

CHAPTER 29

EDUCATION

Education Sector is a unique development sector with the highest degree of penetration in geographical space as compared to any other organized activity under the management and control of the government. It employs largest number of educated manpower spread all across the country. These characteristics of the education sector make it necessary to have strong inter-linkages among the data elements, flow of information and their sharing across various users. Most of these users are involved in the activity like funds flow management, teachers recruitment and deployment and administration of government control over the educational system.

The Educational Statistics System in India dates back to the pre-independence period. Annual Educational Statistics began to be collected from 1913-14 followed by elaborate quinquennial reviews. Prior to 1947, the Directorate of Commercial Intelligence collected Educational Statistics. The activity was taken over by the Ministry of Education (MOE) after independence when the Government was required to plan for Universalisation of Elementary Education (UEE). To assess the status and to prepare a plan to this effect, the MOE conducted the first All-India Educational Survey (AIES) in 1957. Since then, five more AIESs have been conducted by NCERT from time to time, the last one in 1993. These surveys have become an integral part of the system of Educational Statistics in India.

The two main sources of educational data are the educational institutions and households. The educational institutions provide the data on enrolment and number of teachers, which is collected annually from all recognized institutions being compiled at the national level by the Planning, Monitoring and Statistics Division (PMSD) in the Department of Secondary and Higher education (DS&HE) of the Ministry of Human Resource Development (MHRD). More detailed statistics on students, teachers and physical facilities in schools up to higher secondary level are collected in 5 to 7 years through All India educational Surveys (AIES) conducted by the NCERT. Important educational data that can be collected only from the households relate to such items as literacy and the educational level of the population, whether the person or child is attending school or not, and private expenditure on education. Important sources of household data on education are the decennial Population Census and the sample surveys conducted by the National Sample Survey Organisation. Data on literacy, level of Education and schooling status are collected in the decennial Population Census. The data on these and some other items such as expenditure on education and school dropouts are also collected in certain rounds of National Sample Surveys.

The PMSD in MHRD collects compiled data from the States. In the States, there are divisions or units in the Department of Education, which collect data from schools, through their district and block offices and compile the same in the ES proforma¹ prescribed by the PMSD for onward transmission to MHRD. In general, the data

collected from schools are first compiled manually at the block level, then the block level figures are aggregated to prepare district tables and finally, State level, then the block level figures are aggregated to prepare district tables and finally, State level tables are prepared by aggregating the district level tables. Most of the compilation up to the State level is done manually. The DS&HE brings out a publication, Selected Educational Statistics annually based on the data received from the states. The data are supposed to be collected from the educational institutions,

Population Census: The decennial census is an important source of data on literacy, persons attending/not attending school and level of education of the population of the country. In the 1991 and 2001 Census, the literacy data has been collected and compiled for the population in the age group 7+. While the literacy rate for the age group 7+ is made available just after the census, the tables on literacy for different age groups become available after 5 to 6 years of the census. Internationally, the age groups for which literacy data is reported is 15+; it took nearly six years after 1991 to make the literacy data available for this age group.

The last survey in which the NSSO collected data on social consumption was the 52nd Round (1995-96). In this survey, data on literacy, school attendance, dropouts and educational expenditure from the Sample Households was collected and the findings brought out in a report published in October 1998.

There are various agencies involved in the collection of data on technical and higher education in the country. This area comprises higher (general education), technical education, medical education, agricultural education and teacher education. The UGC is responsible for collection and reporting of data on higher education obtained directly from colleges and universities. Prior to 1982, the Department of Education in MHRD as well as UGC collected data on higher education but in order to avoid duplication, it was decided that UGC alone should collect data on higher education. However, the UGC faces problems of time lag and non-response from the reporting institutions, but some basic statistics are published every year in UGC's Annual Report. The MHRD has again stated collecting data on higher education from the States for the year 1994-95 onwards.

In addition to the above, there are other organizations that provide data on Education Statistics. These are giving below:

- (a) Directorate of Employment & Training for data on the educational level of the job seekers through Employment Exchanges;
- (b) National Family & Health Welfare Survey, 1992-93 & 1998-99; for data on literacy and children attending school, based on a sample survey of households;
- (c) Database Report on Vocationalisation of School Education-1991 survey;
- (d) Database created by the State Governments; and
- (e) IAMR Project on National Technical Manpower Information System;

Highlights:

- In 2008-09 over 2007-08, increase in number of University/Colleges is much higher (12.3%) than the increase in the number of schools (1.8%). Similarly there is an increase of 9.4% in number of scholars in university/colleges and a fall of 0.6% is registered in number of scholars in schools.
- There is an increase in the number of women scholars in University/Colleges in 2008-09 over 2007-08 by 9.4%, and the percentage share of women in total number of Scholars has remained same during the period. Although in 2008-09 a fall in number of scholars in schools have noticed but the number of women scholars in schools have increased by 0.6%.
- Expenditure on Education as % of Public Expenditure has become 13.42 % in 2009-10 as compared to 12.82% in 2008-09. The expenditure on Education as % of GDP is around 3.5% to 3.8% during 2001-02 to 2009-10.
- According to information for 2007-08, around 48% of the total colleges for general education are in three states namely, Andhra Pradesh, Uttar Pradesh and Maharashtra. More than 50% of the Professional Education (like Engineering, Tech, Arch, and Medical) Colleges are in Andhra Pradesh, Haryana, Maharashtra and Tamil Nadu. Maximum number of Polytechnics are in Tamil Nadu (18.03%).
- In 2008-09, maximum % of teachers out of total teachers for Primary, Junior and Basic Schools are in Uttar Pradesh (14%), for Middle Senior and Basic Schools are in Karnataka (11.5%) and for High Schools are in Andhra Pradesh (13.7%).
- Student to teacher's ratio for the year 2008-09 is 37:1i.e. One teacher for 37 students, for women students, the ratio is 42:1.
- According to Census, among bigger States, maximum increase in literacy rate in 2011 over 2001 is in Orissa, followed by Punjab and Madhya Pradesh.

This chapter contains the following tables:

Table 29.1: Educational institutions, scholars and expenditure (2000-01 to 2008-09)

Table 29.2: Number of recognized educational institutions of higher learning (2001-02 to 2008-09)

Table 29.3: Enrolment in higher education according to faculty and stage (2001-02 to 2008-09)

Table 29.4: Number of scholars by courses and stages in recognized institutions (2001-02 to 2008-09)

Table 29.5: Number of teachers in educational institutions (2001-02 to 2008-09)

Table 29.6: Literacy rate in India (2003-2007)