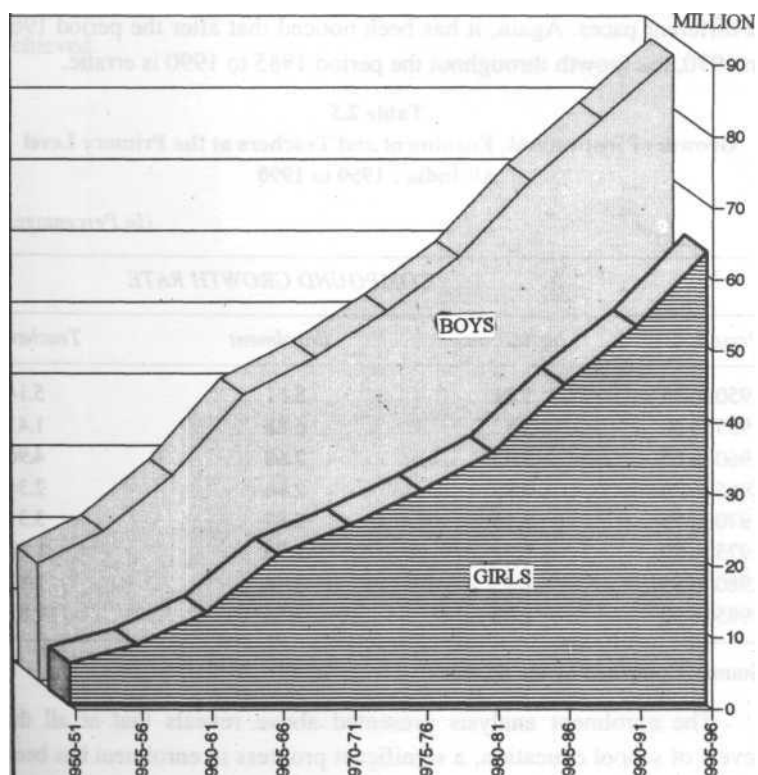


Fig. 2.3

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has been noticed that during the last forty 'years, maximum growth has taken place during the period 1960 to 1965 which may be due to a small base at that time. One of the other interesting features of the trend in the growth of enrolment is higher rates of growth for girls in all periods irrespective of educational level. For the same time periods, growth rates (compound) in number of institutions and teachers at the Primary level have also been computed and presented along with the growth rates in enrolment (Table 2.5). The table reveals that over a period of time, enrolment, teachers and institutions have increased but at different paces. Again, it has been noticed that after the period 1965 to 1970, the growth throughout the period 1985 to 1990 is erratic.

Table 2.5
Growth of Institutions, Enrolment and Teachers at the Primary Level
All India : 1950 to 1990

(In Percentages)

<i>COMPOUND GROWTH RATE</i>			
<i>Period</i>	<i>Institutions</i>	<i>Enrolment</i>	<i>Teachers</i>
1950 to 55	5.81	5.51	5.14
1955 to 60	3.5	6.88	1.41
1960 to 65	3.43	7.60	4.96
1965 to 70	0.87	2.46	2.34
1970 to 75	2.15	2.87	3.31
1975 to 80	1.72	2.36	1.79
1980 to 85	1.35	3.46	1.87
1985 to 90	1.09	2.54	1.82

Source: Computed by the author.

The enrolment analysis presented above reveals that at all the levels of school education, a significant progress in enrolment has been taking place which is evident from the values of index number, growth rate and enrolment ratio computed for the purpose but a large number of children of age-group 6-13 years are still out of school. The out-of-school children in different age-groups in the years 1992-93 and 1993-94 have been presented in Table 2.6 which is based on the Standing Committee (adjusted) estimates of population. Before out of school

children are worked out, overage and underage children have been taken out from enrolment for which estimates based on NSSO data (Table 3.4) have been utilised. A perusal of results reveal that at all levels of school education, more girls are out of school than boys and the difference between the two is large and significant. For the year 1993-94, it has also been noticed that more children in the age-group 11-13 years were out of school (42.40 per cent) than children in the age-group 6-10 years (20.24 per cent). The projected additional population need to be enrolled (Table 2.7) by the year 2001 show that the task ahead is daunting, if the goal of UEE in the country is to be achieved.

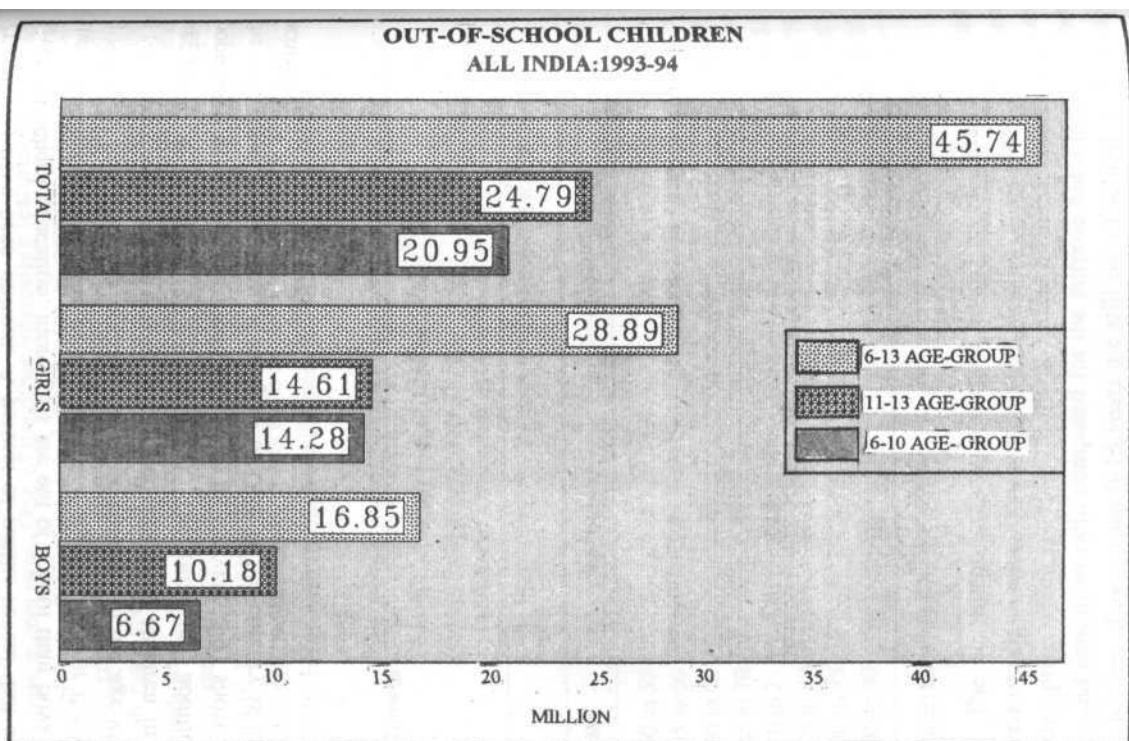


Fig. 2.4

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Table 2.6
Out-of-School Children at Different Levels of Education
All India : 1992-93 and 1993-94

(In Millions)

<i>Age-group (In Years)</i>		<i>Population</i>	<i>Educational Level</i>	<i>ENROLMENT</i>		<i>Out-of- School Children</i>
				<i>Official</i>	<i>Refined</i>	
1992-93						
BOYS	6-10	52.99	I-V	60.45	45.89	7.10
	11-13	29.52	VI-VIII	23.69	19.64	9.88
	6-13	82.51	I-VIII	84.14	65.58	16.93
GIRLS	6-10	49.37	I-V	44.92	34.52	14.85
	11-13	27.58	VI-VIII	15.02	13.02	14.56
	6-13	76.95	I-VIII	59.94	47.51	29.44
TOTAL	6-10	102.36	I-V	105.37	80.41	21.95
	11-13	57.10	VI-VIII	38.71	32.66	24.44
	6-13	159.46	I-VIII	144.08	113.07	46.39
1993-94						
BOYS	6-10	53.59	I-V	61.80	46.92	6.67
	11-13	30.25	VI-VIII	24.21	20.07	10.18
	6-13	83.84	I-VIII	86.01	66.99	16.85
GIRLS	6-10	49.94	I-V	46.40	35.66	14.28
	11-13	28.22	VI-VIII	15.70	13.61	14.61
	6-13	78.16	I-VIII	62.10	49.27	28.89
TOTAL	6-10	103.53	I-V	108.20	82.58	20.95
	11-13	58.47	VI-VIII	39.91	33.68	24.79
	6-13	162.00	I-VIII	148.11	116.26	45.74

Note: Enrolment has been refined at the rate of 24.08, 17.08 and 21.96 per cent for boys, 23.15, 13.32 and 20.62 per cent for girls and 23.71, 15.78 and 21.45 per cent for total children respectively at Primary, Upper primary and Elementary levels computed on the basis of NSSO data (see Mehta, 1993, 2).

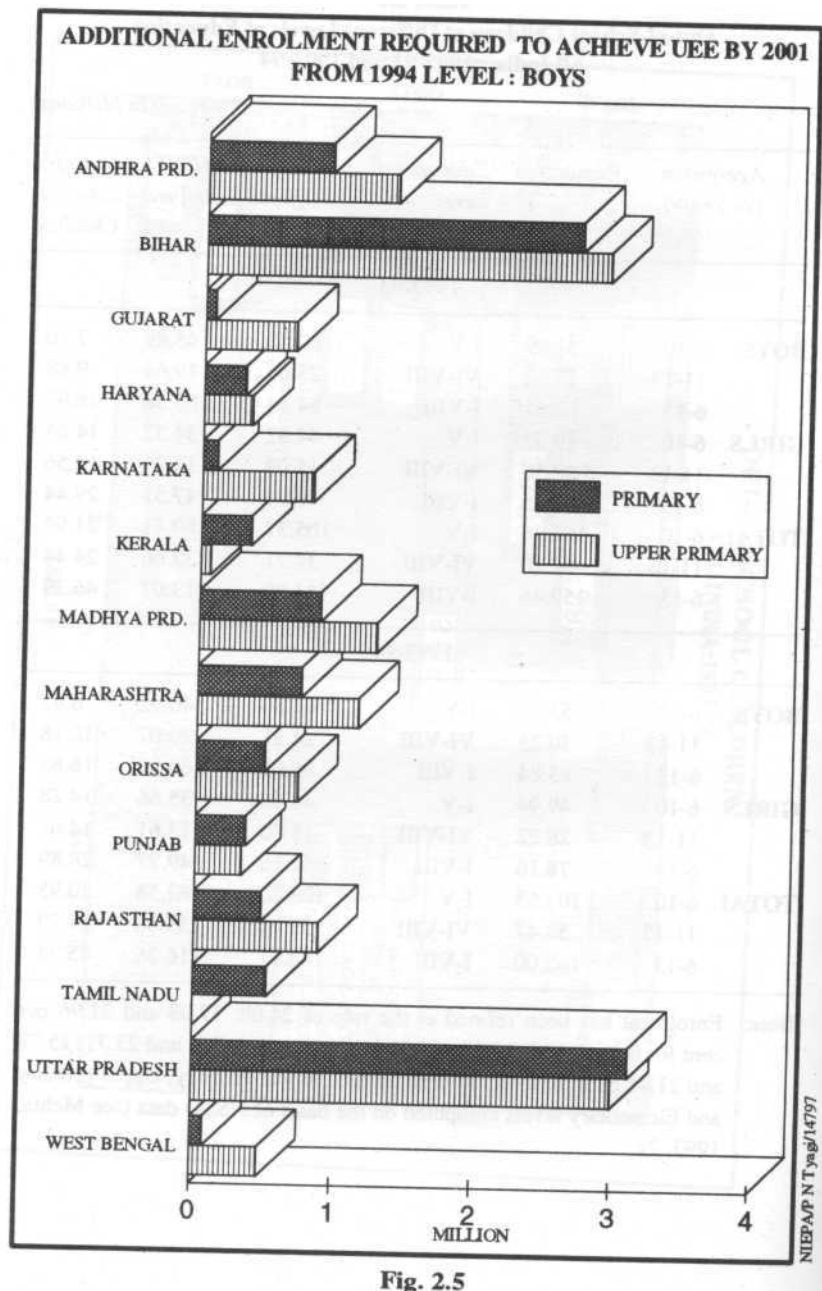


Table 2.7
State-wise Projection of Additional Population Needs to be
Enrolled upto the Year 2001 from 1993-94 Level

(In Millions)

	Primary			Upper Primary			Elementary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	0.89	1.37	2.26	1.36	1.61	2.97	2.25	2.98	5.23
Bihar	2.68	4.64	7.32	2.89	3.33	6.21	5.57	7.97	13.54
Gujarat	0.07	0.60	0.66	0.65	0.92	1.57	0.72	1.51	2.23
Haryana	0.30	0.36	0.66	0.35	0.40	0.75	0.66	0.76	1.41
Karnataka	0.11	0.28	0.39	0.80	0.89	1.69	0.91	1.18	2.08
Kerala	0.36	0.38	0.73	0.07	0.06	0.13	0.43	0.43	0.86
Madhya Pradesh	0.87	1.77	2.65	1.27	1.78	3.05	2.14	3.56	5.69
Maharashtra	0.74	0.99	1.73	1.15	1.38	2.53	1.89	2.37	4.26
Orissa	0.49	0.96	1.45	0.73	0.79	1.52	1.21	1.75	2.96
Punjab	0.36	0.38	0.75	0.33	0.34	0.67	0.70	0.72	1.42
Rajasthan	0.48	1.96	2.44	0.89	1.51	2.41	1.37	3.47	4.84
Tamil Nadu	0.53	0.15	0.67	0.00	0.17	0.17	0.53	0.32	0.85
Uttar Pradesh	3.12	5.31	8.43	3.00	4.21	7.21	6.12	9.51	15.64
West Bengal	0.09	0.24	0.33	0.48	0.58	1.06	0.56	0.83	1.39
All India	10.44	19.73	30.16	15.09	19.43	34.52	25.52	39.16	64.68

- Notes: (i) Enrolment has been refined on the basis of 24.08, 17.08 and 21.96 per cent (boys) and 23.15, 13.32 and 20.62 per cent (girls) estimates of overage and underage children respectively at Primary, Upper primary and Elementary levels of education which are subject to change when more reliable state-specific estimates are available. Hence, the present estimates are purely tentative in nature and may be even gross under/over estimation of the actual ones.
- (ii) Estimates may not tally due to rounding off of figures.
- (iii) Additional Enrolment is based on the actual achievements up to the year 1993-94
- (iv) Based on the Standing Committee (adjusted) estimates of age-specific population.
- (v) In Tamil Nadu, the existing per cent of overage and underage children at Primary (Boys 49.0 and Girls 40.0 per cent) and Upper primary (Boys 11.3 per cent) levels of education has been retained.

