

# Secondary Stage Education in India

## An Analytical Overview

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### Abstract

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*The present study has analytically overviewed the secondary stage education based on the recent past educational surveys. It provides tangible comparisons pertaining to secondary stage education on the schooling facilities in rural areas, schooling facilities in habitations predominantly populated by scheduled castes and scheduled tribes, schooling facilities in villages, secondary schools, secondary sections in the schools, enrolment in Classes IX and X, science laboratories and computer education, guidance services, pre-vocational courses, secondary stage in oriental schools following general system of education, schools admitting children with disabilities and enrolment taking place in India. The study utilises secondary data collected during recent successive two surveys, namely, sixth and seventh on school education conducted by the National Council of Educational Research and Training under administrative and financial control of the Government of India.*

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### Introduction

In a democracy, it is the people who ultimately decide major issues of policy. It is obvious that there can be no intelligent decision without acquaintance with facts. With the growing condensation of space and time, relations between countries and peoples are becoming continually

closer. Modern democracy, therefore, demands that the people at large must have knowledge not only about their own country, but also of the world in general. It is largely the function of secondary education to meet this demand of democracy. Elementary education seeks to provide the basic information and skills needed for

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survival. Higher education seeks to expand the boundaries of knowledge, and is often an end in itself. Secondary stage education provides knowledge of the world and also serves as the connecting link between elementary and higher education (secondary and tertiary). In India, as in many other countries, secondary stage schools are the main source of supply for teachers in elementary schools. Secondary stage schools also prepare students for higher secondary and tertiary education, especially for universities and institutions of higher learnings. Besides, this is the stage which in all countries marks the completion of education for a large majority. All these factors make secondary stage education crucial in the educational programme of a democracy. The issue of secondary education after independence has been overviewed by Kabir (1955), then the Education Secretary of Union.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterised by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults. Depending on the system, schools for this period or a part of it may be called *secondary schools*, *high schools*, *gymnasiums*, *lyceums*, *middle schools*, *colleges*, *vocational schools* and *preparatory schools*, and the exact meaning of any of these varies between the systems.

The exact boundary between elementary and secondary education varies from country to country and even within them, but is generally around the seventh to the tenth year of education. Secondary education occurs mainly during the teenage years. The States/UTs, namely, Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadar and Nagar Haveli, Daman and Diu and Lakshadweep in India follow the class structure VIII-X of three years other than the national pattern of class structure IX-X of two years for secondary education in terms of years or academic sessions.

While the importance of secondary education in a democratic education society is thus beyond question, and it is widely recognised that purpose of secondary education is to give common knowledge, and to serve as a bridge between elementary and higher education in preparing young persons of the age group 14-18 years for entry into either higher education or vocational education, or to train directly to a profession [Singh (2002) and Singh (2004)].

### **Quantitative Data Items Covered on Secondary Stage Schooling Facilities**

Keeping in view the importance of secondary education as described earlier herein, the All India Educational Surveys have enumerated information on various aspects of secondary education/stage. The information vis-à-vis data items covered during educational surveys are normally based on the policies and programmes of the public authorities having

affairs with the Union of India to answer the general public, more precisely a layman, to understand in uncomplicated term how secondary education is developing/ changing in the country.

Based on the recently conducted seventh survey, this paper will provide information in ensuing paragraphs on schooling facilities in rural areas, schooling facilities in habitations predominantly populated by scheduled castes, schooling facilities in habitations predominantly populated by scheduled tribes, schooling facilities in villages, secondary schools, sections, enrolment in Classes IX and X, computer education and science laboratories, guidance services, prevocational courses, secondary stage in oriental schools following general system of education, enrolment and teachers, schools admitting children with disabilities and enrolment (NCERT, 2002).

The survey data are processed and analysed by simple statistical approach to provide an analytical overview on the secondary school education that has been taking place in India in recent years. The present study is based on the secondary data on school education collected during sixth survey

and seventh survey [NCERT (1998) and NCERT (2007)].

We shall, now, present our major findings regarding salient features of the secondary education and temporal comparison thereof on above mentioned key parameters associated to secondary school education in the country. It will certainly provide the necessary areas of intervention to be undertaken by the public authorities in achieving the yet to be proposed goals of education for all.

#### **Availability of the Secondary Stage Schooling Facilities in Rural Habitations**

Availability of schooling facilities in rural area is measured by a set of indicators concerning access on the basis of rural habitations (Singh, 2006). As per available criteria based on first survey report, 35.9 per cent habitations are having facilities of secondary schools/sections within a walking distance of eight km, including 0.54 per cent habitations having such facilities within habitations itself in the rural areas. Table 1 provides the statistics based on seventh survey in regard to habitations served by secondary sections and population served by secondary sections with respect to the distance criterion.

Table 1

**Habitation and Population in Rural Area According to Availability of Facilities for the Secondary Stage in Various Distance Slabs, 2000**

<i>Distance (in km)</i>	<i>Habitations Served by Secondary Sections</i>		<i>Population Served by Secondary Sections</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Population</i>	<i>Percentage</i>
1	2	3	4	5
With a secondary school/section in the habitation	69,991	5.79	15,97,02,950	20.55

With a secondary school/section in the neighboring habitation within a distance of 2.0 km	3,45,347	28.55	19,76,44,848	25.43
With a secondary school/section in the neighboring habitation within a distance of 2.1 to 4.0 km	3,45,275	28.55	19,53,68,270	25.14
With a secondary school/section in the neighboring habitation within a distance of 4.1 to 5.0 km	1,24,535	10.30	7,24,29,630	9.32
Sub-total (up to 5.0 km)	8,85,148	73.18	62,51,45,698	80.43
With a secondary school/section in the neighboring habitation within a distance of 5.1 to 6.0 km	76,570	6.33	3,99,12,361	5.14
With a secondary school/section in the neighboring habitation within a distance of 6.1 to 8.0 km	98,510	8.14	4,90,02,223	6.30
Sub-total (up to 8.0 km)	10,60,228	87.66	71,40,60,282	91.87
With a secondary school/section in the neighboring habitation at a distance of more than 8.0 km	1,49,293	12.34	6,31,57,341	8.13
Total	12,09,521	100.00	77,72,17,623	100.00

In year 2002, the seventh survey has enumerated 12,09,521 habitations with a population of 77,72,17,623 people, which provides a growth of 14.04 per cent in habitations and 17.82 per cent in population as compared to the sixth survey conducted in year 1993 in the country.

It provides information that secondary schools/sections are available in 69,991 habitations (5.79 per cent), thereby covering 20.55 per cent population, whereas same is available up to 5.0 km to 8,85,148 habitations (73.18 per cent) befitting to 80.43 per cent population in the country. In

addition, 10,60,228 habitations (87.66 per cent) are served by secondary schools/sections with coverage of 91.87 per cent population within a distance up to 8.0 km. The seventh survey also provides information that 1,49,293 habitations (12.34 per cent) having a population of 8.13 per cent does not have an access of schooling facility within eight km in the country which requires an attention of public authorities in the country.

Table 2 presents the per centage of habitations and population in them served by secondary sections in different population slabs as per findings of the

seventh survey. It is observed based on sixth survey statistics that there is an overall increase in terms of per cent points for habitations and populations in them served by secondary sections over different population slabs and distance criterion from the habitations over space and time.

Based on population slab criteria, it is found that maximum rural people of India that is 18,98,97,783 are falling in the population slab of 1000-1999 with 1,39,987 habitations providing access of secondary stage to 12.83 per cent within habitations and 92.19 per cent habitations up to eight km. In respect to population served by secondary stage, Table 2 affirms that nearly 13.71 per cent population within habitations and 92.29 per cent population up to eight km are served by the secondary sections in the country.

The population slab of 2000-4999 next in line consists of 17,19,01,726 rural people of India staying in 60,424 habitations have an access of secondary sections within habitations for 34.84 per cent and up to eight km in 94.82 per cent habitations. The secondary sections serve population-wise 37.29 per cent population within habitations and 95.08 per cent population up to eight km.

#### **Availability of Secondary Stage Schooling Facilities in Rural Habitations Predominantly Populated by SCs**

Table 3 provides schooling facilities in habitations predominately populated by SCs and population in them according to availability of secondary stage schooling facilities within various distance slabs at the time

Table 2  
**Percentage of Habitations and Population Served by Secondary Sections in Different Population Slabs, 2002**

Population Slab	No. of Habitations in the Slab	Population of Habitations	Percentage of Habitations Served by Secondary Sections		Percentage of Population Served by Secondary Sections	
			Within Habitation	Upto 8 km	Within Habitation	Upto 8 km
1	2	3	4	5	6	7
5000 & above	10,238	8,18,11,702	65.10	97.62	70.18	97.97
2000-4999	60,424	17,19,01,726	34.84	94.82	37.29	95.08
1000-1999	1,39,987	18,98,97,783	12.83	92.19	13.71	92.29
500-999	2,45,781	17,12,50,490	4.91	90.18	5.14	90.29
Below 500	7,53,091	16,23,55,922	1.63	85.28	2.06	86.59
Total	12,09,521	77,72,17,623	5.79	87.66	20.55	91.87

of seventh survey in year 2002. As described elsewhere in the literature (NCERT, 1998), a habitation has been considered pre-dominantly populated by SCs, if 50 per cent or more of its population belongs to SCs.

It is evident from Table 3 that at the time of seventh survey, 1,74,700 habitations are predominantly populated

by SCs with count of 9,41,52,716 people, thereby registered a growth of 44.96 per cent in habitations and 74.38 per cent in population as compared to sixth survey in the country. Out of total habitations, 5,613 habitations (3.21 per cent) predominantly populated by SCs covering 9.95 per cent population have access to secondary

Table 3  
**Habitation Predominantly Populated by Scheduled Castes and Population in them according to the availability of the Secondary Stage Schooling Facilities within Various Distance Slabs, 2002**

<i>Distance (in km)</i>	<i>Habitations Served by Secondary Sections</i>		<i>Population Served by Secondary Sections</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Population</i>	<i>Percentage</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
With a secondary school/section in the habitation	5,613	3.21	93,72,379	9.95
With a secondary school/section in the neighboring habitation within a distance of 2.0 km	57,025	32.64	2,98,09,822	31.66
With a secondary school/section in the neighboring habitation within a distance of 2.1 to 4.0 km	53,509	30.63	2,71,05,671	28.79
With a secondary school/section in the neighboring habitation within a distance of 4.1 to 5.0 km	17,675	10.12	92,38,805	9.81
Sub-total (up to 5.0 km)	1,33,822	76.60	7,55,26,677	80.22
With a secondary school/section in the neighboring habitation within a distance of 5.1 to 6.0 km	10,773	6.17	51,11,287	5.43
With a secondary school/section in the neighboring habitation within a distance of 6.1 to 8.0 km	12,864	7.36	60,20,419	6.39
Sub-total (up to 8.0 km)	1,57,459	90.13	8,66,58,383	92.04
With a secondary school/section in the neighboring habitation at a distance of more than 8.0 km	17,241	9.87	74,94,333	7.96
Total	1,74,700	100.00	9,41,52,716	100.00



stage schooling facilities within the habitations, whereas same is available to 1,33,822 habitations (76.60 per cent) providing access to 80.22 per cent population within a distance of 5 km in the country. Moreover, 1,57,459 habitations (90.13 per cent) are served by secondary schools/sections with coverage of 92.04 per cent population within a distance up to 8.0 km. The remarkable finding of seventh survey reveals that 17,241 habitations (9.87 per cent) having a population of 7.96 per cent, does not have an access of schooling facility within eight km in the country – calling an attention of public authorities engaged in drafting the policy and programme proposals on secondary education for all in the country.

Table 4 presents the per centage of habitations predominantly populated by SCs and population in them served by secondary sections in different population slabs. In comparison to sixth survey, it is found that there is an overall increase in terms of per cent

points for habitations and populations in them served by secondary sections over different population slabs and distance criterion from the habitations, and does not require a specific mention herein. Accordingly, it is found that habitations predominantly populated by SCs and population in them based on population slab criteria is maximum for the population slab of 500-999, and that is 37,256 habitations with a population of 25,799,421 people are served by secondary section in terms of per cent points for 3.53 per cent within habitations and 91.13 per cent habitations up to eight km, respectively. In respect to population served by secondary section, nearly 3.69 per cent population within habitations and 91.19 per cent population up to eight km are served by secondary section, respectively in the country. The population slab next in the line is below 500 having a population of 2,49,19,949 rural people staying in 1,13,575 habitations predominately populated by SCs

Table 4

**Habitation Predominantly Populated by Scheduled Castes and Population in them Served by Secondary Sections in Different Population Slabs, 2002**

Population Slab	No. of Habitations in the Slab	Population of Habitations in the Slab	Percentage of Habitations Served by Secondary Sections		Percentage of Population Served by Secondary Sections	
			Within Habitation	Upto 8 km	Within Habitation	Upto 8 km
1	2	3	4	5	6	7
5,000 & above	643	48,57,558	45.57	97.82	49.80	98.22
2,000-4,999	5,482	1,49,73,290	21.69	93.94	23.60	94.08
1,000-1,999	17,744	2,36,02,498	8.38	92.78	8.90	92.86
500-999	37,256	2,57,99,421	3.53	91.13	3.69	91.19
Below 500	1,13,575	2,49,19,949	1.17	89.16	1.48	89.71
Total	1,74,700	9,41,52,716	3.21	90.13	9.95	92.04

have an access of secondary sections within habitations for 1.17 per cent and up to eight km in 89.16 per cent habitations. Population-wise 1.48 per cent population within habitations and 89.71 per cent population up to eight km are served by secondary sections.

### **Availability of Secondary Stage Schooling Facilities in Rural Habitations Predominantly Populated by STs**

A habitation has been considered predominantly populated by the STs, if 50 per cent or more of its population

Table 5

#### **Habitation Predominantly Populated by Scheduled Tribes and Population in them according to the availability of the Secondary Stage Schooling Facilities within Various Distance Slabs, 2002**

<i>Distance (in km)</i>	<i>Habitation Served by Secondary Sections</i>		<i>Population Served by Secondary Sections</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Population</i>	<i>Percentage</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
With a secondary school/ section in the habitation	6,660	2.74	76,12,617	9.15
With a secondary school/ section in the neighboring habitation within a distance of 2.0 km	48,483	19.95	1,74,30,858	20.94
With a secondary school/ section in the neighboring habitation within a distance of 2.1 to 4.0 km	59,540	24.50	2,03,46,340	24.44
With a secondary school/ section in the neighboring habitation within a distance of 4.1 to 5.0 km	25,927	10.67	89,04,935	10.70
Sub-total (up to 5.0 km)	1,40,610	57.87	5,42,94,750	65.23
With a secondary school/ section in the neighboring habitation within a distance of 5.1 to 6.0 km	17,636	7.26	54,70,389	6.57
With a secondary school/ section in the neighboring habitation within a distance of 6.1 to 8.0 km	27,073	11.14	81,01,111	9.73
Sub-total (up to 8.0 km)	1,85,319	76.27	6,78,66,250	81.53
With a secondary school/ section in the neighboring habitation at a distance of more than 8.0 km	57,674	23.73	1,53,75,493	18.47
Total	2,42,993	100.00	8,32,41,743	100.00



belongs to STs as cited elsewhere in the literature (NCERT, 1998). The seventh survey provides information in regard to habitations predominantly populated by STs and population in them according to availability of secondary stage schooling facilities within various distance slabs, and same is depicted in Table 5. The referred Table based on seventh survey in year 2002 records that 2,42,993 habitations are predominantly populated by STs with a population of 8,32,41,743 people, henceforth documents an upward increase of 24.78 per cent in the counts of habitations and 29.82 per cent in population with respect to sixth survey in year 1993 in the country. Out of total habitations, 6,660 habitations (2.74 per cent) predominantly populated by STs covering 9.15 per cent population have access to secondary stage schooling facilities within the habitations, whereas such schooling facilities are available to 1,40,610 habitations (57.87 per cent) providing access to 65.23 per cent population

within a distance of 5 km. On the other hand, 1,85,319 habitations (76.27 per cent) are served by secondary schools/ sections with coverage of 81.53 per cent population within a distance up to 8.0 km vis-à-vis recording statistics that nearly 23.73 per cent habitations predominately populated by STs and 18.47 per cent population in them are not served by the secondary stage schooling facilities within a distance up to 8.0 km – Needs to be redressed by the public authorities concerned on this behalf in the country.

Table 6 summarises the habitations predominantly populated by STs and population in them served by secondary sections in different population slabs along with per cent points based on distance criterion, namely, within habitations and up to eight km. Also, there has been an overall increase in terms of per cent points for habitations and populations in them served by secondary sections over different population slabs and distance criterion from the habitations akin to

Table 6  
**Habitation Predominantly Populated by Scheduled Tribes and Population in them Served by the Secondary Sections in Different Population Slabs, 2002**

Population Slab	No. of Habitations in the Slab	Population of Habitation in the Slab	Percentage of Habitations Served by Sec. Sections		Percentage of Population Served by Sec. Sections	
			Within Habitation	Upto 8 km	Within Habitation	Upto 8 km
1	2	3	4	5	6	7
5000 & above	264	19,94,759	54.92	88.64	56.66	88.75
2000-4999	2,230	61,23,168	35.87	89.10	37.50	89.19
1000-1999	9,917	1,30,20,435	16.06	87.95	17.10	88.14
500-999	33,534	2,25,69,049	5.53	83.12	5.89	83.36
Below 500	1,97,048	3,95,34,332	1.15	74.35	1.60	76.75
Total	2,42,993	8,32,41,743	2.74	76.27	9.15	81.53

previously illustrated aspects on such issues either in this paper or elsewhere in the relevant survey reports. It is appropriate to mention here that habitations predominantly populated by STs and population therein based on population slab criteria is found maximum for population slab of below 500 with 1,97,048 habitations having population of 3,95,34,332 persons. These habitations are served by secondary section in terms of per cent points that are 2.74 per cent and 76.27 per cent points within habitations and up to eight km, respectively. Besides, the population served by secondary section within habitations and up to eight km is reported 1.60 per cent and 76.75 per cent, respectively in the country. Subsequently, population slab 500-999 is next in the line with 33,534 habitations with a strength of 2,25,69,049 rural people predominately populated by STs have an access of secondary sections within habitations for 5.53 per cent and up to eight km in 83.12 per cent habitations, respectively. This population slab

is reportedly providing access to secondary sections to 5.89 per cent rural people within habitations and 83.36 per cent rural people up to eight km, respectively.

### **Availability of the Secondary Stage Schooling Facilities in Villages**

The seventh survey has collected information pertaining to availability of secondary stage schooling facilities in villages according to proportion of SCs and STs Populations within villages. Table 7 and Table 8 provide the distribution in this regard.

It is evident from the referred Tables that total number of villages is 5,86,986 in the country, and 67,167 villages (11.44 per cent) out of these total villages are having facilities for secondary stage schooling facilities in the country at the time of seventh survey in year 2002. For temporal comparison with sixth survey conducted in 1993, it is observed that there has been a marginal increase of 521 villages, henceforth, recording a growth of 0.09 per cent in villages,

Table 7

### **Villages According to Proportion of Scheduled Caste Population and Availability of the Secondary Stage Education Facilities within them, 2002**

<i>Proportion (in %) of Scheduled Castes in Villages</i>	<i>Total No. of Villages</i>	<i>Villages Having Facilities for Secondary Stage Education</i>		
		<i>No. of Villages</i>	<i>Col. 3 as % of Col. 2</i>	<i>Col. 3 as % of of its Total</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Zero	1,57,745	8,847	5.61	13.17
1 - 25	2,77,411	44,828	16.16	66.74
26 - 50	96,691	10,415	10.77	15.51
51 - 75	29,032	1,909	6.58	2.84
More than 75	26,107	1,168	4.47	1.74
Total	5,86,986	67,167	11.44	100.00

whereas availability of secondary stage schooling facilities have been increased in 15,777 villages, thus accumulating a growth of 30.70 per cent in villages having facility available for secondary stage schooling in the country.

As per Table 7, the seventh survey disseminates that among 67,167 villages having availability of secondary stage schooling facilities within them, 44,828 villages (66.74 per cent) have SCs proportion between 1-25 per cent.

referred villages constitute 45.05 per cent of total number of villages having secondary stage educational facilities. Further, 29,049 villages (43.25 per cent) with STs proportion between 1-25 per cent are having secondary stage schooling facilities within them. Considering the facilities in villages with different STs proportions, it is observed that per centage of villages having such facilities is found highest (22.23 per cent) in respect of villages

Table 8  
**Villages according to the Proportion of Scheduled Tribes Population and availability of the Secondary Stage Education Facilities within them, 2002**

<i>Proportion (in %) of Scheduled Tribes in Villages</i>	<i>Total No. of Villages</i>	<i>Villages Having Facilities for Secondary Stage Education</i>		
		<i>No. of Villages</i>	<i>Col. 3 as % of Col.2</i>	<i>Col. 3 as % of its Total</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Zero	3,26,821	30,260	9.26	45.05
1 – 25	1,30,650	29,049	22.23	43.25
26 – 50	36,812	3,690	10.02	5.49
51 – 75	28,860	1,914	6.63	2.85
More than 75	63,843	2,254	3.53	3.36
Total	5,86,986	67,167	11.44	100.00

Considering the facilities in villages with different proportions of SCs, it is observed that the per centage of villages having these facilities is the highest in respect of villages having SCs population between 1-25 per cent. However, this per centage is found to be lowest (4.47 per cent) for villages where SCs proportion is more than 75 per cent.

Table 8 discloses that out of 67,167 villages having availability of secondary stage schooling facilities within them, 30,260 villages are without STs Population. These

having STs proportion between 1-25 per cent, and is obtained lowest (3.53 per cent) for villages having STs proportion more than 75 per cent in the country.

The secondary schools including higher secondary schools having secondary sections by area and management are presented in Table 9. It is obvious that secondary stage educational facilities exist in all secondary schools in the country. Thus, there are 90,741 secondary schools including 39,934 higher secondary schools having secondary

sections making a total of 1,30,675 secondary sections at the time seventh survey in year 2002 as compared to 67,241 secondary schools including 21,674 higher secondary schools having secondary sections making a total of 87,238 secondary sections at the time of sixth survey in year 1993. This change, therefore, indicates a growth of 34.95 per cent in secondary schools including a growth of 84.25 per cent in higher secondary schools having secondary sections making an average growth of 49.79 per cent in secondary sections. It is evident from Table 9 that almost two third and one third of secondary sections of the schools are with the rural and urban areas, respectively in the country.

It is also apparent from Table 9 that nearly more than two thirds (69.44 per cent) of secondary sections are the part of secondary schools, and remaining less than one third (30.56 per cent) are the part of higher secondary schools.

### Secondary Sections in Schools

Besides, among 90,741 secondary schools, the distribution by type of schools reveals that 86.73 per cent schools are co-educational, 8.96 per cent are girls', and 4.31 per cent are boys' secondary schools at the time of seventh survey in year 2002. In addition, it is found at the time of seventh survey that 70.06 per cent of secondary schools are in rural area and remaining 29.94 per cent schools are in urban area, thereby it indicates an increase of secondary schools in urban area by 2.95 per cent points with respect to sixth survey in the country.

Management-wise secondary sections run by the government and local body schools are 45,271 and 11,301 which together constitutes 43.29 per cent of the total number of secondary sections in seventh survey, and shows a declining trend of 4.17 per cent points with respect to sixth survey. Besides, private aided schools

Table 9  
**Management-wise Schools having Secondary Sections, 2002**

Area/ Management	Secondary Schools				Higher Secondary Schools Having Secondary Section	Total
	Boys	Girls	Co-ed.	Total		
1	2	3	4	5	6	7
Rural	2,040	4,297	57,239	63,576	20,794	84,370
Urban	1,871	3,837	21,457	27,165	19,140	46,305
Total	3,911	8,134	78,696	90,741	39,934	1,30,675
Government	2,108	3,385	25,098	30,591	14,680	45,271
Local Body	3,06	786	8,875	9,967	1,334	11,301
Private Aided	974	2,714	20,214	23,902	14,858	38,760
Private Unaided	523	1,249	24,509	26,281	9,062	35,343

with secondary sections increased from 33,210 in sixth survey to 38,760 in seventh survey thereby inclining a trend of growth of 17.23 per cent, and on the other hand private unaided schools with secondary sections increased from 12,624 in sixth survey to 35,343 in seventh survey with an increasing trend of growth of 179.97 per cent in the country – an impact of new economic policy adopted by the public authorities on privatization of education sub-sector in the country.

### **Enrolment in Classes IX and X**

As illustrated elsewhere in this paper, two different patterns consisting of Classes VIII to X of three years, and Classes IX-X of two years for secondary stage of education, are the patterns followed in the country. For the sake of uniformity, this section confines to Classes IX and X so far as enrolment at the secondary stage is concerned based on the ISCED classification (Singh and Raju, 2006).

Table 10 asserts sex-wise enrolment in Classes IX and X by area and management in year 2002. The total enrolment in Classes IX

and X has increased from 1,52,19,392 in sixth survey in year 1993 to 2,18,88,898 in seventh survey in year 2002, and it has recorded a growth of 43.82 per cent. In seventh survey, 57.59 per cent of total enrolment in Classes IX and X belongs to rural area and remaining 42.41 per cent to urban area, of which 58.49 per cent are boys and 41.51 per cent are girls in total enrolment in Classes IX and X in the country.

Similarly, total per centage of girls in enrolment in Classes IX and X has increased from 36.47 per cent in sixth survey to 41.51 per cent in seventh survey, and has depicted numerically a growth of 5.04 per cent points. However, the seventh survey also records that per centage of girls enrolment in rural and urban area have been 38.96 and 44.98 per cent which are on higher side in terms of per cent points as compared to sixth survey resulting an increase in enrolment of girls to secondary sections of schools vis-à-vis reducing the gender disparity in the country.

In seventh survey, the management-wise total enrolment in Classes IX and X

Table 10  
**Management-wise Enrolment in Classes IX and X, 2002**

<i>Area / Management</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Percentage of Girls</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Rural	76,95,335	49,11,345	1,26,06,680	38.96
Urban	51,06,664	41,75,554	92,82,218	44.98
Total	1,28,01,999	90,86,899	2,18,88,898	41.51
Government	41,63,866	29,83,063	71,46,929	41.74
Local Body	8,46,074	6,92,834	15,38,908	45.02
Private Aided	50,46,711	37,02,030	87,48,741	42.32
Private Unaided	27,45,348	17,08,972	44,54,320	38.37

has been 32.65 per cent in government, 7.03 per cent in local body, 39.97 per cent in private aided and 20.35 per cent in private unaided schools having 41.74 per cent, 45.02 per cent, 42.32 per cent and 38.37 per cent of girls enrolled in these schools in Classes IX and X under secondary sections. These management-wise figures in respect to enrolment in Classes IX and X are exhibiting an overall increase in comparison to sixth survey.

The sex-wise SCs enrolment in Classes IX and X by area and management as collected during seventh survey in year 2002 is presented in Table 11. Accordingly, the total enrolment for SCs in Classes IX and X has gone up from 20,87,669 in sixth survey in year 1993 to 33,69,517 in seventh survey in year 2002, therefore, SCs enrolment in Classes IX and X have recorded an impressive growth of 61.40 per cent, which is more than the overall growth of total enrolment as mentioned under preceding paragraphs in this paper in the country.

Among the SCs students in seventh survey, 61.91 per cent of total SCs

enrolment in Classes IX and X are from rural area and remaining 38.09 per cent are from urban area, of which 60.51 per cent are boys and 39.49 per cent are girls in total SCs enrolment in Classes IX and X, respectively in the country. Similarly, total per centage of girls' enrolment in Classes IX and X has depicted a growth of 7.18 per cent in terms of per cent points from sixth survey to seventh survey. In addition, it is evident from the seventh survey statistics that per centage of girl's enrolment in rural and urban area has been 36.97 per cent and 43.59 per cent, and is on the increasing trends as compared to sixth survey resulting an increase in enrolment of girls in secondary sections of schools.

While considering the management-wise total enrolment in Classes IX and X of the seventh survey, it has been observed that 36.36 per cent in government, 8.48 per cent in local body, 39.50 per cent in private aided and 15.66 per cent in private unaided schools having 40.67 per cent, 41.53 per cent, 39.37 per cent and 35.76 per cent of girls enrolled in these schools

### SCs Enrolment in Classes IX and X

Table 11

#### Management-wise Scheduled Castes' Enrolment in Classes IX and X, 2002

<i>Area / Management</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Percentage of Girls</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Rural	13,14,791	7,71,267	20,86,058	36.97
Urban	7,24,054	5,59,405	12,83,459	43.59
Total	20,38,845	13,30,672	33,69,517	39.49
Government	7,26,873	4,98,215	12,25,088	40.67
Local Body	1,67,095	1,18,672	285767	41.53
Private Aided	8,07,019	5,24,107	13,31,126	39.37
Private Unaided	3,37,858	1,89,678	5,27,536	35.76



under secondary sections. These management-wise figures for enrolment in Classes IX and X are presenting an overall increase in per cent points with respect to sixth survey.

As per seventh survey, the enrolment of STs children in Classes IX and X by area and management is given in Table 12. As per sixth survey, there are 7,98,813 STs children enrolled in Classes IX and X in year 1993, and it has shot up to 12,32,174 STs children as per seventh survey in 2002, thus has demonstrated a growth of 54.25 per cent, which is more than the overall growth of total enrolment as mentioned under earlier paragraphs in this paper.

The total STs enrolled children in secondary sections under seventh survey consist of 61.39 per cent boys and 38.61 per cent girls. Out of total STs enrolled children, the children enrolled in rural area are 74.21 per cent, whereas 25.79 per cent children are enrolled in urban area under secondary sections. Similarly, total per centage of girls in enrolment

in Classes IX and X has depicted a growth of 6.51 per cent in terms of gain in per cent points from sixth survey to seventh survey. It is also clear that per centage of girls enrolment in rural and urban area have been 36.98 per cent and 43.32 per cent, and are on the increasing trends as compared to sixth survey resulting an increase in enrolment of girls to secondary sections of schools, especially in rural areas.

In secondary section, the management-wise total enrolled STs children are obtained nearly 48.08 per cent in government, 6.53 per cent in local body, 32.65 per cent in private aided and 12.74 per cent in private unaided schools having 36.54 per cent, 39.66 per cent, 41.71 per cent and 37.96 per cent of girls enrolled in these schools in Classes IX and X under secondary sections. These management-wise figures for enrolment in Classes IX and X are presenting an overall increase in terms of per cent points with respect to sixth survey in the country.

### **STs Enrolment in Classes IX and X**

Table 12

#### **Management-wise Scheduled Tribes' Enrolment in Classes IX and X, 2002**

<i>Area / Management</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Percentage of Girls</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Rural	5,76,300	3,38,120	9,14,420	36.98
Urban	1,80,099	1,37,655	3,17,754	43.32
Total	7,56,399	4,75,775	12,32,174	38.61
Government	3,75,957	2,16,482	5,92,439	36.54
Local Body	48,525	31,893	80,418	39.66
Private Aided	2,34,523	1,67,816	4,02,339	41.71
Private Unaided	97,394	59,584	1,56,978	37.96

### **Science Laboratories and Computer Education**

The science and computer education has become an integral part of the school curriculum at the secondary stage of education since 10+2+3 system of general education has been adopted, which has also got momentum in the country in view of the recent national curriculum frameworks pre- and post- era of 2002 (NCERT, 2005).

Accordingly, 85,099 schools in seventh survey is having science laboratories in comparison 52,105 schools in sixth survey and provides a growth of 63.32 per cent, of which 69.84 per cent schools in year 2002 are having adequate science laboratories at secondary stage in the country. Out of total schools having facility for science laboratories, 49,654 schools in rural and 35,445 schools in urban area are having science laboratories. Further, these area-wise reported schools are having adequate science laboratories in 60.62 per cent rural and 82.75 per cent urban schools with respect to total number of reported schools in the country.

Management-wise distribution of adequate science laboratories in government, local body, private aided and private unaided schools have been found nearly 50.16 per cent, 49.24 per cent, 76.49 per cent and 85.04 per cent, respectively with respect to total number of schools reported with science laboratories at secondary stage, and reveals that schools run by private managements are providing better facilities in comparison of public (government and

local body) managements in terms of adequacy of science laboratories in the country.

The public authorities are committed to accelerate the use of information technology in schools by integrating computers in school education. Through this initiative, we are preparing our children to be successful in today's technology-led world. To impart computer education in schools that has necessarily been an admitted demand of the society in an information technology based era, it is being provided in several thousand schools in a very successful and professional manner. This has contributed to the development of human resources especially for the information technology and information technology enabled service sectors. Accordingly, the seventh survey has tried to collect information on facility of computer education in secondary sections of schools and adequate number of computers in the schools. The information thereof is presented in Table 13.

Out of total 1,30,675 schools having secondary sections, only 42,988 schools (32.90 per cent) with secondary sections are providing computer education in the country. Further, out of these schools having facility for computer education only 29,887 schools (69.52 per cent) are having adequate number of computers. It is obvious and pertinent to mention that nearly 55.39 per cent schools in rural area and 79.52 per cent schools in urban area are having adequate number of computers with respect to total

number of schools having computer education in the country. The statistics in regard to computer education at secondary stage by management is available in 8,794 government, 1,788 local body, 14,152 private aided and 18,254 private unaided schools at the time of seventh survey in the country. Further, out of these schools having facility for computer education, it is observed that nearly 56.83 per cent government, 61.80 per cent local body, 56.29 per cent private aided and 86.65 per cent private unaided schools are having adequate number of computers to provide computer education to the students enrolled in secondary section of the schools.

### Guidance Services

The school counselors actively identify academic, career, and personal/social challenges for students, and assist them in planning future education or career choices. They create connections between a student's academic, personal and vocational goals. Also, they consult with parents and school staff to help students in becoming successful. They also offer assistance through classroom guidance, including prevention education, emphasizing safety, conflict resolution and bullying prevention. Besides, the school counselors coordinate services for students by working cooperatively

Table 13  
**Schools having Laboratory for Science and Computers for Teaching at the Secondary Stage, 2002**

Area/ Management	Total No. of Schools Having Secondary Stage	Schools Having Facility at Secondary Stage of			
		Science Laboratories	No. of Schools Having Adequate Science Laboratories	Computer Education	No. of Schools Having Adequate Computers
1	2	3	4	5	6
Rural	84,370	49,654	30,104 (60.62)	17,810	9,866 (55.39)
Urban	46,305	35,445	29,332 (82.75)	25,178	20,021 (79.52)
Total	1,30,675	85,099	59,436 (69.84)	42,988	29,887 (69.52)
Government	45,271	25,199	12,641 (50.16)	8,794	4,998 (56.83)
Local Body	11,301	4,557	2,244 (49.24)	1,788	1,105 (61.80)
Private Aided	38,760	29,405	22,492 (76.49)	14,152	7,966 (56.29)
Private Unaided	35,343	25,938	22,059 (85.04)	18,254	15,818 (86.65)

Note: Figures in parentheses indicate per centages.

with community agencies, which offer additional resources to help our students, and help students to deal with issues ranging from normal developmental concerns to career exploration to crises or trauma.

In view of significance of guidance services provided by the school counselors in secondary schools, the statistics pertaining to secondary schools providing guidance services are collected under seventh survey in year 2002, and are presented in Table 14. As per Table, there are 90,741

cent in rural area and 35.65 per cent in urban area with respect to total number of schools providing guidance services in the country. It is also revealed by the seventh survey data that trained guidance counselors or career masters or combinations of these have been appointed in order to provide guidance to students in secondary schools. Out of 20,689 secondary schools having provision for guidance services, 6,265 schools have trained guidance counselors, 15,532 schools have teacher counselors, and

Table 14  
**Secondary Schools Providing Guidance Services, 2002**

Area / Management	Total No. of Secondary Schools	Schools Having Facility of			
		Guidance Services	Trained Guidance Counselor	Teacher Counselor	Career Master
1	2	3	4	5	6
Rural	63,576	13,314	3,560	10,045	3,056
Urban	27,165	7,375	2,705	5,487	1,858
Total	90,741	20,689	6,265	15,532	4,914
Government	30,591	6,322	1,141	5,069	1,106
Local Body	9,967	951	298	656	228
Private Aided	23,902	6,034	2,196	4,027	1,857
Private Unaided	26,281	7,384	2,630	5,780	1,723

secondary schools in the country of which 20,689 secondary schools (22.80 per cent) have guidance services. As per sixth survey in year 1993, nearly 12,381 secondary schools (18.88 per cent) have guidance services; therefore seventh survey presents a growth of 67.10 per cent.

Area-wise, 13,314 secondary schools in rural area and 7,375 secondary schools in urban area are providing guidance services to the students. It consists of 64.35 per

4,914 schools have career masters, respectively. Management-wise, the schools managed by private agencies are better placed than the schools being run by public agencies (local body or government) as far as availability of guidance services is concerned.

#### **Pre-vocational Courses**

Pre-vocational (which means before work) courses help in developing skills to get a job for an individual, or prepare an individual to become

an apprentice or trainee. Completing a relevant pre-vocational course not only allows an individual to see what working in a particular job is like, it may also reduce the term of an apprenticeship or traineeship if it is decided to continue the training. The study of pre-vocational courses at secondary stage before commencing an apprenticeship or traineeship is a way to get a job. Table 15 provides the number of schools having pre-vocational courses, teachers and enrolment in pre-vocational courses based on the findings of seventh survey.

At the time seventh survey, out of 1,30,675 schools having secondary stage only 3,163 schools (2.42 per cent) are having pre-vocational courses at secondary stage, which is further distributed among 1,765 and 1,398 schools located in rural and urban areas, respectively. Management-wise 816 government, 303 local body, 1,409 private aided and 635 private un-aided

schools are having pre-vocational courses in the country. The total strength of teachers for pre-vocational courses at secondary stage has been 10,121 of which 3,242 teachers are female teachers, indicating that 32.03 per cent teachers are the female teachers for pre-vocational courses. Area-wise, 4,802 teachers are employed in rural area having 1,120 female teachers whereas 5,319 teachers are working in urban area having 2,122 female teachers.

The total enrolment of students for pre-vocational courses in 3,163 schools having secondary stage are 6,60,168 students including 2,73,139 girls at the secondary stage. This indicates that 41.37 per cent girls are enrolled for pre-vocational courses at secondary stage. Area-wise, 3,14,528 students are enrolled in rural area and 3,45,640 students are enrolled in urban area for pre-vocational courses. Management-wise, the schools managed by private agencies are better placed than the

Table 15

**Teachers and Enrolment in Pre-vocational Courses at the Secondary Stage, 2002**

Area / Management	Number of Schools Having Secondary Stage	Number of Schools having Pre- vocational Courses	Number of Teachers and Enrolment in Schools Offering Pre-vocational Courses at Secondary Stage			
			Teachers for Pre- vocational Courses		Enrolment in Pre-voca- tional Courses	
			Total	Female	Total	Girls
1	2	3	4	5	6	7
Rural	84,370	1,765	4,802	1,120	3,14,528	1,22,345
Urban	46,305	1,398	5,319	2,122	3,45,640	1,50,794
Total	1,30,675	3,163	10,121	3,242	6,60,168	2,73,139
Government	45,271	816	2,405	779	1,52,456	62,170
Local Body	11,301	303	922	294	85,985	38,971
Private Aided	38,760	1,409	4,570	1,138	3,21,268	1,30,106
Private Un-aided	35,343	635	2,224	1,031	1,00,459	41,892

schools being run by local bodies or government on all counts of parameters considered in Table 15 in regard to pre-vocational courses at secondary stage, as far as number of schools, teachers and enrolment is concerned.

### **Oriental Schools Following General System of Education at Secondary Stage**

The seventh survey has enumerated information regarding oriental schools including Sanskrit Pathashalas, Maktabas and Madrasas. Table 16 presents information pertaining to secondary stage in oriental schools following general system of education covering number of schools having secondary stage and enrolment at secondary stage in these schools.

There are total 4,796 Sanskrit Pathashalas of which 1,000 Sanskrit

Pathashalas (20.85 per cent) is having secondary stage. Out of these 1,000 Pathashalas, 70.10 per cent are located in rural area and remaining 29.90 per cent are in urban area of the country. The total enrolment in these Pathashalas is nearly 60,547 at secondary stage. The per cent share of girls enrolment is nearly 30.48 per cent with respect to total enrolment.

As far as Maktabas are concerned, nearly 54 Maktabas consisting of 44 Maktabas (81.48 per cent) in rural area and 10 Maktabas (18.52 per cent) in urban area are having secondary stage of education out of total number of 2,085 Maktabas in the country. These Maktabas have enrolled 2,960 students at secondary stage of which per cent share of girls enrolment is nearly 45.74 per cent.

Table 16

### **Secondary Stage in Oriental Schools Following General System of Education, 2002**

<b>Sanskrit Pathashalas</b>				
<i>Area / Management</i>	<i>Total Number of Schools</i>	<i>Number of Schools Having Secondary Stage</i>	<i>Enrolment at Secondary Stage in Schools</i>	
			<i>Total</i>	<i>Girls</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Rural	3,575	701	44,172	14,621
Urban	1,221	299	16,375	3,834
Total	4,796	1,000	60,547	18,455
<b>Maktabas</b>				
Rural	1,727	44	2,821	1,331
Urban	358	10	139	23
Total	2,085	54	2,960	1,354
<b>Madrasas</b>				
Rural	5,524	505	51,575	23,975
Urban	2,022	146	9,719	3,943
Total	7,546	651	61,294	27,918



Regarding Madrasas, the seventh survey furnishes that there are total 7,546 Madrasas and out of these only 651 Madrasas (8.63 per cent) are having enrolment at secondary stage of which 505 Madrasas are located in rural area and remaining 146 Madrasas are reported in urban area, respectively in the country. The total number of students enrolled in these Madrasas is 61,294 getting the secondary stage education consisting of 45.55 per cent girls.

#### **Disabled Children Admitted at the Secondary Stage**

A large number of children suffer from various kinds of disabilities due to lack of proper health care in our country. In some cases, the disability

is very severe whereas in other cases the disability is quite mild. The school-going age children suffer from various types of disabilities, like total or partial blindness, total or partial deafness, dumbness, mental-retard-ness, handicap due to orthopedic problems, and various other handicaps due to which either they do not get themselves enrolled or dropout quite early as they cannot cope up with the pressures of school activities. Such children need the special facility of special schools which can cater to their special needs. Further, a large number of disabled children, especially with mild and moderate handicaps, can be educated with other normal children in common schools with some additional facilities

Table 17

#### **Enrolment at Secondary Stage in Schools Admitting Children with Disabilities, 2002**

<i>Disability/ Impairment</i>	<i>Area</i>	<i>Enrolment at Secondary Stage in Schools</i>	
		<i>Boys</i>	<i>Girls</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Visual	Rural	12,039	8,067
	Urban	5,973	5,329
	Total	18,012	13,396
Hearing	Rural	5,077	2,974
	Urban	2,323	1,519
	Total	7,400	4,493
Orthopedic	Rural	43,665	22,241
	Urban	17,791	11,674
	Total	61,456	33,915
Intellectual	Rural	5,618	2,744
	Urban	2,107	1,226
	Total	7,725	3,970

Others	Rural	3,272	2,445
	Urban	2,020	1,581
	Total	5,292	4,026
Multiple	Rural	1,185	670
	Urban	391	268
	Total	1,576	938

in these schools. It is envisaged that the orthopedic ally handicapped children and children with other mild handicaps may be imparted education along with normal children by catering to their educational needs by providing special facilities so as to prevent their dropout due to continued frustration arising out of the learning difficulties due to their disabilities. For such children, special provisions are made in the schools under various public funded schemes including the Integrated Education Programme in the country.

During seventh survey, the information about schools enrolling children with disabilities at secondary stage has been collected and presented in Table 17. It envisages the distribution of enrolment in schools admitting children with disabilities, namely, visual, hearing, orthopedic, intellectual, others and multiple impairments at secondary stage by area and management of the school. At the secondary stage, 18,012 boys and 13,396 girls having visual, 7,400 boys and 4,493 girls having hearing, 61,456 boys and 33,915 girls having orthopedic, 7,725 boys and 3,970 girls having intellectual, 5,292 boys and 4,026 girls having others, and 1,576 boys and 938 girls having

multiple impairments are enrolled in the country. The enrolment of boys in rural area is found higher than in urban area for all kinds of impairment stated herein.

### Conclusion

Based on above analytical overview, following conclusions emerged on the secondary stage education:

- It provides information that secondary schools/ sections are available in 69,991 habitations (5.79 per cent), thereby covering 20.55 per cent population, whereas same is available up to 5.0 km to 8,85,148 habitations (73.18 per cent) befitting to 80.43 per cent population in the country. In addition, 10,60,228 habitations (87.66 per cent) are served by secondary schools/sections with coverage of 91.87 per cent population within a distance up to 8.0 km. The secondary sections serve population-wise 37.29 per cent population within habitations and 95.08 per cent population up to eight km.
- Moreover, 1,57,459 habitations (90.13 per cent) are served by secondary schools/sections with coverage of 92.04 per cent population within a distance up to

- 8.0 km. Population-wise 1.48 per cent population within habitations and 89.71 per cent population up to eight km are served by secondary sections.
- Out of total habitations, 6,660 habitations (2.74 per cent) predominantly populated by STs covering 9.15 per cent population have access to secondary stage schooling facilities within the habitations, whereas such schooling facilities are available to 1,40,610 habitations (57.87 per cent) providing access to 65.23 per cent population within a distance of 5 km.
  - Further, 29,049 villages (43.25 per cent) with STs proportion between 1-25 per cent are having secondary stage schooling facilities within them.
  - As far as secondary section is concerned, a growth of 34.95 per cent in secondary schools including a growth of 84.25 per cent in higher secondary schools having secondary sections indicates an average growth of 49.79 per cent in secondary sections. Besides, among 90,741 secondary schools, the distribution by type of schools reveals that 86.73 per cent schools are co-educational, 8.96 per cent are girls', and 4.31 per cent are boys' secondary schools at the time of seventh survey in year 2002.
  - The management-wise total enrolment in Classes IX and X has been 32.65 per cent in government, 7.03 per cent in local body, 39.97 per cent in private aided and 20.35 per cent in private unaided schools are having 41.74 per cent, 45.02 per cent, 42.32 per cent and 38.37 per cent of girls enrolled in these schools in Classes IX and X under secondary sections.
  - The total STs enrolled children in secondary section under seventh survey consist of 61.39 per cent boys and 38.61 per cent girls. In secondary section, the management-wise total enrolled STs children are obtained nearly 48.08 per cent in government, 6.53 per cent in local body, 32.65 per cent in private aided and 12.74 per cent in private unaided schools having 36.54 per cent, 39.66 per cent, 41.71 per cent and 37.96 per cent of girls enrolled in these schools in Classes IX and X under secondary sections.
  - Out of total schools having secondary sections in seventh survey, only 32.90 per cent schools are providing computer education in the country. Also, nearly 22.80 per cent secondary schools are having guidance services, thereby, revealing a growth of 67.10 per cent in respect to sixth survey.

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