

**A COMPARATIVE STUDY OF THE STATUS
OF SCHOOL EDUCATION BETWEEN
WEST BENGAL AND KERALA**

*A Dissertation Submitted to the Department of Education,
Jadavpur University in Partial Fulfilment for the Degree
of M. Phil in Education*

Submitted by

SHEIKH IMRAN PERVEZ

EXAM ROLL NO. : MPED194001

REGISTRATION NO. : 124528

Supervised by

Prof. Subhasis Biswas

DEPARTMENT OF EDUCATION

JADAVPUR UNIVERSITY

KOLKATA

2019

**A COMPARATIVE STUDY OF THE STATUS
OF SCHOOL EDUCATION BETWEEN
WEST BENGAL AND KERALA**

A Dissertation Submitted To the Department Of Education

Jadavpur University in Partial Fulfilment For

The Degree of M. Phil in Education

Submitted by

SHEIKH IMRAN PERVEZ

EXAM ROLL NO. : MPED194001

REGISTRATION NO. : 124528

Supervised by

Prof. Subhasis Biswas

DEPARTMENT OF EDUCATION

JADAVPUR UNIVERSITY

KOLKATA

2019



**DEDICATED TO MY PARENTS AND
BROTHER**



Approved to Retain in next F.A. Meeting
S/A 12/4/19.

To all HODs
S/A 12/4/19

Certified that the thesis entitled, ^{A Comparative Study of} ~~The Status of School Education of West Bengal~~ ^{in between} ~~with~~ ^{in comparison} submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in ~~Dept. of Education~~ of Jadavpur University, is based upon my own original work and there is no plagiarism. This is also to certify that the work has not been submitted by me for the award of any other degree/diploma of the same Institution where the work is carried out, or to any other Institution. A paper out of this dissertation has also been presented by me at a seminar/conference at ^{Present Scenario of People with disabilities in West Bengal, JU}, thereby fulfilling the criteria for submission, as per the M.Phil Regulation (2017) of Jadavpur University.

Sheikh Imran Pervez
Roll No - MPED192001
Registration No - 124528

(Name of the M.Phil Student with
Roll number and Registration number)

On the basis of academic merit and satisfying all the criteria, as declared above, the dissertation work of Sheikh Imran Pervez entitled A Comparative Study of School Education in West Bengal and Kerala of The Status of School Education in West Bengal and Kerala, is now ready for submission towards the partial fulfilment of the Degree of Master of Philosophy (Arts) in Dept. of Education of Jadavpur University.

Aranda
30.4.19

Head

Department of

(DR. BISHNUPADA NANDA)
PROFESSOR & HEAD
DEPARTMENT OF EDUCATION
JADAVPUR UNIVERSITY

Ch
Solhiz

Supervisor & Convener of RAC

Jayanti Das
30.4.19

Member of RAC

CERTIFICATE

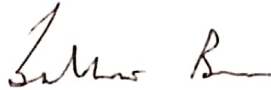
This is to certify that the dissertation entitled as "*A Comparative Study of the Status of School Education between West Bengal and Kerala*" is a record of bonafide research work done by Sheikh Imran Pervez under my supervision and guidance. It contains the result of the candidate's personal investigation. The candidate has fulfilled all the necessary requirements for submitting the dissertation for the partial fulfilment of Master of Philosophy in Education under the Department of Education, Jadavpur University.

I further certify that, no part of dissertation has been submitted for any other degree for any other University or institution.

He is duly permitted to submit his work to the University.

Place: Kolkata

Date: 21.5.19.


Prof. Subhasis Biswas
(Supervisor)

Acknowledgement

The final outcome and completion of this research study required a lot of guidance, support, love and assistance from a number of people and the researcher is extremely privileged to show his heartiest gratitude to all of them.

The Researcher is immensely grateful and thankful towards his respectable supervisor Prof. Subhasis Biswas for providing him an opportunity to conduct the study and also for his constant guidance, stimulating suggestions and patient support throughout the completion of the research study. It is with his supervision that this Research work came into existence.

The Researcher wish to acknowledge the help and support provided by Dr. Bishnupada Nanda, Head of the Education Department of Jadavpur University.

The Researcher wish to acknowledge the help and support provided by Dr. Muktipada Sinha, Associate Professor of the Education Department of Jadavpur University.

The Researcher would like to express his deep sense of gratitude and thanks to Majaffar Ansary, Sharif Khan, Bijoy Krishna Panda and Abhisekh Khanra for their constant assistance, cooperation, constructive suggestions and creative ideas during the course of Research Study.

The Researcher also extends his sincere gratitude and thanks to all the Teaching and Non-Teaching Staffs of Jadavpur University which helped him in completing the Research study successfully.

The Researcher expresses his thanks to all his fellow researchers and friends for providing their help, motivation and assistance behind the completion of this study.

The Researcher feels fortunate enough to express his heartiest thanks and gratitude to Alok Kumar Basu for contributing valuable suggestions, encouragement and enthusiastic support during the course of study.

Lastly, the researcher extends his sense of heartiest gratitude, love and respect to his parents and brother for providing him continuous support, encouragement, advice and motivation throughout his course of studies and in writing this thesis. This accomplishment would not have been possible without their effort.

Sheikh Imran Pervez

Sheikh Imran Pervez

Dated: Kolkata

20th May, 2019

CONTENTS

Acknowledgement	iii-iv
List of Tables	vii
List of Figures	viii

CHAPTER -I : THE CONTEXT OF THE STUDY

1.1	:	Introduction	1
1.2	:	Structure of School Education in India	2
1.3	:	Historical Perspective of Education in India	3-5
1.4	:	School Education in West Bengal	5-7
1.5	:	School Education in Kerala	7-9
1.6	:	Rationale of the Study	9-10
		References	11

CHAPTER- II : PROBLEM OF THE STUDY

2.1	:	Review of Related Literature	12
2.1.1	:	Related Studies	12-19
2.2	:	Statement of the problem	19-20
2.3	:	Objectives of the study	20
2.4	:	Research Question	20
2.5	:	Delimitation of the Study	21

CONTENTS (Continued)

	References	22-25
CHAPTER – III	: DATABASE AND METHODOLOGY	
3.1	: Database of the Study	26
3.2	: Methodology and Statistics	27
CHAPTER – IV	: THE STATUS OF SCHOOL EDUCATION	
4.1	: Section I	28-34
4.1.1	: An Overview of School Education Scenario of West Bengal	28-31
4.1.1.1	: Inter-district Variations	30-31
4.1.2	: An Overview of School Education Scenario of Kerala	31-34
4.1.2.1	: Inter-district Variations	33-34
4.2	: Section II	34-36
4.2.1	: Research Question	34-36
	Reference	37
CHAPTER – V	: CONCLUSION	
5.1	: Major Findings of the study	38-39
5.2	: Discussion	39-40
5.3	: Suggestions	40-41
5.4	: Scope for Further Studies	41
Bibliography		

List of Tables

Tables

Table 4.1	Showing Literacy Rate in the Districts of West Bengal	28-29
Table 4.2	Showing Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment in the Districts of West Bengal	30-31
Table 4.3	Showing Literacy Rate in the Districts of Kerala	32
Table 4.4	Showing Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment in the Districts of Kerala	33
Table 4.5	Showing School Profile of West Bengal and Kerala	34
Table 4.6	Showing School Infrastructure of West Bengal and Kerala	35
Table 4.7	Showing Teaching and Non-teaching Staff of West Bengal and Kerala	36

List of Figures

Figures

Figure 1.1	Showing the map of West Bengal	6
Figure 1.2	Showing the map of Kerala	8

CHAPTER – I : THE CONTEXT OF THE STUDY

1.1	:	Introduction	1
1.2	:	Structure of School Education in India	2
1.3	:	Historical Perspective of Education in India	3
1.4	:	School Education in West Bengal	5
1.5	:	School Education in Kerala	7
1.6	:	Rationale of the Study	9
		References	11

CHAPTER I: THE CONTEXT OF THE STUDY

1.1 Introduction

“Education is the most powerful weapon which you can use to change the world”

- Nelson Mandela

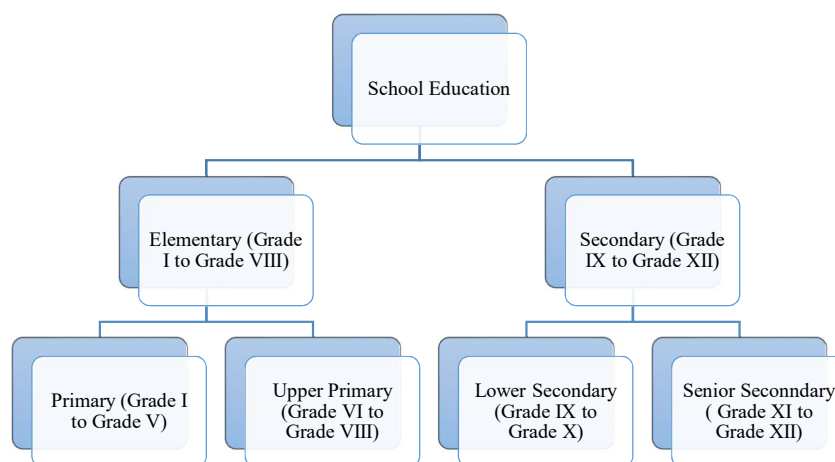
The term ‘education’ has been variously defined by a number of thinkers. According to Jean Jacques Rousseau, plants are shaped by cultivation and men by education. In the words of R. N. Tagore, education is enabling the mind to discover the ultimate truth, which liberates us from the bondage of ignorance. Mahatma Gandhi says it as the all-round development of the personality and drawing out the best in the child’s mind, body and spirit. Ancient Greek Philosopher Aristotle felt that education is the creation of a sound mind in a sound body. Swami Vivekananda argued that education is the manifestation of divine perfection already existing in man. John Dewey says that education is the process of living through a continuous reconstruction of experiences.

Education is now widely valued for its intrinsic value in nourishing the lives of individuals as well as for its functional value also in the development of the human capital of a nation. Education has major influences on social structure, modes of living, thought and behavioural patterns and personality structure of the individual (Athparia, 2004). The main difference between an educated and an uneducated person is in their attitude towards life and work. The educated person always take a very positive, self-esteemed and self-confident approach towards his action but most of the uneducated persons are without self-esteem, confidence or self-reliance. Education nourishes knowledge, skill and positive work attitude among people, at the same time it also helps to develop a rationale of higher social value among the people. (Chakrabarty and Bhattacharya, 2004). Education can be essential means for reducing poverty, unemployment, and inequality, improving health and nutrition and promoting sustainable human development.

The idea of Education for All (EFA) was taken into concern in the UNESCO General Conference in November, 1989. Four UNO agencies namely, UNESCO, UNICEF, UNDP and the World Bank came forward to sponsor a World Conference on Education for All from 5th to 9th March, 1990 in Jomtein, Thailand. The United Nations General Assembly declared 1990, as the International Literacy Year. From this conference education was a fundamental human right and UNO pushed countries to strengthen their efforts to improve education.

1.2 Structure of School Education in India

Kothari Commission (1964-66) proposed a uniform 10+2+3 education structure which has been implemented in our country. Elementary education consisting of Primary (Grade I to V) and upper primary (Grade VI to VIII)) education which is compulsory and free in India. Primary education begins at age 6 with Upper Primary school education ending at age 14. The regional language is the medium of instruction for most of the primary schools and English as a second language. Secondary education begins at grade IX and lasts up to grade XII. The secondary education stage has been divided into two parts. First part i.e. grade IX and grade X generally referred to as Lower Secondary, and second part i.e. grade XI and grade XII is referred to as Upper/Senior Secondary. Education continues to be free or with minimum fees at government and government aided schools. Nowadays private schools which charge comparatively more fees are more common at the secondary level. Public examinations are held at the end of lower secondary as well as higher secondary for getting access to grade 11 and graduate level study respectively. General curriculum for lower secondary school in India includes three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which issue the Secondary School Certificate at the end of grade 10. Based upon performance in the first two years of secondary school, and upon the Secondary School Certificate results, students may enter Senior/Upper Secondary level. Upper Secondary level gives the students a chance to select a 'stream' offering science or commerce or arts/humanities. A student can also go for vocational education after grade VIII or completing lower secondary education.



1.3 Historical Perspective of Education in India

Since ancient period education gets an important place in Indian society. The ultimate aim of education in ancient India was self-realisation and redemption from material attraction. The gurukul system stir a bonding between the guru i.e. teacher and the Shishya i.e. disciple or student. Thus a teacher centric system was established in which the disciple or student was subjected to a rigid discipline and was under certain obligations towards his teacher. World's first university which was established in Takshila in 700 BC and the Nalanda visbavidyalaya which was built in the 4th century BC, were great achievement and contribution of ancient India in the field of education. In medieval period education was influenced by Islamic invaders. After that western influence was found in the field of Indian education with British raj.

It is considered that the modern education in India was started with the British. The most important period of educational changes during the British period was started from the time of Warren Hastings as the Governor of Bengal presidency to the time of Wood's Despatch of 1854. Charter act was an important initiative by the British in India. It motivated Christian missionaries to spread education and granted rupees 100000/- for development of education in India. In 1835 Macaulay's policy came into existence. Its motto was to promote European learning through English. Sir Charles Wood's dispatch in 1854 first recognized the need for mass education and preferred vernacular languages at primary education, anglo-vernacular in high school level and English education at college level. The British educational policy strengthened unequal gap between the ruling elite and the ruled masses. Hunter Commission of 1882 put stress on providing educational facilities to the weaker sections of society.

During the freedom struggle, several leaders like Gopal Krishna Gokhale, Ram Mohan Roy, Chittaranjan Dash and Mahatma Gandhi worked for nourishing Indian education. Gandhiji was idealist in attitude and pragmatic in practice. In the year 1937, Mahatma Gandhi's thinking of Basic Education was introduced which put stress on craft centred education. The main aims of the scheme was to eradicate illiteracy and imbibing national consciousness among the people through education. The scheme was self-supporting and it had hands on approach.

After independence, Government of India took various steps for the progress of education. Government of India introduce Free and Compulsory Education into the Constitution as a Directive Principle of State Policy under Article 45, whereby states were required to ensure the provision of Free and Compulsory Education to all children till the age of fourteen years within a period of ten years of the commencement of the Constitution i.e. by 1960. In post-independent period a series of commissions were appointed in India to survey, study, review and

recommend improvements in the different sectors of education. On the basis of the recommendations of these commissions, the government took steps to introduce certain changes in the system of education. The Government of India has succeeded in constructing a National System of Education through setting up high-level Expert Committees, making National Education Policies, launching and implementing various educational schemes such as *Sarva Shiksha Abhiyan*, *Mid-Day Meal Scheme*, *Sakshaar Bharat* and most importantly passing the Right to Education Act in 2009. National Policy on Education (NPE) 1968 was a significant mark in the history of education in India. It laid stress on the need to improve education quality at all stages. It gave greater attention to science and technology. The 1986 National Policy of education focused on universalization of education as well as on achieving essential levels of learning. The NPE 1986 invoked a child-centric approach in primary education and recommended “*Operation Blackboard*” to improve education in primary schools nationwide. “*Operation Blackboard*” aimed at improving the classroom environment by providing infrastructural facilities, additional teachers and teaching-learning material to primary schools. *Mahila Samakhya Programme* was launched in 1988 in pursuance of the goals of the New Education Policy (1986) for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. In order to address the problem of equality, access, retention and quality at primary education level, two major initiatives- *District Primary Education Programme (DPEP)* and *Mid-Day Meal Programme* were introduced during the 9th Five Year Plan. DPEP launched in 1994. The program included construction of classrooms and new schools, opening up of non-formal/alternative schooling centres, appointment of teachers, and setting up of early childhood care and education (ECCE) centres, strengthening of SCERTs and DIETs, and setting up of Block Resource Centers/ Cluster Resource Centers. The Programme was fruitful in increasing the number of schools and teachers in the targeted districts. *Sarva Shiksha Abhiyan (SSA)* was launched by the Government of India in 2000-2001. Its objective was to improve universal access and retention, reduce dropouts, gender and social variations in elementary education. It also aimed to improve physical infrastructure facilities by opening new schools, constructing additional classrooms, building separate toilets for girls, providing safe drinking water facility, filling of vacant teacher posts, quality in service teacher training and providing incentives such as free textbooks& uniforms (MoHRD, n.d.). In 2004, Government of India started levying a two per cent Education Cess towards funding the *Prarambhik Shiksha Kosh* (an earmarked fund to support primary education). A major landmark in recent years was the enactment of the Right to Free and Compulsory Education (RTE) Act, 2009 which became operational in 2010.

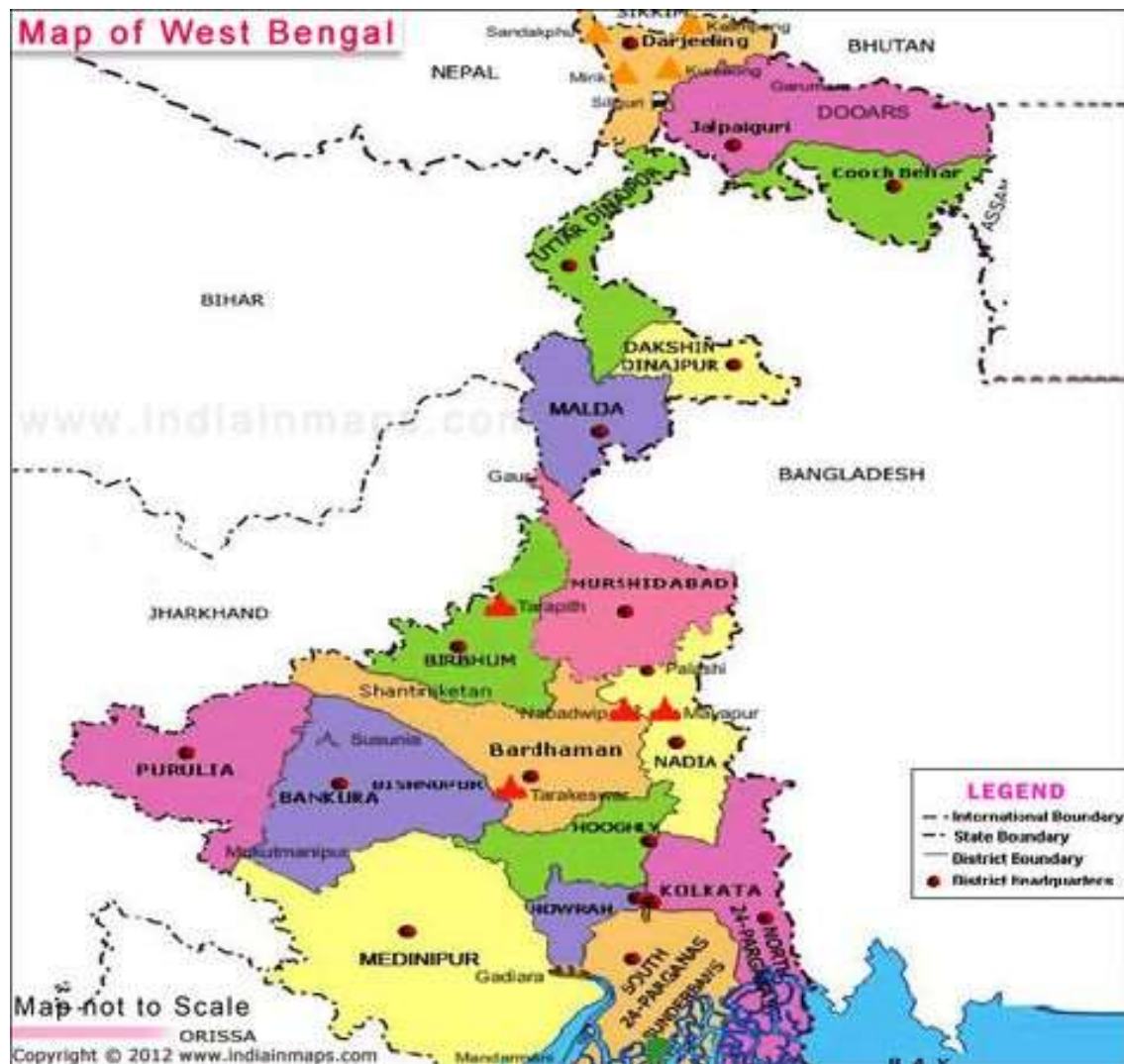
The RTE Act clearly specifies various norms regarding access, school infrastructure, teacher appointment, teacher learning material, Pupil teacher ratio (PTR), School Management Committee (SMC) etc.

1.4 School Education in West Bengal

Since the ancient period Bengal has always been a hub of educational interest. The people of Bengal had deep thirst for education and knowledge since time immemorial. During the middle of 11th century Navadweep (now a town in Nadia district) became developed in trade and commerce as well as in learning and culture. This place had played an important role in the blooming of education in Bengal and to bring it to prominence in the medieval period. 17th centuries influence of Dutch in the field of education is found near Chinsura, Chandannagar and Hugli in Bengal. The Dutch came to these areas to establish their trade and spread their religion. Here they set up factories. They established schools for the children of their factory workers, where some Indian children studied too. It is not possible to know much about the status of school education in the 18th century's Bengal. After the control of East India Company had established, the British authority appointed a committee to conduct a survey on the real position of education in India in the 19th century. The survey was mainly for three cities, then called Madras, Bombay and Bengal. The first survey carried out by Sir William Adam, a British thinker and enthusiastic missionary, who came in touch with Raja Ram Mohan Roy, from 1835 to 1838, mentioned about the prevalence of primary education in Bengal at that time. According to him there were primary schools in all the villages of Bengal. The students entered in education at the age of 8 years and read upto 14 years. Kolkata always plays a pioneering role in the development of the modern education system in India. The Western models of education entered into India through Kolkata. Many of the first schools in Bengal were established by the missionaries and the reformists in Kolkata. People like Cary, Marshman, Ward, Raja Ram Mohan Roy, David Hare, Iswar Chandra Vidyasagar played leading role in establishing modern schools and colleges. La Martiniere School, Calcutta was established in the year 1836. At that time, women education was frowned upon in the society. John Bethune established Bethune school for girls in the year 1850. During the period of freedom struggle of India, C. R Dash and many other Bengalis came forward for the development of education in Bengal. Swadeshi Movement was that national movement which was organised to fight against the partition of Bengal. It was an open revolt against the prevailing anglo educational system. National Council of Education was established as a part of the Boycott and Swadeshi Movement. The Council constructed a very detailed programme

for national education right from infant up to the university stage. As a result of this movement many national schools were established in Bengal. The curriculum of the National Council of Education was much broad and comprehensive. In the secondary stage literary and scientific education was imparted with some Technical subjects. Education at this stage was not only theoretical but also practical. After independence there were many commission and commissions were established for the betterment of education in India as well as Bengal. At present there are 23 districts in West Bengal (Map1.1). As per 2001 census, West Bengal is the most densely populated state in the country with a population density of 904 persons per square km. Though the pressure of population is high, West Bengal has made a considerable progress in the field of literacy and school education.

Figure 1.1 Showing the map of West Bengal



(Source- www.indiainnmaps.com)

According to Census 2011, the literacy rate of West Bengal is 77.1 percent. It is good enough against the national literacy rate that is 74.0 percent (Census, 2011). This achievement has been possible at large because of the campaign on total literacy and schooling for all children to achieve the goal of 'education for all'. The school education in West Bengal aims at ensuring education for all children, equity and justice, reduce the drop-out rate and provide quality education.

West Bengal schools are run either the School Education Department, West Bengal government or by private organisations, including religious institutions. The schools are affiliated with either the Indian Certificate of Secondary Education (ICSE), the Central Board for Secondary Education (CBSE), West Bengal State Education Board or the National Institute of Open Schooling (NIOS). English is the language of instruction in most of the private schools of West Bengal, but government run schools offer mainly Bengali language as medium of instruction, though Urdu is also used, especially in Central Kolkata . After 10 years of elementary and secondary schooling, students typically enters at higher secondary level in one of the three streams-arts, commerce or science. Upon completing the public examination at the end of grade XII, students enters into graduate or professional degree programmes.

1.5 School Education in Kerala

The educational efforts of the Protestant Missionaries brought from England by Colonel Munro, then the resident of both Travancore and Cochin, are well documented. The contribution of the Missionaries for the progress of education in the State are significant in terms of their effort to instil in the minds of the backward communities about their social rights. Pupils from backward communities were not admitted in the government schools till 1890s, though there was Royal Proclamation that 'all classes, without distinction of caste or creed, may have access to public institutions'. The responsibility for their education was mainly in the hands of the European Missionaries. Towards the end of the nineteenth century and the first two decades of the twentieth century, there bloomed in the Hindu Society of Travancore, several caste organisations formed for establishing social reforms and civil liberties. Among several caste organisations, the most important were the Sree Narayan Dharma Paripalana Yogam (SNDP), the Nair Sabha and later the Nair Service Society, the Sadhu Jana Paripalana Sabha (SJPS) of the Pulayas and the Yogakshema Sabha of the Namputhiris. Though they were independent from one another, all of them had, in common, the objective of social reformation and development. Educational development occupied a significant place of importance in these organisations' programmes of action. The educational strategy of the government during the

second half of the nineteenth century was two pronged: first, to start schools of its own; and second, to encourage private agencies to start schools, through a liberal grants-in-aid scheme". In English education the initiative from the government began as early as 1836 when the Raja's Free School was started. The school was raised to the position of a high school in the early 1860s and subsequently into a college in 1869. The government also started a few District Schools.

Kerala achieved the leading position in education among the regions of India even as early as the beginning of the nineteenth century. Literacy rate in the Malabar region remained lower than in Travancore and Cochin though it was the highest among the rural districts of the Madras Presidency to which it then belonged. During the first half of the twentieth century the literacy rate in Travancore and Cochin rapidly increased.

Figure 1.2 Showing the map of Kerala



(Source- onefivenine.com)

At present there are 14 districts in Kerala. Kerala is the pathfinder for the rest of India in educational advancement. The state achieved first position in India in literacy rate. In 2011 it has attained the highest effective literacy rate of 93.9 percent. The female literacy rate is 92.0

percent in Kerala as compared to 65.5 percent at the National level. The male literacy rate is 96.0 percent in Kerala as compared to 82.1 percent at the National level (Census, 2011). Kerala is the only state in India where Total Literacy campaign (TLC) has been successfully implemented.

Schools in Kerala are run either the School Education Department, Kerala government or by private organisations, including religious institutions. The schools are affiliated with either the Indian Certificate of Secondary Education (ICSE), the Central Board for Secondary Education (CBSE), Kerala State Education Board or the National Institute of Open Schooling (NIOS). English is the language of instruction in most of the private schools of Kerala, but government run schools offer both English and Malayalam language as medium of instruction. After 10 years of elementary and secondary schooling, students typically enters at higher secondary level in one of the three streams-arts, commerce or science. Upon completing the public examination at the end of grade XII, students enters into graduate or professional degree programmes.

1.6 RATIONALE OF THE STUDY

Education has always been recognised as a fundamental need of human beings. It is characterised by the motivation for progress and betterment of the individual. Through the collective effort of such individuals a society moves towards better direction. It is one of the most effective means for overcoming problems of society. It is also perceived as one of the best weapons of achieving greater social equality, equity and justice. Thus, the purpose of education is to help individuals up to the manifestation of their complete potential and make them good human resource. Education plays a vital role as an agent or instrument of social change and social development. Education is always regarded as means for producing responsible citizen.

School education has a crucial role to play in shaping the future of its citizens and society at large. A school nourish creativity, scientific temperament, socialization and other positive aspects of life through education. School education is widely accepted as means for shaping one's personality, way of thinking and his/her adaptation ability in various situations. In India the vision of school education is to acknowledge the country's human resources potential. India has a highly developed school education system. School education enables individuals for manifestation of their full potential as human beings both individually and as members of a society. It is also a means of a country's socio-political and economic development. In the pre-independence period, issue of providing education to masses has also been emphasized by

eminent educationists and social reformers who wanted equal access to quality education for all. From the time of post-independence period, there has been a significant effort to make education equitable and accessible to all in the country, especially to the broad spectrum of India's under-privileged segments. However, despite Governments initiating several sound policies, education does not flourish equally in all the states and union territories of India. Among all the states in India Kerala is the in the 1st position with literacy rate 93.91% whereas West Bengal secures 20th position with literacy rate of 77.08%. Both the states have significant influence in socio-economic and political field of India. Therefore a comparative study of the status of school education between West Bengal and Kerala is much important in the field of educational research.

REFERENCES

- Census of India. (2011). *Literacy Rate- Census of India*. Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf
- Chakrabarti, S. and Bhattacharya, J.C. (2004). *Universal Education is Still a Far Cry in North Eastern States of India; Education in North East India-Challenge and Experience*, Concept Publishing Company, New Delhi.
- Howtart, F. & Lemercinier, G. (1978). 'Socio-religious movements in Kerala: A reaction to the Capitalist Mode of Production', Part II, *Social Scientist*, Vol. VI, (12), pp. 21-43.
- Ministry of Human resource Development (n.d.). *Sarva Shiksha Abhiyan*. Retrieved from <http://mhrd.gov.in/sarva-shiksha-abhiyan>
- Nair, P. (1981). *Pimary Educationn, Population Growth and Socio-Economic Change*, Allied Publishers Pvt. Ltd., New Delhi, pp. 24 - 25.

CHAPTER – II : PROBLEM OF THE STUDY

2:1	:	Review of Related Literature	12
2.1.1	:	Related Studies	12
2.2	:	Statement of the Problem	19
2.3	:	Objectives of the study	20
2.4	:	Research Question	20
2.5	:	Delimitation of the Study	21
		References	22

CHAPTER –II: PROBLEM OF THE STUDY

2.1 : Review of the Related Literature:

Research is a careful and detailed study into a specific concern. It seeks answer to a specific problem using the scientific method. It is the 're-search' of some new knowledge following the old knowledge established through previous researches. Before execution of any research, every investigator has to go through the phase of reviewing of the literature relevant to their studies. Review of Literature is a spontaneous attempt on the part of the investigator to examine and review all types of available relevant information for finding out what has already been done or does not done so far on the topic of her/his study.

2.1.1 : Related Studies

Desai (1951) conducted a study on “**Compulsory Education in India**”. Findings of the study were- (i) Hartog Committee report influenced the attitude of the state governments. (ii) The law was indifferent in the case of those poor who could not send their children to school.

Lohithakshan, P. M. (1961) conducted a study entitled as “**An Analytical and Experimental Study of Backwardness at the Primary School Stage**”. The Important findings were- (i) The educational and communal backwardness were interrelated. (ii) Poor economic background caused irregular school attendance and that were related to educational backwardness. (iii) The students from backward community tended to be less involved in school work; they were less envious and less cheerful. (iv) They seem to have some adjustment problem; girls were comparatively less adjustable.

Srikant (1964) conducted a study entitled as “**A study of the constraints of education in rural areas after independence**”. The study revealed that-(i) The status of education was not satisfactory in different parts of India. (ii) Emphasis should be given on the education of girls. (iii) There was need for trained teachers and ashram schools. (iv) Education should be job oriented.

Lulla, et. al (1966) conducted a study entitled as **“Investigation into the Academic Causes of Backwardness in Mathematics at the Elementary Stage (Class 1- VII)”**. Some of the findings were: (i) The Syllabus was lop-sided and impractical. (ii) Some content in the syllabus was not easy to teach. (iii) The text-books used old as well as the new measures. (iv) Self explanatory illustrations were found not good at all. (v) Most of the schools have no reference books. (vi) Time-table was not strictly followed. (vii) Teaching aids were not properly used.

Upasani (1966) conducted a study on **“An Evaluation of the Existing Teacher Training Programme for Primary Teachers in Maharashtra”**. The findings of the study were:- (i) The professional training of primary teachers was far from satisfactory especially if it was evaluated in the light of the new challenges in elementary education. (ii) A very alarming problem in the practical training was giving the prescribed number of practice lessons.

Patole, N. K. (1967) conducted **“A study of teaching of Science in rural primary schools standards I to VII”**. The important findings of the study were - (i) About 74% teachers and 61% trainees expressed that science should be a separate subject from Standard I. It should not be mixed with social studies in the first four grades. (ii) P.S.C and S.S.C passed teachers were 60% and 39% respectively. (iii) The average number of pupils per teacher in Standard I was 73.40. In standard VII it came to 27.27. (iv) There was no separate science room in any school. (v) There was no significant difference in the boys and girls about their interest in science. (vi) The activity based method was found more interesting for students than chalk and talk method.

Das (1969) conducted a study on **“The wastage and stagnation at elementary level of education in the state of Assam”**. Major findings of the study were- (i) The rate of wastage and stagnation was enough high at primary level. (ii) In spite of rapid growth in expenditure in primary education for bringing physical and other facilities in school, wastage and stagnation remained. (iii) Wastage and stagnation and drop out in girls compared to boys was high in the state of Assam.

Kamamma, G. (1969) conducted a study on **“History and Problems of Primary Education in Kerala”**. The study showed that- (i) It was the only state in India which achieved the aim of hundred percent enrolment of children in the age-group six to eleven. (ii) Most of the government

schools had no adequate enclosed area. (iii) Play grounds, drinking water and sanitation facilities were not up to the mark. (iv) Number of special teachers were not sufficient in schools; (v) Most of the teachers were indifferent about taking refresher courses and in-service training; (vi) The number of children benefited by the noon-meal programme was remarkable in the state. (vii) The government had successfully overcome the problems of wastage and stagnation.

Panigam, et. Al (1972) studied “**Stagnation in Elementary Education**”. Major findings of the study were- (i) The percentages of the students who passed in all subjects in classes II and III were 15.7 and 13.4 respectively (ii) The performance of the students at the end of class II was better than performance of the students at the end of class I. (iii) Most of the underachiever pupils did not have books and other educational materials and their mother tongue was different from the instructional language in schools.

Thakur, T. (1973) conducted a study “**The Case History of the Modern Primary School in Assam**”. The study showed that- (i) The school was not up to the mark in terms of academic attainment. (ii) The implementation of the original scheme had various limitations. (iii) Teachers and locality were mainly responsible for the total attainment of the school. (iv) The teacher training programme was unorganized. (v) The grant was too insufficient to convert a school into a model one.

Das (1974) studied on “**Impact of School Conditions on Primary Education in Sibsagarh District of Assam**”. Major findings of the study were-(i) The physical conditions of the schools definitely seemed to have a positive impact on school education. (ii) Better physical facilities increased the attraction of the stakeholders towards schools. (iii) Better school conditions were conducive for effective education.

Sharma (1976) studied on “**Increase in enrolment in primary schools: efforts and results**”. The study revealed- (i) The incentives proved to be useful in boosting enrolment. (ii) Free meals, textbooks and stationary fee exemption, free uniform and scholarship were the most effective incentives. (iii) The appointment of lady teacher played a positive role in increasing enrolment mainly for girls’ children.

Mandal, G. L. (1980) conducted a study “**Universal free and compulsory primary education in Bihar**”. The study revealed that- (i) Primary schools were for children for children of 6-11. (ii) Schooling facilities for students of class I-VIII within a walking distance of every child was the target to be attended. (iii) Landless agricultural labourers, scheduled castes and tribes were reluctant to take the facilities for primary education. (iv) Out of every hundred children enrolled in class I only twenty five students reached V and only fifteen reached to class VIII.

Eshwar & Sharma (1982) conducted study on “**Wastage, stagnation and inequality of opportunity in rural primary education: A Case Study of Andhra Pradesh**”. The study revealed- (i) Though various facilities were provided, the guardians belonging under the poverty line, did not have even minimum livelihood conditions to fetch daily requirements. (ii) Schools were also far from their residence. (iii) They were least interest about education and they were also less aware for health and sanitation.

Sachchidananda, (1982) conducted a study entitled as “**Disparities in Elementary Education, A Case study of Bihar**”. Major findings of the study were- (i) Expansion of literacy in Bihar had not equivalent with the expansion of population. (ii) Socio-economic disparity was noticeable in Bihar. (iii) Seven districts of Bihar had low disparity in literacy whereas seven districts had high disparity in literacy. (iv) The districts with high urban industrial component were also high in literacy rate. (v) The districts where a large number of missionary and voluntary organization working for the betterment of the tribal, there the enrolment of girls were higher. (vi) The tribal literacy rate was 11.64%. (vii) Christian missionaries were more actively work in the field of spreading literacy than government agencies.

Devi (1983) conducted a study “**Problems of Dropouts in Primary Schools of Manipur**”. The study revealed that- (i) At the lower primary course, girls dropout rate was higher than boys dropout rate. The difference was 14.76%. (ii) In case of stagnation, boys had a higher rate than the girls. (iii) Both dropout and stagnation were at a higher rate in schools in overpopulated zones. (iv) In Imphal town, stagnation was from class V. (v) Socio-economic condition was the most important cause of dropout.

Acharya, A. A. (1984) in his research "**Compulsory Primary Education in Andhra Pradesh**" wanted to overview the evolution of educational policy and its implementation in India and wanted to review the compulsory primary education programme in Andhra as implemented in Warangal district in the light of provisions of the Andhra Pradesh Act, of 1961. He wanted to evaluate the implementation of the policy especially on underprivileged sections in the rural areas over period. Major findings of the study were-(i) Important provisions in schools were not effectively practiced. (ii) No serious and sincere efforts was made to enroll all children of the villages. (iii) The extension officers and Deputy Inspector of Schools did not work for enhancing regular enrolment, attendance and retention of children in schools. (v) Headmasters and teachers did not work for enhancing enrolment and retention of children.

Deshmukya (1984) conducted a study on "**Vocationalisation of Secondary Curriculum in Assam**". The major findings of the study were-(i) 10+2+3 pattern with minor modifications in some places was prevalent in the region. (ii) Design or types of vocational streams were not identical everywhere. (iii) Secondary curriculum aimed at preparing pupils to become competent individual, (iv) Recruitment of teachers with sound orientation to new curriculum was very much important.

Kapadia, K. P. (1984) in his study "**Development of Primary Education in the State of Gujarat after Independence**". The study revealed that- (i) The position of primary education in Gujarat was good as the state ranked third among all the states in India. (ii) A considerable growth was found in the number of schools during the last three decades. (iii) From 1950-1980 there was an enrolment explosion. During this period the enrolment of boys and girls increased three times and five times respectively. (iv) Efforts were made to overcome the problems of wastage and stagnation though improvement was not much visible. (vii) Single- teacher schools were still in existence.

Dutta, B. (1985) conducted a study "**Primary Education in Calcutta-An Anthropological Appraisal**". Major findings were- (i) There were mainly three types of schools, viz., government, quasi-government and non-government. (ii) The most popular medium was Bengali (83 per cent).

After that came Hindi (6 per cent), English (6 per cent) and Urdu (1 per cent). (iii) Schools were mainly non-residential.

Krishnamurthy, R. (1985) conducted a study entitled as “**A study of position of enrolment of children in the age group of 6-13 and problems involved in their enrolment**”. The major findings of the study were-(i) the selected village for research in which the sample school were situated, there were 6255 children in age group of 6 to 11. Out of 6255 only 3329 were enrolled in schools. (ii) The position of scheduled castes and scheduled tribe girls were quite poor. (iii) The regular attendance of children in the school was from 60 to 75 Percent in average. (iv) According to the teachers the causes of non-enrolment were poverty, illiteracy and orthodoxy of parents etc. (v) According to the community leaders the problems of non-enrolment were due to poverty of the parents and their feelings that education would not help in meeting the needs of life. (vi) Most of the teachers did not live near their work place.

Lyndem (1985) conducted a study entitled as “**A Critical Study of Development Plans and Programme in Primary Education in the State of Meghalaya since Independence**”. Major findings of the study were- (i) There was positive pace in the various aspects of primary education like foundation of new schools, strengths of teachers, enrollment of students. (ii) There were ups and downs in the enrolment figures of students. (iii) Financial assistance provided by the state government relating to various aspects of primary education was increased. (iv) The expenditures in the field of education were well planned. (v) Various development programmes were introduced in the field of primary education to achieve the universalisation of primary education. (vi) The percentage of single teacher schools was 42. (vii) Percentage of female teachers was 56. (viii) The condition of private unaided schools was very poor.

Rai, R. M. (1987) conducted a study on “**A Survey of Elementary Education in the Rural Area of Ghazipur District**”. Major findings of the study were-(i) All the primary schools were under the administration of Basic Education Council and a village committee for Primary education exists in every village. (ii) The average number of teacher was four in each school. (iii) Every 20,000 population had a primary school. (iv) 79.85% rural habitant boys and 20.17% rural habitant girls belong to backward classes. (v) District wise average literacy percentage was 25.96%

in which male and female literacy were 39.82% and 12.4% respectively. (vi) 87% of school buildings constructed by the Basic Education Committee. (vii) Agriculture was the main source of income of students' family in this area. (viii) The literacy rate among students' mothers and fathers were about 23.93% and 44.31% respectively.

Gupta, J. K. and Srivastava. (1989) conducted a study “**Stagnation and Dropout at Primary Stage in the Educationally Backward States**”. The major findings of the Study were- (i) The overall dropout rate at primary level was more than 60% in Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal. (ii) In Assam, Orissa, Rajasthan and Uttar Pradesh dropout was less than 50%. (iii) In Madhya Pradesh, dropout rate was around 58%. (iv) The dropout rate among scheduled caste and tribe students were higher than that of pupils from all other communities in all the states except in Jammu and Kashmir.

Bhargava, S.M. (1990). Conducted study entitled as “**A Study of the Growth of Educational Facilities and Enrolment at the Elementary Stage in India**”. The major finds of the Study were- (i) There had been a steady growth of educational facilities at the primary stage (ii) Educational facilities for girls, and ST and SC improved. (iii) Middle-stage education facilities within 1 km. also gained growth from 3.13% in 1957 to 13.25 in 1986. (iv) At the elementary stage (1-VIII), from 1973 to 1986 enrolment increased 51.43 %.

Sarma, et al (1991) conducted a study “**Identification of the Problems of Primary Education**”. The major findings were- (i) 46% of the schools did not have buildings. (ii) Lack of facilities for health and hygiene was a serious problem. (iii) Games and sports were in co-curricular activities but 54 % of the schools did not have playground. 85 % schools did not have any material for games and sports. (iv) In 4 % of the schools, there was only one teacher. In 19 % schools there were two teachers and in 8% schools there were three teachers. (v) 35% schools had no blackboards and 81 % of the schools had no teaching aids.

Birdi, Bimlesh (1992) conducted a study entitled as “**Growth and Development of the Primary Education in Punjab from 1947-1987**”. The major findings were as follows- (i) In 1947 - 48, 31 % students in the age group 6-11 years who were enrolled in Primary Schools. In April 1962, the

Compulsory Primary Education Act was enacted in the state. The enrolment increased by 23% within two years. (ii) The conditions of building, furniture and equipment were set up to the mark in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards. (iii) In 1947-48, 5,337 teachers were there. During 1987-88, the total number of teachers was 47,493.

Ralte, L (1992) conducted a study entitled as “**Primary Education in Mizoram during the post-independence period**”. The major findings are- (i) Primary education gradually developed during the post-independence period. (ii) The female participation rate in primary education increased from a rate of 50 females per 100 males in 1947-48 to 93 in 1978-79. (iii) The ‘wastage’ of girls was higher than the boys. (iv) 55% of the schools had properly maintained classrooms.

Retnakumar, J. N. & Ariokiyasamy, P. (2006) conducted a study “**Exploring School Enrolment Trends in Kerala**”. Major findings of the study were- (i) Enrollment decreased in government schools. (ii) Enrolling was increased in private unaided English medium schools. (iii) Improving the quality of school education was the factor which could sustain the retention of students in government funded schools.

Tooley, J. & Dixon, P. (2007) conducted a study “**Private schooling for low income families: A census and comparative survey in East Delhi, India**”. Findings of the study were- (i) Among 265 schools, government and private schools were 26.8% and 7.2% respectively. (ii) Higher percentages of girl students were in government schools than private schools. (iii) Private unaided schools experienced higher teacher absenteeism rate than government schools.

2.2 STATEMENT OF THE PROBLEM

School education is the foundation of all development of the child personality and it is the basis for future success of a responsible citizen. It is therefore necessary to throw our attention in the research work in various aspects of school education. Doing research to know the actual status of school education in a specific context is very much important. According to Census of India, Kerala is that state of India which has achieved highest 93.91% literacy rate (Census, 2011). West

Bengal plays a significant role in socio-economic, cultural and educational sphere in India. So the researcher was curious about comparing the status of school education between West Bengal and the most literate state of India. Though there are some researches available on the status of elementary education, very few research available on the status of overall school education particularly in this context. The present study was an attempt to fill this knowledge gap. The researcher initiated a study to reveal the status of school education between West Bengal and Kerala. The problem of the present study was specified and stated as- *“A Comparative Study of the Status of School Education between West Bengal and Kerala.*

2.3 OBJECTIVES OF THE STUDY

Following objectives were taken into consideration for the present study:

1. To find out the status of school education of West Bengal in terms of school profile, school infrastructure, teaching and non-teaching staff.
2. To find out the status of school education of Kerala in terms of school profile, school infrastructure, teaching and non-teaching staff.
3. To comparatively analyze the status of school education of West Bengal and Kerala in terms of school profile, school infrastructure, teaching and non-teaching staff.

2.4 RESEARCH QUESTION

Following research question was framed to conduct the study-

1. How does the status of school education of West Bengal differ from Kerala in terms of school profile, school infrastructure, teaching and non-teaching staff?

2.5 DELIMITATION OF THE STUDY

The present study was delimited to the following:

- i. The study was done based on secondary data.
- ii. The research was delimited to study the status of school education of West Bengal in comparison with the state Kerala only.
- iii. In the sphere of status of school education, only the school profile, school infrastructure, teaching

REFERENCES

- Acharya, A.A. (1984). *Compulsory Primary Education in Andhra Pradesh: A Policy Analysis*. NCERT (ed.) Fourth Survey of Educational Research, vol.II.
- Bhargava, S. M. (1990). *A Study of the growth of Educational Facilities and Enrollment at the Elementary Stage in India* (PhD thesis, Maharaja Sayajiroa University of Baroda). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.
- Birdi, Bimlesh (1992). *A Study of the Growth and Development of the Primary Education in Punjab from 1947 to 1987* (Ph.D. thesis, Punjab University). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.
- Census of India. (2011). *Literacy Rate- Census of India*. Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf
- Das, R.C. (1969). *A Study of the Wastage and Stagnation at Elementary Level of Education in the State of Assam with Special Reference to the Primary Stage*. SIE Assam.
- Das, R.C. (1974). *Impact of School Conditions on Primary Education* (SIE, Assam). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.
- Desai, D. M. (1951). *Compulsory Primary Education in India* (Bombay University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Deshmukhya, M. L. (1984). *Vocationalisation of Secondary Curriculum in Assam* (Unpublished Ph. D. thesis, Assam University)
- Devi, K. G. (1983). *Problems of Drop-outs in Primary School of Manipur with special Reference to Imphal Town* (Guwahati University). In M.B. Buch (Ed.) Fourth Survey of Research in Education.
- Dutta, B. (1985). *Primary Education in Calcutta. An Anthropological Appraisal* (Ph.D. thesis, Calcutta University). In M.B. Buch (Ed.) Fourth Survey of Research in Education,

Volume II.

- Eshwer, P. & Sharma, R. (1982). *Wastage Stagnation and Inequality of opportunity in Rural Primary Education, A Case Study of Andhra Pradesh*. ASCI (Financed by MHRD Govt. of India).
- Gupta, J. K. & Srivastava (1989). *A Sample Study of Stagnation and Drop-out at Primary Stage in the Educationally Backward States* (National Council of Educational Research and Training). In M.B Buch (Ed.) Fourth survey of Research in Education, Volume II.
- Kamamma, G. (1969). *History and Problems of Primary Education in Kerala* (PhD thesis, Kerala University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Kapadia, K .P. (1984). *A Study of the Development of Primary Education in the State of Gujarat after Independence* (PhD thesis, South Gujarat University). In M.B. Buch (Ed.) Fourth Survey of Research in Education.
- Krishnamurthy, R. (1985). *A study of Position of Enrolment of Children in the Age Group 6- 13 years and Problems Involved in their Enrolment* (NCERT). In M.B Buch (Ed.) Fourth survey of Research in Education, Volume II.
- Lohithakshan, P. M. (1961). *An Analytical and Experimental Study of the Backwardness at the Primary School Stage* (Ph.D thesis, Madras University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Lulla, B. P., Shah, G. B. & Darji, D. R. (1966). *Investigation into the Academic Backwardness in Mathematics at Elementary Stage (Classes I-VII)* (Centre of Advanced Study in Education, Baroda). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Lyndem, B. (1985). *A Critical Study of Developmental Plans and Programme in Primary Education in the State of Meghalaya, since Independence* (Unpublished Ph.D. thesis, North Eastern Hill University).

- Mandal, G. L. (1980). *Universal Free and Compulsory Education in Bihar (1950-74) - A Study of Problems and Measures* (D.Litt. Education, Bihar University). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.
- Panigam, D., Das, S. C. & Das, K. C. (1972). *Stagnation in Elementary Education* (SIE, Orissa, Bhubaneswar). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Patole, N. K. (1967). *A Study of Teaching of Science in Rural Primary Schools- Standard I to VII* (Ph.D. Education, Poona University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Rai, R.M. (1987). *A Survey of elementary Education in the Rural Areas of Ghazipur District* (Bhubaneswar University). In M.B. Buch (Ed.) Fourth survey of Research in Education.
- Ralte, Lalliani (1992). *An Analytical Study of Primary Education in Mizoram during the post- Independence Period* (Ph.D. Education, North Eastern Hill University). In M.B. Buch (Ed.) Fifth Survey of Research in Education, Volume II.
- Retnakumar, J. N. & Ariokiyasamy, P. (2006). Exploring School Enrolment Trends in Kerala. Retrieved from <http://sad.sagepub.com/content/1/2/231>
- Sachchidananda (1982). *Disparities in Elementary Education: A Case Study of Bihar* (ANS Institute of Social Studies, Patna). In M.B. Buch (Ed.) Fourth Survey of Research in Education.
- Sarma, R.N., Dutta, B. & Sarma, D (1991). *Identification of the Problems of Primary Education* (SIE, National Council of Educational Research and Training). In M.B. Buch (Ed.) Fifth Survey of Research in Education, Volume II.
- Sharma, V. S. (1976). *Increase in enrolment in primary schools: efforts and results*. SIE Rajasthan.
- Srikant (1964). *A study of the Constraints of Education in Rural Areas after Independence*

(Unpublished Ph. D Theses). Bhagalpur University.

Thakur, T. (1973). *The case History of the Model Primary School in Assam* (SIE, Assam). In M.B. Buch (Ed.) *Fourth Survey of Research in Education*, Volume II.

Tooley, J. & Dixon, P. (2007). Private schooling for low income families: A census and comparative survey in East Delhi, India. *International Journal of Education Department*. 27(2). 205-219. Retrieved from <https://doi.org/10.1016/j.ijedudev.2006.08.002>

Upasani, N. K. (1966). *An Evaluation of the Existing Teacher Training Programme for Primary Teachers in the state of Maharashtra with special Reference to Rural Areas* (Poona University). In M.B. Buch (Ed.) *Survey of Research in Education*. 1st Edition, 1974.

CHAPTER – III : DATABASE AND METHODOLOGY

3.1	:	Database of the Study	26
3.2	:	Methodology and Statistics	27

CHAPTER-III: DATABASE AND METHODOLOGY

This chapter reveals the major sources of data and outlays the methodology to compare the status of school education between West Bengal and Kerala. This chapter has been divided into two parts. While the first part presents the database of the study, the second part outlines the methodology of the study and statistical technique used in this study.

3.1 DATABASE OF THE STUDY

Different sources of secondary data have been consulted to compare the status of school education between West Bengal and Kerala. The main sources for the information are:

- “Elementary Education in India: State Report Cards 2016-17”, District Information System for Education” (DISE), National University for Educational Planning and Administration (NUEPA).
- “Elementary Education in India: District Report Cards 2016-17” (Volume I and Volume II), District Information System for Education” (DISE), National University for Educational Planning and Administration (NUEPA).
- “School Education in India- Flash Statistics 2016-17”, District Information System for Education” (DISE), National University for Educational Planning and Administration (NUEPA).
- “Census of India-2011”, Registrar General of India.

At present, West Bengal has twenty three districts and Kerala has fourteen districts. Like Kerala, school education in the state of West Bengal is provided by three sectors- government, private unaided and private aided. A private aided institution is one which is run by an individual or a private organization and receives maintenance grant from a government or a local body. A private unaided institution is one which is managed by an individual or a private organization and that is not receiving maintenance grant either from a government or from a local body. Based on DISE reports, the status of school education in terms of school profile, school infrastructure, teaching and non-teaching staff, equitable participation and retention was analysed for the period of 2016-17.

3.2 METHODOLOGY AND STATISTICS

To compare the status of school education of West Bengal and Kerala, descriptive statistics was used. Following aspects of school education were taken into consideration- school profile, school infrastructure, teaching and non-teaching staff.

CHAPTER – IV: THE STATUS OF SCHOOL EDUCATION

4:1	:	Section I	28
4.1.1	:	An Overview of School Education	28
		Scenario of West Bengal	
4.1.1.1	:	Inter-district Variations	30
4.1.2	:	An Overview of School Education	31
		Scenario of Kerala	
4.1.2.1	:	Inter-district Variations	33
4.2	:	Section II	34
4.2.1	:	Research Question	34
		References	37

CHAPTER-IV: THE STATUS OF SCHOOL EDUCATION

This chapter intends to explore the research questions. For this purpose, the chapter has been divided into two sections. Section I attempts to review literacy rates in the districts of West Bengal and Kerala, while section II deals with the specific research questions.

4.1 SECTION I

This section analyses the literacy rates in the districts of West Bengal in the period from 2016-17. It also analyses the literacy rates in the districts of Kerala in the period from 2016-17

4.1.1 An Overview of School Education Scenario of West Bengal

West Bengal witnessed steady consistency in literacy rate in the period of 2016-2017. According to Census 2011, overall literacy rate of West Bengal was 77.1 percent which was slightly higher than the national overall literacy rate i.e. 74.0 per cent.

In the district level enrolment analysis it is observed that almost in all the districts the enrolment decreases during the period of 2006-17 than its previous period of 2015-16. But the rate of decreases is not uniform in all districts.

Table 4.1 shows literacy rates for West Bengal, disaggregated at the district level. In 2016-17, Purba Medinipur outperformed other districts with the highest literacy rate (87.7 per cent) followed by Kolkata (87.1 per cent), Siliguri (85.5 percent), North 24 Parganas (85.0 percent), Howrah (83.9 per cent), and Hoogly (82.6 per cent). The worst performers in ascending order were Uttar Dinajpur (60 per cent), Malda (62.7 per cent), Puruliya (65.4 per cent), and Murshidabad (67.5 per cent). Culturally, West Bengal is divided into two regions-Uttar Banga and Dakshin Banga. The data revealed that in 2016-17 districts belongs to Dakshin Banga performed better than the districts belonged to Uttar Banga region. Of the top five performers, Purba Medinipur, Kolkata, North 24 Parganas belong to Dakshin Banga region while Siliguri belongs to Uttar Banga region. In Uttar Banga region, literacy rates of Uttar Dinajpur and Maldah were lower in comparison to other districts of West Bengal.

Table 4.1 Showing Literacy rate in the Districts of West Bengal

Districts	Population (in 000's)	Literacy Rate	Male literacy	Female Literacy
Alipurduar	-	-	-	-
Bankura	3596	71.0	81.0	60.4

Barddhaman	7724	77.2	83.4	70.5
Birbhum	3502	70.9	77.4	64.1
Dakshin Dinajpur	1671	73.9	79.6	67.8
Darjiling	1842	79.9	85.9	73.7
Howrah	4842	83.9	87.7	79.7
Hoogly	5520	82.6	87.9	77.0
Jalpaiguri	3870	73.8	80.6	66.7
Koch Bihar	2823	75.5	81.5	69.1
Kolkata	4487	87.1	89.1	85.0
Maldah	3998	62.7	67.3	57.8
Murshidabad	7102	67.5	71.0	63.9
Nadia	5168	75.6	79.6	71.4
North24 Parganas	10083	85.0	88.7	81.1
Paschim Medinipur	5943	79.0	86.7	71.1
Purba Medinipur	5094	87.7	93.1	81.8
Puruliya	2928	65.4	78.9	51.3
Siliguri	510	85.5	-	81.9
South24 Parganas	8153	78.6	84.7	72.1
Uttar Dinajpur	3001	60.1	66.7	53.2

(Source- District Record- 2016-17, DISE)

The DISE 2016-17 data reveals convergence occurring in literacy rates across districts. Out of 21 districts, 10 districts- Purba Medinipur (87.7 percent), Kolkata (87.1 percent), Siliguri (85.5 percent), North 24 Parganas (85.0 percent), Howrah (83.9 per cent), Hoogly (82.6 per cent), Darjeeling (79.9 percent), Paschim Medinipur (79.0 percent), Barddhaman (77.2 percent), South 24 Parganas (78.6 percent), had literacy rates more than the State average literacy rate. It is noteworthy that West Bengal's overall literacy rate (77.1 percent) in 2011 is marginally higher than National literacy rate of 74.04, meaning that literacy rates of all these ten districts

are above national average. The district of Uttar Dinajpur occupied the bottom position with 60.1 percent literacy rate. The districts of Uttar Dinajpur (60.1 percent), Maldah (62.7 percent), Jalpaiguri (73.8 percent), Dakshin Dinajpur (73.9 percent) and Coch Bihar (75.5 percent) fall in the Uttar Banga region and their literacy rates are below the state average literacy rate. While the districts of Puruliya (65.4 percent), Murshidabad (67.5 percent), Birbhum (70.9 percent), Bankura (71.0 percent) and Nadia (75.6 percent) fall in the Dakshin Banga region and their literacy rates are below the state average literacy rate.

Gender wise, a look at the Table 4.1 clearly implies that Purba Medinipur has the highest male literacy rate (93.1 percent) and Uttar Dinajpur has the lowest male literacy rate (66.7 percent) in the period of 2016-17. Table 4.1 clearly implies that Kolkata has the highest female literacy rate (85.0 percent) and Puruliya has the lowest female literacy rate (51.3 percent) in the period of 2016-17.

4.1.1.1 Inter-District Variations

This section looks into selected variables like Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment to understand inter-district variations in West Bengal. Enrollment of children is a crucial indicator of literacy level and depicts the current flow or spread of education. Table 4.2 shows the variation.

Table 4.2 Showing Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment in the Districts of West Bengal

Districts	Number of Schools	Enrollment	Single Classroom Schools (%)	Single Teacher Schools (%)	Girls Enrollment (%)
Alipurduar	1969	197378	3.6	4.4	49.2
Bankura	5213	494439	2.5	7.6	48.5
Bardhaman	6820	889854	2.8	3.5	49.7
Birbhum	4253	507428	3.9	6.4	49.2
Dakshin Dinajpur	2285	232282	5.5	6.3	47.7
Darjiling	1812	81052	9.9	6.3	50.2
Howrah	3678	524630	2.7	3.0	50.1

Hoogly	4592	566356	2.0	2.5	49.4
Jalpaiguri	2683	328838	6.4	4.8	49.9
Koch Bihar	3580	425612	5.6	5.6	49.5
Kolkata	2789	306156	5.7	4.8	51.1
Maldah	4561	786686	4.2	2.1	51.0
Murshidabad	6949	1226441	4.6	2.6	50.3
Nadia	4539	621268	3.8	2.6	49.0
North24 Parganas	7452	940683	4.3	4.8	49.2
Paschim Medinipur	9702	828947	9.6	5.0	48.7
Purba Medinipur	6640	675777	7.3	2.4	49.1
Puruliya	4964	441162	5.7	7.5	49.5
Siliguri	1161	163887	7.6	4.7	49.6
South24 Parganas	7464	1149613	5.8	2.6	50.5
Uttar Dinajpur	3312	545533	4.8	2.3	51.3

(Source- District Record- 2016-17, DISE)

Table 4.2 shows that Paschim Medinipur has the highest number of school (9702) in the period of 2016-17 and Siliguri has the lowest number of schools (1161) in comparison to other districts of West Bengal. Number of enrolment was highest in South 24 Parganas (1149613) district while the lowest was in Darjeeling (81052). Certain percentages of single classroom schools and single teacher schools exist in West Bengal. The highest percentage of single classroom schools was in Darjeeling (9.9 percent) and highest percent of single teacher school was in Bankura (7.6 percent). Girls enrolment was near about 50 percent in almost all the districts of West Bengal.

4.1.2 An Overview of School Education Scenario of Kerala

Kerala witnessed steady consistency in literacy rate in the period of 2016-2017. According to Census 2011, overall literacy rate of Kerala was 93.9 percent which was much higher than the national overall literacy rate i.e. 74.00 per cent.

In the district level enrolment analysis it is observed that almost in all the districts the enrolment decreases during the period of 2006-17 than its previous period of 2015-16. But the rate of decreases is not uniform in all districts.

Table 4.3 shows literacy rates for Kerala, disaggregated at the district level. In 2016-17, Pathanamthitta outperformed other districts with the highest literacy rate (96.9 per cent) followed by Kottayam (96.4 percent), Alappuzha (96.3 percent), Ernakulam (95.7 percent), and Kannur (95.4 percent). The comparatively worst performers in ascending order were Palakkad (88.5 per cent), Wayanad (89.3 per cent) and Kasaragod (89.9 per cent).

Table 4.3 Showing Literacy rate in the Districts of Kerala

Districts	Population (in 000's)	Literacy Rate	Male literacy	Female Literacy
Alappuzha	2122	96.3	97.9	94.8
Ernakulam	3280	95.7	97.1	94.3
Idukki	1107	92.2	94.8	89.6
Kannur	2526	95.4	97.5	93.6
Kasaragod	1303	89.9	93.9	86.1
Kollam	2630	93.8	95.8	92.0
Kottayam	1979	96.4	97.2	95.7
Kozhikode	3090	95.2	97.6	93.2
Malappuram	4111	93.6	95.8	91.6
Palakkad	2811	88.5	92.3	85.0
Pathanamthitta	1196	96.9	97.7	96.3
Thiruvananthapuram	3307	92.7	94.6	90.9
Thrissur	3110	95.3	97.0	93.9
Wayanad	817	89.3	92.8	85.9

(Source- District Record- 2016-17, DISE)

The DISE 2016-17 data reveals convergence occurring in literacy rates across districts. Out of 14 districts, 7 districts- Pathanamthitta (96.9 percent), Kottayam (96.4 percent), Alappuzha (96.3 percent), Ernakulam (95.7 percent), Kannur (95.4 percent), Thrissur (95.3 per cent), Kozhikode (95.2 percent) had literacy rates more than the State average literacy rate. It is noteworthy that Kerala's overall literacy rate (93.9 percent) in 2011 is higher than National literacy rate of 74.04, meaning that literacy rates of all these seven districts are much more

above national average. The district of Palakkad occupied the bottom position with 88.5 percent literacy rate while Pathanamthitta occupied the top position with 96.9 percent literacy rate.

Gender wise, a look at the Table 4.1 clearly implies that Alappuzha has the highest male literacy rate (97.9 percent) and Palakkad has the comparatively lowest male literacy rate (92.3 percent) in the period of 2016-17. Table 4.3 clearly implies that Pathanamthitta has the highest female literacy rate (96.3 percent) and Palakkad has the lowest female literacy rate (85.0 percent) in the period of 2016-17.

4.1.2.1 Inter-District Variations

This section looks into selected variables like Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment to understand inter-district variations in Kerala. Enrollment of children is a crucial indicator of literacy level and depicts the current flow or spread of education. Table 4.4 shows the variation.

Table 4.4 Showing Number of Schools, Total Enrollment, Single Classroom Schools, Single Teacher Schools, Girls' Enrollment in the Districts of Kerala

Districts	Number of Schools	Total Enrollment	Single Classroom Schools (%)	Single Teacher Schools (%)	Girls Enrollment
Alappuzha	999	212688	0.1	0.8	48.8
Ernakulam	1370	361047	1.0	1.3	48.7
Idukki	681	114042	13.5	15.7	48.5
Kannur	1585	310274	1.1	1.2	49.0
Kasaragod	770	177522	4.8	5.3	48.6
Kollam	1231	291326	0.2	0.6	48.8
Kottayam	1136	204901	0.0	0.3	49.0
Kozhikode	1608	380364	1.4	1.6	48.9
Malappuram	1852	657474	1.9	1.8	49.0
Palakkad	1253	342056	2.0	2.3	49.0
Pathanamthitta	902	113362	0.1	1.2	48.7
Thiruvananthapuram	1424	352956	1.1	1.3	48.9
Thrissur	1248	349670	0.5	0.6	48.7
Wayanad	407	108461	8.8	9.1	48.9

(Source- District Record- 2016-17, DISE)

Table 4.4 shows that Malappuram has the highest number of school (1852) in the period of 2016-17 and Wayanad has the lowest number of schools (407) in comparison to other districts of Kerala. Number of enrolment was highest in Malappuram (657474) district while the lowest was in Pathanamthitta (113362). Few percentages of single classroom schools and single teacher schools exist in Kerala. Girls' enrolment was near about 49 percent in almost all the districts of Kerala.

4.2 SECTION II

This section deals with the specific research questions.

4.2.1 Research Question 1.

How does the status of school education of West Bengal differ from Kerala in terms of school profile, school infrastructure, teaching and non-teaching staff?

When the researcher looked into the school profile of both the states, data (Table 4.5) reveals that in the period of 2016-17 there were 96432 schools in West Bengal where Kerala had 17144 schools.

Table 4.5 Showing School Profile of West Bengal and Kerala

School Profile		
Indicator	STATE	
	WEST BENGAL	KERALA
Schools	96432	17144
Enrollment	16144562	5865210
Teachers	565080	270218
Schools with head master/ principal (%)	62.59	85.42
Single teacher schools (%)	4.18	2.14
Single classroom school%	5.14	1.70

(Source-School Education in India- Flash Statistics 2016-17, DISE)

Enrollment and number of teachers in both the states were good. However in West Bengal only 62.59% schools had headmaster or principal which was much less than Kerala's 85.42% schools with headmaster or principal. Headmaster plays a significant role in school management. So his existence is necessary for overall development of a school. Single teacher

schools and single classroom schools percentages were also higher in West Bengal than Kerala which certainly is not good enough.

When the researcher looked into the school infrastructure in terms of specific physical facilities and equipment of both the states, data (Table 4.6) reveals that in the period of 2016-17 both West Bengal and Kerala has almost same percentages of schools with building facility (99.19% and 99.06% respectively) and the percentages were good enough.

Table 4.6 Showing School Infrastructure of West Bengal and Kerala

School Infrastructure		
Indicator	STATE	
	WEST BENGAL	KERALA
Percentages of Schools with building	99.19	99.06
Percentages of Schools with functional drinking water facility	88.46	96.73
Percentages of Schools with functional toilet for boys	94.85	97.69
Percentages of Schools with functional toilet for girls	95.98	98.98
Percentages of Schools with CWSN friendly toilet	11.41	26.17
Percentages of Schools with Electricity	79.13	96.51
Percentages of Schools with Library	77.05	96.74
Percentages of Schools with Playground	40.87	74.03
Percentages of Schools with Computer in working condition	6.38	70.29

(Source-School Education in India- Flash Statistics 2016-17, DISE)

88.46% schools in West Bengal has functional drinking water facility which is much lower than Kerala's 96.73% schools. Percentages of schools with functional toilet facility for boys and girls are quite good in both the states though West Bengal had some less percentages of this facility than Kerala. Percentages of schools with CWSN friendly toilet were drastically low in both the states. In the case of electricity and library facility in schools West Bengal was much behind Kerala. Percentages of schools having playground in West Bengal were much less than Kerala. In the case of schools with computer in working condition, percentage of West Bengal schools was very poor in comparison with Kerala.

When the researcher looked into the aspect of teaching and non-teaching staffs in schools of both the states, data (Table 4.7) reveals that in the period of 2016-17 pupil-teacher ratio in West Bengal was 21 while in Kerala it was 16.

Table 4.7 Showing Teaching and Non-teaching Staff of West Bengal and Kerala

Teaching and Non-teaching Staff		
Indicator	STATE	
	WEST BENGAL	KERALA
Pupil-teacher ratio	21	16
Average teachers per school	5.9	15.1
Female teachers (%)	43.0	78.4
Non-teaching staff	34496	20208

(Source-School Education in India- Flash Statistics 2016-17, DISE)

Average teachers per school were 15.1 in Kerala which is much better than West Bengal's average 5.9. Percentage of female teachers in West Bengal schools was 43.0 which is much lower than Kerala's 78.4%. In the period of 2016-17, there were 34496 non-teaching school staffs in West Bengal while Kerala had 20208 non-teaching staffs.

REFERENCES

Census of India (2011). Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf

Elementary Education in India: State Report Cards 2016-17 (DISE-Publication). (n.d). New Delhi: NUEPA.

Elementary Education in India: District Report Cards 2016-17 (DISE-Publication). (n.d). New Delhi: NUEPA.

School Education in India- Flash Statistics 2016-17 (DISE-Publication). (n.d). New Delhi: NUEPA.

CHAPTER – V: CONCLUSION

5.1	:	Major Findings of the Study	38
5.2	:	Discussion	39
5.3	:	Suggestions	40
5.4	:	Scope for Further Studies	41

CHAPTER-V: CONCLUSION

The research was conducted to comparatively study the status of school education between West Bengal and Kerala. Different sources of secondary data have been consulted to compare the status of school education between West Bengal and Kerala. The comparison was for the period of 2016-17. The study was conducted also to find out the status of school education of West Bengal in terms of school profile, school infrastructure, teaching and non-teaching staff. The study also put attention to find out the status of school education of Kerala in terms of school profile, school infrastructure, teaching and non-teaching staff. The present chapter discusses the major findings of the study, discussions and suggestions and implication for further research.

5.1 Major Findings of the study

The major findings emerged through the present study would be important contribution for our understanding about the comparative status of school education between West Bengal and Kerala.

- Census 2011 shows that West Bengal's overall literacy rate was bit higher than the average national literacy rate.
- Out of 21 districts, 10 districts- Purba Medinipur, Kolkata, Siliguri, North 24 Parganas, Howrah, Hoogly, Darjeeling, Paschim Medinipur, Bardhaman, South 24 Parganas, had literacy rates more than the state's average literacy rate.
- Girls' enrollment was near about 50 percent in almost all the districts of West Bengal.
- Census 2011 shows that Kerala's overall literacy rate was much higher than the average national literacy rate.
- Out of 14 districts, 7 districts- Pathanamthitta, Kottayam, Alappuzha, Ernakulam, Kannur, Thrissur, Kozhikode, had literacy rates more than the state's average literacy rate.
- Girls' enrollment was near about 49 percent in almost all the districts of Kerala.
- Enrollment and number of teachers in both the states were good.
- However in West Bengal there were comparatively less schools with headmaster or principal than Kerala's schools with headmaster or principal.
- Single teacher schools and single classroom schools percentages were also higher in West Bengal than Kerala which certainly is not good enough.

- Both West Bengal and Kerala has almost same percentages of schools with building facility.
- West Bengal schools has less functional drinking water facility than Kerala's schools.
- Percentages of schools with functional toilet facility for boys and girls are quite good in both the states. Percentages of schools with CWSN friendly toilet were drastically low in both the states.
- In the case of electricity and library facility in schools West Bengal was much behind Kerala.
- Percentages of schools having playground in West Bengal were much less than Kerala.
- In the case of schools with computer in working condition, percentage of West Bengal schools was very poor in comparison with Kerala
- Pupil-teacher ratio in West Bengal was 21 while in Kerala it was 16.
- Percentage of female teachers in West Bengal schools was much lower than Kerala had.

5.2 Discussion

The study reveals that out of 21 districts, 10 districts- Purba Medinipur, Kolkata, Siliguri, North 24 Parganas, Howrah, Hoogly, Darjeeling, Paschim Medinipur, Barddhaman, South 24 Parganas, had literacy rates more than the State average literacy rate. The districts of Uttar Dinajpur, Maldah, Jalpaiguri, Dakshin Dinajpur and Coch Bihar fall in the Uttar Banga region and their literacy rates are below the state average literacy rate. The districts of Puruliya, Murshidabad, Birbhum, Bankura and Nadia fall in the Dakshin Banga region and their literacy rates are below the state average literacy rate. Purba Medinipur has the highest male literacy rate and Uttar Dinajpur has the lowest male literacy rate in the period of 2016-17. Kolkata has the highest female literacy rate and Puruliya has the lowest female literacy rate in the period of 2016-17. Paschim Medinipur has the highest number of school in the period of 2016-17 and Siliguri has the lowest number of schools in comparison to other districts of West Bengal. Number of enrolment was highest in South 24 Parganas district while the lowest was in Darjeeling. Girls' enrolment was near about 50 percent in almost all the districts of West Bengal. The present study indicates that in West Bengal most of the districts of Uttar Banga region lag behind the districts of Dakshin Banga region in various aspects of school education. It is a matter of concern. The more capital and administrative engagement may be the reason for more educational development of the Dakshin Banga districts.

In Kerala, the study reveals that out of 14 districts 7 districts- Pathanamthitta, Kottayam, Alappuzha, Ernakulam, Kannur, Thrissur, Kozhikode had literacy rates more than the State

average literacy rate. Alappuzha has the highest male literacy rate and Palakkad has the comparatively lowest male literacy rate in the period of 2016-17. Pathanamthitta has the highest female literacy rate and Palakkad has the lowest female literacy rate in the period of 2016-17. Girls' enrolment was near about 49 percent in almost all the districts of Kerala.

When the researcher looked into the school infrastructure in terms of specific physical facilities and equipment of both the states, data (Table 4.6) reveals that in the period of 2016-17 both West Bengal and Kerala has almost same percentages of schools with building facility (99.19% and 99.06% respectively) and the percentages were good enough. 88.46% schools in West Bengal has functional drinking water facility which is much lower than Kerala's 96.73% schools. Percentages of schools with functional toilet facility for boys and girls are quite good in both the states though West Bengal had some less percentages of this facility than Kerala.

The school profile of both the states reveal that in the period of 2016-17 the enrollment and number of teachers in both the states were good. However in West Bengal, the percentage of schools with headmaster or principal was much less than Kerala's schools with headmaster or principal. Single teacher schools and single classroom schools percentages were also higher in West Bengal than Kerala and this condition should be improved by increasing education budget and planned execution of it. Percentages of schools with CWSN (children with special needs) friendly toilet were drastically low in both the states. Inclusion in the field of education is the call of time. So government and private authorities of both the state should look into the matter. In the case of electricity and library facility, schools having playground and schools with computer in working condition, West Bengal was far behind Kerala. Data reveals that in the period of 2016-17 pupil-teacher ratio, average teachers per schools and existence of female teachers in the schools of West Bengal was not better than Kerala.

Both West Bengal and Kerala have their significance in India's socio-economic, political and educational scenario. In most of the aspects of school education Kerala is in better position than West Bengal. Some facilities in school education are not proper in both the states. Interestingly in case of girls' enrollment percentage in school education, West Bengal is in little bit better place than Kerala.

5.3 Suggestions

On behalf of the researcher, following suggestions can be given-

- Both the Central government and West Bengal state government should take some positive steps for facilitating educational development in the districts of Uttar Banga region.

- Girls' enrollment in school education should be increased in both the states. For that the central government and state governments of West Bengal and Kerala must take some positive initiatives.
- Both the states should be more concerned about differently abled students. More support systems for children with special needs should be introduced. School education atmosphere should be more inclusive.
- More new teachers should be employed in the schools of West Bengal.
- Electricity and library facility, schools having playground and computer in working condition facilities should be improved in the schools of West Bengal.
- Both the states should employ more female teachers.
- The educational policy framers, administrators, teachers and teacher educators may adopt some realistic measures or strategies in the light of the present study.

5.4 Scope for Further Studies

The present study on the status of school education between West Bengal and Kerala is not an end in itself; rather it is an ongoing journey to reveal the scenario. Further research work can be done on this topic by increasing various dimensions of school education, increasing the time period or surveying in different context. Further work can be done by alternative research methods.

BIBLIOGRAPHY

BIBLIOGRAPHY

Acharya, A.A. (1984). *Compulsory Primary Education in Andhra Pradesh: A Policy Analysis*. NCERT (ed.) Fourth Survey of Educational Research, vol.II.

Bhargava, S. M. (1990). *A Study of the growth of Educational Facilities and Enrollment at the Elementary Stage in India* (PhD thesis, Maharaja Sayajiroa University of Baroda). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.

Birdi, Bimlesh (1992). *A Study of the Growth and Development of the Primary Education in Punjab from 1947 to 1987* (Ph.D. thesis, Punjab University). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.

Census of India (2011). Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf

Census of India. (2011). Literacy Rate- Census of India. Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf

Census of India. (2011). *Literacy Rate- Census of India*. Retrieved from http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf

Chakrabarti, S. and Bhattacharya, J.C. (2004). *Universal Education is Still a Far Cry in North Eastern States of India; Education in North East India-Challenge and Experience*, Concept Publishing Company, New Delhi.

Das, R.C. (1969). *A Study of the Wastage and Stagnation at Elementary Level of Education in the State of Assam with Special Reference to the Primary Stage*. SIE Assam.

Das, R.C. (1974). *Impact of School Conditions on Primary Education* (SIE, Assam). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.

Desai, D. M. (1951). *Compulsory Primary Education in India* (Bombay University). In M.B. Buch

- (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Deshmukhya, M. L. (1984). *Vocationalisation of Secondary Curriculum in Assam* (Unpublished Ph. D. thesis, Assam University)
- Devi, K. G. (1983). *Problems of Drop-outs in Primary School of Manipur with special Reference to Imphal Town* (Guwahati University). In M.B. Buch (Ed.) Fourth Survey of Research in Education.
- Dutta, B. (1985). *Primary Education in Calcutta. An Anthropological Appraisal* (Ph.D. thesis, Calcutta University). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.
- Elementary Education in India: District Report Cards 2016-17* (DISE-Publication). (n.d). New Delhi: NUEPA.
- Elementary Education in India: State Report Cards 2016-17* (DISE-Publication). (n.d). New Delhi: NUEPA.
- Eshwer, P. & Sharma, R. (1982). *Wastage Stagnation and Inequality of opportunity in Rural Primary Education, A Case Study of Andhra Pradesh*. ASCI (Financed by MHRD Govt. of India).
- Gupta, J. K. & Srivastava (1989). *A Sample Study of Stagnation and Drop-out at Primary Stage in the Educationally Backward States* (National Council of Educational Research and Training). In M.B Buch (Ed.) Fourth survey of Research in Education, Volume II.
- Howart, F. & Lemercinier, G. (1978). 'Socio-religious movements in Kerala: A reaction to the Capitalist Mode of Production', Part II, *Social Scientist*, Vol. VI, (12), pp. 21-43.
- Kamamma, G. (1969). *History and Problems of Primary Education in Kerala* (PhD thesis, Kerala University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Kapadia, K. .P. (1984). *A Study of the Development of Primary Education in the State of Gujarat*

- after Independence* (PhD thesis, South Gujarat University). In M.B. Buch (Ed.) Fourth Survey of Research in Education.
- Krishnamurthy, R. (1985). *A study of Position of Enrolment of Children in the Age Group 6- 13 years and Problems Involved in their Enrolment* (NCERT). In M.B Buch (Ed.) Fourth survey of Research in Education, Volume II.
- Lohithakshan, P. M. (1961). *An Analytical and Experimental Study of the Backwardness at the Primary School Stage* (Ph.D thesis, Madras University). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Lulla, B. P., Shah, G. B. & Darji, D. R. (1966). *Investigation into the Academic Backwardness in Mathematics at Elementary Stage (Classes I-VII)* (Centre of Advanced Study in Education, Baroda). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Lyndem, B. (1985). *A Critical Study of Developmental Plans and Programme in Primary Education in the State of Meghalaya, since Independence* (Unpublished Ph.D. thesis, North Eastern Hill University).
- MandaI, G. L. (1980). *Universal Free and Compulsory Education in Bihar (1950-74) - A Study of Problems and Measures* (D.Litt. Education, Bihar University). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.
- Ministry of Human resource Development (n.d.). *Sarva Shiksha Abhiyan*. Retrieved from <http://mhrd.gov.in/sarva-shiksha-abhiyan>
- Nair, P. (1981). *Pimary Educationn, Population Growth and Socio-Economic Change*, Allied Publishers Pvt. Ltd., New Delhi, pp. 24 - 25.
- Panigram, D., Das, S. C. & Das, K. C. (1972). *Stagnation in Elementary Education* (SIE, Orissa, Bhubaneswar). In M.B. Buch (Ed.) Survey of Research in Education. 1st Edition, 1974.
- Patole, N. K. (1967). *A Study of Teaching of Science in Rural Primary Schools- Standard I to VII* (Ph.D. Education, Poona University). In M.B. Buch (Ed.) Survey of Research in Education.

1st Edition, 1974.

Rai, R.M. (1987). *A Survey of elementary Education in the Rural Areas of Ghazipur District* (Bhuvanewar University). In M.B Buch (Ed.) Fourth survey of Research in Education.

Ralte, Lalliani (1992). *An Analytical Study of Primary Education in Mizoram during the post-Independence Period* (Ph.D. Education, North Eastern Hill University). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.

Retnakumar, J. N. & Ariokyiasamy, P. (2006). Exploring School Enrolment Trends in Kerala.

Retrieved from <http://sad.sagepub.com/content/1/2/231>

Sachchidananda (1982). *Disparities in Elementary Education: A Case Study of Bihar* (ANS Institute of Social Studies, Patna). In M.B. Buch (Ed.) Fourth Survey of Research in Education.

Sarma, R.N., Dutta, B. & Sarma, D (1991). *Identification of the Problems of Primary Education* (SIE, National Council of Educational Research and Training). In M.B Buch (Ed.) Fifth Survey of Research in Education, Volume II.

School Education in India- Flash Statistics 2016-17 (DISE-Publication). (n.d). New Delhi: NUEPA.

Sharma, V. S. (1976). *Increase in enrolment in primary schools: efforts and results*. SIE Rajasthan.

Srikant (1964). *A study of the Constraints of Education in Rural Areas after Independence* (Unpublished Ph. D Theses). Bhagalpur University.

Thakur, T. (1973). *The case History of the Model Primary School in Assam* (SIE, Assam). In M.B. Buch (Ed.) Fourth Survey of Research in Education, Volume II.

Tooley, J. & Dixon, P. (2007). Private schooling for low income families: A census and comparative survey in East Delhi, India. *International Journal of Education Department*. 27(2). 205-219. Retrieved from <https://doi.org/10.1016/j.ijedudev.2006.08.002>

Upasani, N. K. (1966). *An Evaluation of the Existing Teacher Training Programme for Primary Teachers in the state of Maharashtra with special Reference to Rural Areas* (Poona University). In M.B. Buch (Ed.) *Survey of Research in Education*. 1st Edition, 1974.

APPENDIXES


Elementary Education in India: Where do we stand ?

STATE													KERALA																							
KERALA													KERALA																							
State	KERALA												KERALA																							
Primary Cycle	I-8				Upper Primary Cycle				6-8				Ratio of Pri. to Upper Primary Schools/Sections				1:78																			
Date Reported from	Outlets	14	Blocks	100	1. Factors	1.3/5	Villages	1.6/5	Schools	16.466																										
Basic Data - Census 2011	Total Population (in 000's)				31,398				Urban Population				24.8				Sex Ratio				1084															
Decadal Growth Rate	14.0				% U.P. Population				9.05				% S.U. Population				9.1				% S.I. Population				1.5				Area (in Sq Km)				38,863			
Overall Literacy Rate	94.0				Male Literacy Rate				96.0				Female Literacy Rate				92.0																			
Key Data	Primary Only	Primary with U.P.	Primary with U.P. & Sec. & H.Sec.	Upper Pri. Only	U.P. with Sec. & H.Sec.	Pri. with U.Pri. & Sec.	U.P. with Secondary	No. Res. & Ch. Cat.	Total																											
Total Schools (2016-17)	8,347	3,368	1,442	659	1,026	1,259	365	0	16,466																											
Total Schools (2013-14)	8,428	3,305	1,415	655	1,021	1,203	371	0	16,458																											
Government Schools	2,906	818	416	58	401	198	54	0	4,851																											
Private Schools	4,573	1,998	892	592	624	945	305	0	10,033																											
Madrassa & Unrecognised Schools	868	552	34	9	1	116	2	0	1,582																											
Government Schools Rural	2,539	626	336	45	274	170	42	0	4,604																											
Private Schools Rural	3,716	1,605	636	537	457	749	237	0	7,931																											
Total Enrolment (2016-17)	792,394	894,357	977,278	118,758	483,475	502,482	100,437	106,962	3,976,143																											
Total Enrolment (2013-14)	807,111	906,661	992,744	120,590	493,429	477,395	105,966	108,529	4,012,416																											
Enrolment in Government Schools	221,311	201,975	177,111	11,788	155,215	69,040	8,068	28,483	874,591																											
Enrolment in Private Schools	509,703	609,245	781,786	106,585	328,101	399,743	92,194	78,321	2,905,678																											
Enrolment in Madrassa & Unrecog.	59,380	83,137	18,381	385	159	33,699	175	158	195,474																											
Enrolment in Govt. Schools Rural	187,348	160,857	132,250	8,961	110,610	61,787	6,515	25,266	693,594																											
Enrolment in Private Schools Rural	306,686	501,210	462,948	96,088	219,549	314,432	65,814	65,817	2,122,544																											
Total Teachers (2015-16)	48,003	46,790	59,097	6,385	50,321	25,213	8,010	0	243,885																											
Teachers in Government Schools	13,647	9,989	16,055	505	18,173	3,653	732	0	62,754																											
Teachers in Private Schools	28,824	31,431	43,570	5,859	33,022	21,160	7,075	0	170,881																											
Teachers in Madrassa & Unrecog.	5,633	6,004	920	36	18	1,983	21	0	14,675																											
Performance Indicators (in percentage)	Primary Only		Primary with U.P.		Primary with U.P. & Sec. & H.Sec.		Upper Pri. Only		U.P. with Sec. & H.Sec.		Pri. with U.Pri. & Sec.		U.P. with Secondary		All Schools																					
	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17																				
	Single Classroom Schools	3.6	3.4	0.4	0.4	0.2	0.6	0.0	0.0	0.1	0.1	0.2	0.2	0.3	0.3	2.0	1.9																			
Single Teacher Schools	4.1	4.1	0.4	0.3	0.1	0.3	0.0	0.8	0.0	0.0	0.2	0.2	0.0	0.0	2.2	2.2																				
Schools Approachable by All Weather Road	96.3	96.2	97.9	98.0	98.2	98.5	97.4	97.6	99.3	99.3	98.2	97.9	97.8	98.4	97.2	97.2																				
Schools with Playground Facility	62.9	62.9	77.0	77.3	89.4	89.1	87.8	88.2	90.8	90.4	88.4	89.4	91.9	91.2	73.3	73.6																				
Schools with Boundary wall	78.6	79.7	85.9	86.9	95.0	95.1	73.9	75.0	91.9	92.5	87.6	88.7	87.9	88.5	83.0	84.0																				
Schools with Boundary Wall	78.6	79.7	85.9	86.9	95.0	95.1	73.9	75.0	91.9	92.5	87.6	88.7	87.9	88.5	83.0	84.0																				
Schools with Girls Toilet	98.5	96.4	99.8	99.2	99.9	99.9	100.0	98.6	99.4	100.0	99.8	99.7	100.0	100.0	99.1	97.9																				
Schools with Boys Toilet	96.9	99.8	99.1	100.0	99.9	99.9	98.8	100.0	100.0	100.0	99.5	99.8	100.0	100.0	98.1	59.9																				
Schools with Drinking Water	99.5	99.5	99.9	99.9	99.8	99.9	100.0	100.0	99.9	99.9	99.8	99.8	100.0	100.0	99.7	99.7																				
Schools Provided MCM	99.6	99.6	99.3	99.3	91.9	91.9	99.5	99.5	98.7	98.8	95.3	95.9	98.8	98.8	99.0	99.0																				
Schools with Electricity	93.9	94.4	97.9	98.2	98.7	98.5	98.2	98.3	98.4	98.5	98.3	98.7	98.9	99.2	96.0	96.4																				
Schools with Computer	90.9	91.7	97.1	97.3	98.2	97.6	98.9	98.5	99.7	99.7	96.6	97.0	99.7	99.7	94.3	94.7																				
Schools with Ramp	62.7	42.2	60.4	38.6	43.4	27.6	73.0	44.0	70.8	45.4	37.8	23.6	67.1	40.5	59.8	39.0																				
Schools Established Since 2001	10.7	10.4	18.3	18.3	13.9	15.0	1.2	2.0	0.8	0.3	39.2	37.8	3.0	3.0	13.2	13.5																				
Schools with Kitchen shed	92.2	92.7	93.2	94.4	87.5	95.9	91.0	92.3	92.8	94.6	90.0	95.0	91.4	92.0	93.3	93.3																				
Schools with Enrolment <=50	41.8	41.5	9.6	9.8	2.0	3.6	23.8	25.0	5.3	5.8	3.2	3.7	7.3	8.2	25.3	25.2																				
Schools with SMC	84.6	84.1	82.3	83.0	91.9	91.9	87.2	88.8	85.3	86.1	91.6	90.8	82.7	84.2	84.9	84.8																				
Pupil-Teacher Ratio	17	16	19	19	17	16	19	19	10	9	19	19	13	13	16	16																				
Student-Classroom Ratio	16	15	21	20	32	31	23	22	32	31	27	27	27	26	24	23																				
Average Teachers per School	5.7	5.8	13.9	14.1	41.8	42.0	9.7	9.7	49.3	49.9	21.0	21.2	21.6	21.4	14.8	15.1																				
Female Teachers	80.6	81.0	77.8	78.4	81.2	80.8	69.4	70.2	69.5	70.2	85.0	85.4	79.3	79.2	78.0	78.4																				
Girls Enrolment	50.1	50.2	48.2	48.2	47.9	48.0	47.6	47.6	48.9	49.2	47.8	48.0	60.6	59.7	48.8	48.9																				
% Schools with Pre-Primary	70.8	Total Grossness				Primary		U. Primary		Transition Rate (Primary to U. Primary)																										
% Foundation in Pre-Primary	26.8					9.81		14.89		Ratio of Grade V to Grade I																										
No. of Boys / Previously year / Number of Beneficiaries	Text Books						Uniforms						% Schools with SCR				% Schools with PTR																			
	All	SC	ST	All	SC	ST	30 at Pri. Level	35 at U.P. Level	30 at Pri. Level	35 at U.P. Level																										
Primary Level	1011484	130923	32992	708995	111378	27964	13.85	15.56	5.47	6.18																										
Upper Primary Level	1066617	128568	27832	682394	100400	24608																														

State: KERALA																							
Ratio of Girls to Boys: Enrollment Grades I to V																							
Enrollment: 2018-19																							
Grade	Total	Girls Enrollment	CWSN		Total Repeaters	Repeaters With	Repeaters With	Nature of Disability	CWSN Enrollment														
			Boys	Girls					I	II	III	IV	V	VI	VII	VIII							
I	490,072	236,436	5602	5806	61	6.14	6.33	Blind	121	132	179	180	211	203	211	247							
II	494,688	241,702	6357	6266	60	6.14		Low vision	2,002	1,020	4,134	3,417	9,678	9,541	9,615	9,418							
III	491,513	240,615	7465	5764	89	6.14		Deafness	949	983	791	917	1,472	1,475	1,418	1,376							
IV	488,556	238,558	8478	6068	84	6.17	6.27	Speech	1,107	794	720	377	530	477	379	362							
V	495,510	242,474	10362	8780	80	6.17		Learning	891	750	780	800	800	921	914	915							
VI	495,822	242,762	10949	8562	73	6.18	6.22	Physically Handicapped	2,830	1,093	1,247	1,030	1,591	1,592	1,987	4,759							
VII	501,818	244,702	11001	8750	72	6.18		Learning Disabilities	479	1,042	1,491	1,790	1,998	2,138	2,123	2,279							
VIII	517,666	252,890	11342	8978	78	6.18		Cognitive Difficulties	443	333	334	341	400	383	332	340							
I-V	2,460,836	1,202,528	38294	27666	4.17	6.18	6.28	Autism	170	490	860	290	243	260	177	160							
VI-VIII	1,515,304	740,594	35042	26310	2.28	6.18		Multiple	300	510	331	693	583	543	595	414							
Classrooms/Other Rooms								% Enrollment by Cycles				Enrollment Ratio											
School Category	Average Classrooms	Total Classrooms	% Govt. Condition	% Minor Repeat	% Major Repeat	Other Rooms	Cycles			Ratio		Ratio											
							SC Edu	Primary	U Primary	Govt	Govt	Private	Private										
Primary Only	6.2	51,741	77.41	10.40	3.33	12,490	SC Edu	4.7	8.8	GER	95.14	93.63											
Primary & U Prim	13.0	45,601	83.62	11.62	4.78	8,933	SC Girls	48.9	48.6	NER	85.91	79.69											
P+U.P.+Sec+H.S.	21.8	51,448	81.42	3.21	3.27	12,229	ST Edu	1.8	1.7	Average Instructional days													
U Primary Only	8.1	5,555	76.34	18.58	4.00	1,637	ST Girls	44.2	48.4	Govt Level	U Govt Level												
U Prim.+Sec.+H.S.	15.1	15,538	81.37	11.62	9.21	8,948	OBC Edu	97.2	65.8	198	197												
Prim.+U.P.+Sec.	14.8	18,685	83.38	4.00	2.81	9,912	Muslim Edu	35.1	33.7	% Fch. Involved													
U Primary+Sec	10.4	5,315	88.73	3.82	2.97	2,921	Muslim Girls	49.0	48.9	No. of days touched													
Teachers by Educational Qualification (Other than Contractual Teachers)										% Professionally Trained Teachers													
School Category	Below Secondary	Secondary	Higher Secondary	Graduate	Post Graduate	M.Phil Ph.D	Post Doctoral	No Resp.	Professionally Trained														
									Govt Regular Male	Govt Regular Female	Govt Contractual Male	Govt Contractual Female											
Primary Only	153	7,204	20,058	16,878	3,003	139	4	52	99.0	99.2	99.1	97.5											
Primary & U Prim	147	6,452	11,787	21,824	3,918	204	8	57	98.5	98.3	97.9	98.1											
P+U.P.+Sec+H.S.	110	1,867	3,371	24,219	26,862	1,223	18	810	97.9	98.3	97.9	98.1											
U Primary Only	5	1,054	1,418	3,243	721	19	0	2	97.9	98.3	97.9	98.1											
U Prim.+Sec.+H.S.	53	1,885	2,363	20,794	23,915	1,174	25	52	97.9	98.3	97.9	98.1											
Prim.+U.P.+Sec.	58	1,242	2,788	14,719	7,097	291	4	28	97.9	98.3	97.9	98.1											
U Primary+Sec	5	388	528	4,532	2,213	74	1	4	97.9	98.3	97.9	98.1											
Contractual	21	308	762	2,143	2,532	103	8	15	97.9	98.3	97.9	98.1											
Teachers by Gender & Castes													Regular Teachers		Contractual Teachers			SC Teachers		ST Teachers		OBC Teachers	
School Category	Total	Male	Female	No Response	Male	Female	No Response	Male	Female	Male	Female	Male	Female	Male	Female								
																Govt	Govt	Govt	Govt	Govt	Govt		
Primary Only	48,104	5,128	38,137	4	112	328	0	385	1,771	162	608	5,475	18,479										
Primary & U Prim	47,494	10,081	38,263	2	172	937	0	358	1,483	128	480	5,877	17,698										
P+U.P.+Sec+H.S.	80,543	10,817	47,332	578	391	1,574	2	394	1,982	221	701	5,001	18,526										
U Primary Only	6,402	1,868	4,391	0	44	81	0	37	74	12	39	997	1,725										
U Prim.+Sec.+H.S.	51,213	14,647	35,212	21	218	774	0	877	1,408	150	332	6,742	13,554										
Prim.+U.P.+Sec.	26,738	3,762	22,253	1	117	583	0	219	885	85	389	1,928	10,257										
U Primary+Sec	7,829	1,814	6,124	0	13	72	0	35	117	8	35	486	1,729										
Enrollment by Medium of Instruction													% Tq. Received in Service Training (Previous Year)			% Schools Received Grant		% Teachers by Age (In Years)					
School Category	English	Malayalam	Kannada	Tamil	Others	Male	Female	All Tch.	TLM	SD	Age												
											55-58	59-60	All Tch.										
Primary Only	285,488	498,631	4,371	4,287	0	22.4	20.2	20.9	70.9	71.6	55-58	5.48	3.78	4.14									
Primary & U Prim	425,094	458,168	5,845	1,985	0	19.2	18.1	18.3	53.4	55.8	57-58	0.88	0.71	0.75									
P+U.P.+Sec+H.S.	816,888	148,827	2,438	1,487	1,327	2.7	1.7	1.9	25.4	27.3	59-60	0.43	0.30	0.33									
U Primary Only	34,298	80,317	192	353	0	14.9	16.3	15.9	61.8	79.7	% Grants Utilized												
U Prim.+Sec.+H.S.	228,704	238,747	2,188	1,804	0	4.3	5.9	5.3	50.3	69.3	TLM	SD											
Prim.+U.P.+Sec.	416,838	78,953	1,514	1,391	0	3.4	2.4	2.5	17.9	19.1	97.3	98.0											
U Primary+Sec	34,784	42,522	482	412	0	9.9	13.0	12.3	38.4	73.7													

*Some totals may not match due to no response in classification data items.

Elementary Education in India: Where do we stand ?

STATE													ELEMENTARY EDUCATION REPORT CARD, 2016-17													WEST BENGAL					
State															WEST BENGAL																
Primary Cycle			1-3			Upper Primary Cycle			4-7			Ratio of Pr. to Upper Primary Schools/Sections						4.09													
Data Reported from		Districts	21	Blocks	471	Clusters	3,804	Villages	41,256	Schools	96,418					947															
Basic Data (Census 2011)		Total Population (In 000's)			991,348			Urban Population			24.6			Sex Ratio			947														
Decadal Growth Rate		13.9			% O.B Population			11.07			% SC Population			23.5			% ST Population		5.6		Area (In Sq Km.)		88,152								
Overall Literacy Rate		77.1			Male Literacy Rate						82.7			Female Literacy Rate			71.2														
Key Data		Primary Only		Primary with U.P.		Primary with U.P. & Sec. & H.Sec.		Upper Pri. Only		U.P. with Sec. & H.Sec.		Pri. with U.Pri. & Sec.		U.P. with Secondary		No Res. & Oth. Cat.		Total													
Total Schools (2016-17)		76,954		1,542		661		7,577		6,394		417		2,873		0		96,418													
Total Schools (2015-16)		76,703		1,439		601		7,400		6,284		363		2,933		0		95,723													
Government Schools		66,952		137		167		7,049		6,044		44		2,600		0		10,404													
Private Schools		8,185		1,104		379		257		84		290		105		0		3,021													
Madarasas & Unrecognised Schools		1,817		301		115		271		266		83		168		0		73,261													
Government Schools - Rural		59,775		93		63		6,823		4,622		20		1,865		0		7,784													
Private Schools - Rural		6,364		787		133		189		23		189		79		0		7,784													
Total Enrolment (2016-17)		5,752,819		198,994		270,923		933,738		3,910,389		85,806		731,353		0		11,934,022													
Total Enrolment (2015-16)		6,209,401		241,326		305,455		974,846		4,184,499		102,049		891,458		0		12,909,034													
Enrolment in Government Schools		5,078,344		27,602		90,173		875,523		3,709,750		8,762		714,316		0		10,502,475													
Enrolment in Private Schools		588,529		136,340		130,334		20,123		22,135		56,637		14,965		0		969,063													
Enrolment in Madarasas & Unrecog		87,946		35,052		50,411		38,092		178,504		20,407		52,072		0		462,434													
Enrolment in Govt. Schools - Rural		4,424,102		20,819		31,241		851,600		2,947,506		5,132		590,156		0		8,870,556													
Enrolment in Private Schools - Rural		482,527		111,814		60,095		17,508		5,355		39,141		10,712		0		727,152													
Total Teachers (2015-16)		300,391		14,472		17,553		29,092		162,379		5,331		36,428		0		447,814													
Teachers in Government Schools		230,143		1,131		5,155		25,417		154,584		527		30,857		0		447,814													
Teachers in Private Schools		59,140		11,602		12,103		1,737		1,793		4,415		1,132		0		91,522													
Teachers in Madarasas & Unrecog		10,272		2,868		1,647		1,864		5,778		949		1,839		0		25,217													
Performance Indicators (in percentage)		Primary Only		Primary with U.P.		Primary with U.P. & Sec. & H.Sec.		Upper Pri. Only		U.P. with Sec. & H.Sec.		Pri. with U.Pri. & Sec.		U.P. with Secondary		All Schools															
		15-16		16-17		15-16		16-17		15-16		16-17		15-16		16-17															
Single-Classroom Schools		6.5	5.6	1.9	1.6	1.2	0.8	7.5	7.7	0.0	0.0	0.0	0.0	0.2	0.2	5.1	5.1														
Single-Teacher Schools		4.0	4.5	0.3	0.4	0.5	0.5	6.2	7.0	0.0	0.0	0.3	0.2	0.2	0.4	3.7	4.2														
Schools Approachable by All Weather Road		88.1	88.2	90.8	90.5	95.5	94.6	86.0	86.2	93.4	93.4	83.2	87.3	90.2	90.3	88.5	88.5														
Schools with Playground Facility		36.8	37.3	48.4	48.1	65.4	66.7	42.1	43.4	69.0	68.8	64.2	61.9	55.2	55.1	40.4	40.9														
Schools with Boundary wall		38.9	40.7	66.3	67.1	87.9	87.6	27.9	29.2	83.6	84.0	73.0	77.2	69.7	70.6	42.8	44.5														
Schools with Girls' Toilet		98.1	97.3	94.8	93.2	98.3	96.5	99.0	99.8	100.0	99.8	96.5	94.4	100.0	99.6	98.3	97.6														
Schools with Boys' Toilet		97.5	98.8	92.4	97.3	93.4	98.3	98.9	99.3	99.8	100.0	95.4	96.0	99.6	99.8	97.7	98.9														
Schools with Drinking Water		98.4	98.4	97.2	97.0	100.0	98.9	96.9	97.2	99.7	99.7	99.2	96.9	99.3	99.1	98.4	98.4														
Schools Provided MDM		98.9	99.1	71.9	69.2	47.1	50.3	93.7	94.5	98.4	98.7	37.3	44.2	98.0	98.6	98.3	98.4														
Schools with Electricity		71.2	78.8	80.7	82.0	96.7	95.3	52.0	59.0	97.4	97.7	89.0	89.7	92.9	93.8	72.4	79.1														
Schools with Computer		4.7	4.9	41.6	42.3	75.7	76.9	10.0	10.2	79.9	80.6	63.9	63.5	50.5	51.2	12.7	13.1														
Schools with Ramp		58.4	34.6	12.3	8.7	29.1	24.5	38.4	30.5	82.9	54.1	22.3	16.3	74.8	46.6	58.0	35.4														
Schools Established Since 2001		21.0	21.4	43.6	47.7	16.5	20.1	88.1	88.7	1.5	1.4	36.1	38.6	4.8	6.4	24.8	25.4														
Schools with Kitchen-shed		83.4	88.5	38.8	75.9	28.3	85.3	66.9	78.1	79.6	87.2	22.2	78.9	73.6	83.3	86.3	87.4														
Schools with Enrolment <=50		37.9	47.5	27.0	26.3	15.0	25.4	19.3	21.4	0.6	1.3	20.9	30.2	5.1	3.2	32.7	36.9														
Schools with SHC		49.8	50.6	74.1	71.2	52.2	57.2	60.7	60.7	38.1	87.4	64.4	65.4	86.7	88.5	54.7	55.3														
Pupil-Teacher Ratio		21	19	17	13	17	14	34	32	26	24	19	15	24	23	23	21														
Student-Classroom Ratio		21	19	20	15	31	25	34	32	54	49	26	20	39	35	29	26														
Average Teachers per School		3.9	3.9	10.1	10.1	29.2	28.6	3.9	3.8	25.8	25.4	14.7	14.1	12.4	11.8	5.9	5.9														
Female Teachers		46.3	46.9	43.0	42.2	61.0	60.2	22.4	21.9	37.0	37.2	47.7	48.4	43.5	44.1	42.6	43.0														
Girls Enrolment		48.9	48.5	43.4	43.1	48.1	45.6	54.7	53.8	49.2	49.6	44.3	44.3	39.2	39.0	50.0	49.7														
% Schools with Pre-Primary		Primary Level		92.8		Total Grossness		Primary		U. Primary		Transition Rate (Primary to U. Primary)				91.0															
% Enrolment in Pre-Primary		20.9						14.37		25.38		Ratio of Grade V to Grade I				98															
Incentives (Previous year)		Text Books						Uniforms						% Schools with SCR >		% Schools with PTR >															
Number of Beneficiaries		All		SC		ST		All		SC		ST		20 at Pr. Level		35 at U.P. Level															
Primary Level		5918282		1650397		459890		4884704		1365300		391167		17.07		48.23															
Upper Primary Level		3704091		1022605		250022		3269908		914295		231460		16.60		24.82															
# = Government + Aided MDM - Mid-day Meal BMC - School Management Committee CWSN - Children with Special Needs																															

State		WEST BENGAL															
Ratio of Girls to Boys' Enrollment - Grades I to V		6.55															
Enrollment 2016-17																	
Grade	Total	Girls' Enrollment	LWSN		Total Deafblind	Population Base	Below 50 Feet	Nature of Disability	GROSS ENROLLMENT								
			Boys	Girls					I	II	III	IV	V	VI	VII	VIII	
I	1,602,506	776,625	7943	6042	38,209	2.25	1.85	Blind	756	819	785	717	724	646	567	596	
II	1,604,574	779,085	7477	5916	12,793	6.77	4.81	Low Vision	3,562	3,965	3,892	3,626	4,196	4,057	4,296	4,594	
III	1,569,082	760,972	8260	6391	16,113	6.82	1.69	Hearing	1,716	1,213	1,372	1,646	1,256	1,079	1,567	585	
IV	1,210,705	570,181	9254	7662	9,168	6.48	18.35	Speech	666	793	693	671	645	418	447	497	
V	1,561,823	781,207	6677	5829	10,297	6.62	8.42	Voice/motor	1,566	1,506	1,824	1,911	1,746	1,758	1,816	1,825	
VI	1,495,642	759,718	5862	5325	5,289	6.33	9.62	Mentally Retarded	2,791	2,964	3,654	4,426	2,525	1,969	1,616	1,967	
VII	1,444,315	746,755	5336	5599	6,287	6.46	9.13	Learning	384	327	417	469	269	269	266	199	
VIII	1,443,375	759,216	5683	5237	5,566	6.35	8.76	Cerebral Palsy	1,546	764	975	1,028	651	487	389	349	
IV	7,550,690	3,670,070	39591	31999	85,419	6.99	8.65	Autism	225	157	114	159	69	59	36	46	
VI-VIII	4,383,332	2,265,689	16283	16131	17,142	6.36	8.95	Multiple	1,399	1,426	1,456	1,503	822	567	517	507	

Classrooms/Other Rooms												
School Category	Average Classrooms	Total Classrooms	% Good Condition	% Minor Repair	% Major Repair	Other Rooms	% Enrolment by Castes			Enrolment Ratio		
							Govt	Private	Other	Govt	Private	
Primary Only	3.9	366,895	67.67	13.42	18.91	64,996	SC, Govt	28.6	28.7	1,629	96.27	96.24
Primary & U.Prim	8.7	13,481	89.75	11.04	8.21	1,879	SC, Govt	48.5	56.5	100.0	82.44	71.26
P.+U.P.+Sec+H.S.	16.3	10,779	92.67	4.77	2.56	2,956	ST Govt	7.3	8.3	Average Instructional Cost		
U.Prim Only	3.9	29,481	76.85	10.95	12.26	5,613	SC, Govt	49.1	51.1	Govt Level	117	117
U.Prim +Sec +H.S.	12.5	86,140	77.94	10.63	11.44	39,693	SC, Govt	49.2	53.1	Non-Tch. Assignment		
Prim +U.P.+Sec.	10.5	4,260	86.40	7.92	5.68	982	Muslim Govt	36.7	32.8	% Tch. Involved	9.8	
U.Prim +Sec.	7.7	22,118	75.66	11.59	12.75	11,471	Muslim Govt	49.6	55.4	No. of Boys enrolled	12	

Teachers by Educational Qualification (Other than Contractual Teachers)										
School Category	Below Secondary	Secondary	Higher Secondary	Graduate	Post Graduate	M.Phil/Ph.D.	Post Doctoral	No Resp.	% Professionally Trained Teachers	
									Government Regular Male	71.7
Primary Only	3,347	36,361	65,335	106,216	23,796	854	1	335	Government Regular Female	72.0
Primary & U.Prim	346	1,324	2,519	8,157	2,436	133	1	163	Government Regular Total	71.6
P.+U.P.+Sec+H.S.	78	362	737	8,429	7,547	340	0	111	Govt. Contractual Male	20.1
U.Prim Only	47	260	331	10,444	8,774	115	0	27	Govt. Contractual Female	14.8
U.Prim +Sec +H.S.	64	412	866	60,794	75,408	2,652	0	49	Govt. Contractual Total	16.5
Prim +U.P.+Sec.	40	240	599	3,078	1,511	71	1	118	Private Male All	24.0
U.Prim +Sec.	16	119	192	15,088	13,271	365	0	15	Private Female All	25.7
Contractual	608	34,687	18,911	41,718	10,068	345	2	8	Private Total All	25.0

Teachers by Gender & Castes														
School Category	Regular-Teachers				Contractual-Teachers				SC Teachers		ST Teachers		OBC Teachers	
	Total	Male	Female	No response	Male	Female	No response	Male	Female	Male	Female	Male	Female	
Primary Only	299,555	142,973	83,093	161	16,042	52,286	0	37,991	22,849	9,381	5,781	24,541	12,190	
Primary & U.Prim	15,601	8,640	6,333	106	271	250	1	550	452	392	373	1,840	641	
P.+U.P.+Sec+H.S.	18,905	7,074	10,857	73	374	527	0	654	530	233	321	582	304	
U.Prim Only	29,018	14,604	5,311	23	8,047	1,033	0	1,731	1,082	589	213	2,978	492	
U.Prim +Sec +H.S.	162,155	91,716	47,880	49	10,086	12,424	0	23,299	11,541	4,797	2,622	9,961	4,604	
Prim +U.P.+Sec.	5,891	2,890	2,725	34	113	128	1	297	145	197	144	343	207	
U.Prim +Sec.	33,828	16,977	12,082	7	1,941	2,821	0	4,112	2,989	1,191	602	1,362	1,111	

Enrolment by Mediums of Instruction*														
School Category	Bengali	English	Others	Hindi	Urdu	% Tch. Received In-Service Training (Previous Year)		% Schools Reserved Caste		% Teachers by Age (In Years)				
						Male	Female	All Tch.	TLM	SD	Age	Male	Female	All Tch.
Primary Only	5,293,090	70,116	151,242	148,658	83,372	24.5	15.7	20.4	1.6	73.4	55-58	3.71	3.73	3.72
Primary & U.Prim	139,744	42,588	6,864	8,014	6,122	0.6	0.4	0.5	0.0	2.6	57-58	3.70	3.96	3.82
P.+U.P.+Sec+H.S.	117,235	139,205	8,675	8,178	3,050	0.7	0.4	0.5	0.9	16.2	59-60	3.25	3.52	3.37
U.Prim Only	865,573	7,799	21,831	21,722	16,019	6.5	5.8	6.4	1.6	65.0				
U.Prim +Sec +H.S.	3,631,540	37,747	109,060	102,087	28,935	1.8	1.5	1.7	2.9	80.7				
Prim +U.P.+Sec.	40,898	33,191	3,746	3,679	1,907	1.2	0.5	0.8	0.2	10.0				
U.Prim +Sec.	720,618	11,084	20,323	24,217	6,927	4.0	3.4	3.7	2.3	80.1				

*Some totals may not match due to no response in classificatory data rows.

Centre for Disability Studies, Jadavpur University



In collaboration with
Byanjanbarna Foundation, Kolkata

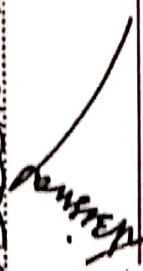
Organized a Two day UGC Sponsored International Seminar
On

Present Scenario of People with Disabilities in Bengal: Society, Education and Literature

Date: 15 & 16 February, 2019, Time 10:30 AM to 5:30 PM

Venue: H L Roy Auditorium, Jadavpur University, West Bengal, India

This is to Certify that Sheikh Anwar Reza, M. Phil. Scholar,
of Jadavpur University Participated/ Presented Paper titled
Interventions for Facilitating Education of the Differentlyabled
Students at Elementary Level in the above mentioned Seminar.



Dr. Deabrata Biswas
Secretary
Byanjanbarna Foundation



Dr. Muktipada Sinha
Joint Co-Ordinator
Centre for Disability Studies
Jadavpur University



Prof. Manojit Mandal
Joint Co-Ordinator
Centre for Disability Studies
Jadavpur University