

Conditions of School Buildings in India

An Empirical Study

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Abstract

The present study empirically examines the conditions of school buildings pertaining to the types of school buildings, ownership of school premises, additional classrooms required and rooms used for instructional purposes. This paper utilises the secondary data collected during the recent successive two, namely, sixth and seventh surveys on school education conducted by the National Council of Educational Research and Training (NCERT) under administrative and financial control of Government of India (GOI). In totality, the findings of this study reveal that proper public regulations are required for accommodating all children in school buildings irrespective of management, and implementation thereof in practice.

Introduction

School buildings have been facing difficult challenges in serving the needs of children and public education. The Central and State Governments actively supported the development of programmes that recognised and dealt with the particular needs of students, educators, school employees and communities in the nation's vast rural and urban areas. Historically, school buildings had offered unique benefits and attributes for educators, students and communities. School buildings had

pioneered many successful education reform tools since time immemorial, and were in widespread use even as on today, viz., peer assistance, multi-grade classrooms, cooperative learning etc. The social communities depended on their schools to serve many functions beyond their primary mission of educating children. The school administration within district was often the largest single estate manager in their area and school buildings served as the social, recreational and cultural foundation of their diversified social

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communities. But, many schools in the districts were under funded, and some lacked a steady revenue stream. Moreover, they were disadvantaged by size as well as geography (Singh, 2006). For example, when they applied for school building grants, the resulting funds based on number of students were often too small to accomplish the purpose of the award.

Initiative on School Buildings in Pre-Independence Era

The Central Advisory Board of Education in the pre-independence era in its sixth meeting held in January 1941 had under consideration the desirability of setting up an Expert Committee to examine what steps could be taken in the interest of efficiency and economy to improve the planning, construction and equipment of school buildings, and the Board were in agreement as to the importance of taking steps to ensure that school buildings should be designed in future with closer attention to modern scientific standards in regard to accommodation, lighting, ventilation and sanitation and with due regard to economy. The Board also recognised that a certain amount of experimental work had already been done in this sphere in different parts of India but decided that in order to collate the results of these experiments as well as to consider problems which had not yet been tackled, it would be desirable to appoint a special Expert Committee to prepare a report for the guidance of all authorities concerned with the provision of school buildings.

The Board accordingly set up a Committee consisting of the Provincial

Directors of Public Instructions or their nominees, and representatives of some of the larger States in India, with the Educational Commissioner of Government of India as its Chairman. This Committee was given power to co-opt and/or consult such experts as they might think desirable, and had been led to undertake an enquiry to determine the environmental conditions under which both teachers and children would be capable of the maximum output without undue fatigue. The outcome of the enquiry had shown that there were scientific principles, which if applied to the design and planning of schools would greatly improve their efficiency without necessarily increasing their cost. It was conclusively shown that it was possible to prescribe and secure standards, particularly, in regard to lighting, heating and ventilation, which eliminated unnecessary strain and fatigue, and thereby increased the output. It had of course recognised that a large number of schools in this country were housed in buildings that were never intended to be used as schools and that even in the case of new schools, financial considerations tended to determine construction. At the same time, it was felt that in India, where climatic conditions might simplify the building problem in some places and complicate it in others, any practical contribution towards the solution of the issue would be of immediate value to every public authority responsible for the erection or provision of schools (cited from <http://education.nic.in/cd50years/g/52/4X/524X0101.htm>).

Initiatives on School Buildings in Post-Independence Era

The Central Advisory Board of Education in its 35th meeting held on May 2-3, 1970 passed the following Resolution:

"The Board emphasises the urgent need to provide buildings to educational institutions, especially at the primary stage. In its opinion, this massive problem can be tackled only if local resources are harnessed and a scheme is devised under which it would be possible to make loans available to State and local Governments and voluntary organisations at minimal rates of interest. The possibility of the nationalised banks making some funds available for this programme should be explored and, as a long-term measure a Central Financing Corporation for educational buildings may be set up. Full use should be made of the work done at the Central Building Research Institute, Roorkee, to reduce constructional costs."

In order to examine the problem and to prepare concrete proposals for action, the Union Education Minister appointed a Committee under his Chairmanship. The Committee held three meetings, one on 13th August 1970 in New Delhi, the second meeting on 5th December 1970 at the Central Building Research Institute Roorkee, and the final meeting on 5th January 1971 at New Delhi. In the first meeting, the Chairman desired that the Committee may collect State-wise information regarding the requirement of school buildings. Accordingly, the Member-Secretary (Education Secretary-GOI) addressed a

letter to the Education Secretaries of all State Governments/Union Territories of the Union. Accordingly, as per information on requirements submitted by the State Governments, a provision was made under the Fourth Five Plan on school buildings covering primary and secondary schools in the country (cited from <http://education.nic.in/cd50years/g/52/4X/524X0101.htm>).

In the process of development in school education under the *Sarva Shiksha Abhiyan* (SSA) Mission – 2005, the GOI-MHRD had made provisions for physical infrastructure having bearing on school buildings. The Mission is trying to mobilise resources available under other Central/ State Government schemes for provisioning of school infrastructure. Convergence was being sought under the centrally funded schemes of *Swajal Dhara* and Total Sanitation Campaign, which have significant provisions for school toilet and drinking water facilities. For the purpose of funding various civil work components, the cost norms of respective States should be followed except for the construction of BRCs and CRCs that have a fixed unit cost of ₹ 6 lakhs and ₹ 2 lakhs, respectively. The unit cost for school buildings and classrooms would be as proposed by the State. The unit cost may vary by type, region and from time to time but should be based on proper design and estimates (cited from <http://ssa.nic.in/submission/notification.asp>).

As mentioned in preceding paragraphs regarding efforts made by the Central Advisory Board of Education and Public Authorities, it is pertinent to mention that the school buildings in

India are funded and operated through the government, aid institutions, charities, private companies, local and overseas individuals and in many cases the parents of children themselves since time immemorial. It is now clear that these resources will have to be pooled and coordinated to avoid the waste and duplication and maximise benefit from scarce resources. The task is made even more complex by recurrent natural disasters such as the Tsunami in 2004 which disrupted normal life and destroyed numerous school buildings, and incidents where children lost their lives in school fires following which several school buildings were shut down for safety reasons in the country. In addition, the physical infrastructure of school buildings is woefully inadequate. If all children are in school, as they are meant to be, school buildings will burst at the seams. The Public Report on Basic Education (PROBE) survey has estimated that 82 per cent of schools needed repair. Two-thirds have leaking roofs, making it difficult to hold classes during rain. A large number of schools still continue to function in thatched huts/*kuchcha* buildings /tents or even in open spaces in spite of the norms regarding school buildings laid down for recognition and/ or affiliation by various regulatory authorities (Singh, 2006).

Educational Surveys and Statistics on School Buildings

In educational surveys on school education, comprehensive information on school buildings has been collected to enable the planners to understand the status of school buildings in the country in view of the public policies. The scope in the First and Second

Surveys was limited to the simple enquiries about the condition of school buildings and number of rooms along with floor area. In Third Survey, the scope was considerably enlarged. During Fourth and Fifth Surveys information was sought on condition and ownership of school buildings, shortage of accommodation and expansion potential, and availability of drinking water, urinal, and lavatory facilities. In the Sixth Survey, information has been collected on the condition of school buildings, ownership of school premises, additional classrooms required and expansion potential, availability of urinal and lavatory facilities in schools with an emphasis on separate facilities for girls, and availability of drinking water facilities within the school premises (NCERT, 1998).

The Seventh Survey has assessed the availability of basic facilities in the recognised schools such as building, classrooms, drinking water, urinal, lavatory and electricity connection through the school information forms. The details in this regard are available in the survey guidelines (NCERT, 2002).

Materials and Methods

The present study attempts a presentation of the secondary data pertaining to crucial selected parameters on school buildings in India. Many researchers had conceptualised these parameters to measure the changing profile of educational development (Singh, 2002). The secondary data on school buildings is collected on related issues and processed for the recognised schools enumerated on census basis during the Sixth and Seventh All India

Educational Survey Reports [NCERT (1998) and NCERT (2007)]. The data is processed and analysed by simple statistical approach. This paper provides information on the condition of school buildings, ownership of school premises, rooms used for instructional purpose, and additional classrooms required based on the Seventh Survey in succeeding paragraphs. The State-wise analysis on school buildings has also been scrutinised to provide the comparative directions of development. It would also present the tangible comparisons with Sixth Survey to indicate the condition of school buildings and concerns thereof that are taking place in India in recent years.

Results and Discussions

We, now, present briefly results and discuss the major findings of this study on condition of school buildings in India. The observed significant variations are undertaken and analysed and the State-wise comparisons are also considered to quantify the changing profile of school buildings in India. The succeeding paragraphs in Part I to Part IV shall describe the details in this regard.

PART I

Types of School Buildings – Concepts and Definitions

The school buildings, in which majority of classes are held, is defined as *pucca* building, partly *pucca* building, *kachha* building, and without building including tents and open space. The working definitions of these referred buildings during Seventh Survey have been given

well-defined concepts (NCERT, 2002), and are given hereunder:

Pucca Building

A school building is to be treated as *pucca* if it has walls and roof made of the following materials.

Wall Material

Burnt bricks, stones (duly packed with lime or cement), cement concrete or timber, plywood, artificial wood of synthetic material and PVC.

Roof Material

Tiles, G.I./metal/asbestos sheets, concrete, bricks, stones, timber, plywood, artificial wood of synthetic material and PVC.

Partly Pucca Building

A school building is to be treated as partly *pucca* if it has walls made of the above-mentioned material but roof is made of the materials other than those mentioned above such as bamboo, grass, thatch, etc.

Kuchcha Building

School building, the walls and/or roof of which are made of materials other than those mentioned above such as *unburnt bricks, bamboo, mud, grass, reeds, thatch, loosely packed stones* is to be treated as *kuchcha* building.

Table 1 to Table 4 set out information in regard to school buildings for primary, upper primary, secondary and higher secondary schools by area (rural and urban) and management (government, local body, private aided and private unaided) according to types of school buildings (*pucca, partly pucca, kuchcha, tent, open space*), respectively in the country.

A. Types of School Buildings – All Schools

During Seventh Survey, the information on *pucca*, partly *pucca*, *kuchcha*, tent, and open space in regard to school buildings are collected. Singh and Kumar (2006) have considered issues pertaining to types of schools buildings for rural elementary level schools of the Western States/UTs of India. On the other hand, Sharma and Singh (2007) have also considered this issue for India.

Out of 10,30,996 schools in the country, 93.78 per cent schools were housed in *pucca*/partly *pucca* buildings and 3.76 per cent schools were running in *kuchcha* buildings. Besides, the remaining 2.46 per cent schools were

without buildings, including tent and open space in the country. Similarly, 93.12, 4.19 and 2.69 per cent schools in rural area are accommodated in *pucca*/ partly *pucca*, *kuchcha* and without buildings including tent and open space. Management-wise, the proportion of schools having *pucca*/*pucca* buildings is the highest in private un-aided schools (96.58 per cent) and lowest in the government schools (92.84 per cent) akin to the trends reported during the Sixth and Fifth Surveys. A brief description of school buildings during Seventh Survey in primary, upper primary, secondary and higher secondary schools is given in the succeeding paragraphs.

B. Types of School Buildings – Primary Schools

Table 1
Primary Schools According to Type of Buildings, 2002

Area/ Management	Types of School Buildings					
	<i>Pucca</i>	<i>Partly Pucca</i>	<i>Kachcha</i>	<i>Tent</i>	<i>Open Space</i>	<i>Total</i>
1	2	3	4	5	6	7
Rural	4,60,227	68,811	26,028	1,405	16,343	5,72,814
	(80.35)	(12.01)	(4.54)	(0.25)	(2.85)	(100.00)
Urban	65,273	9,121	1,931	224	1,701	78,250
	(83.42)	(11.66)	(2.47)	(0.28)	(2.17)	(100.00)
Total	5,25,500	77,932	27,959	1,629	18,044	6,51,064
	(80.71)	(11.97)	(4.30)	(0.25)	(2.77)	(100.00)
Government	2,88,793	46,206	16,428	653	10,991	3,63,071
	(79.54)	(12.73)	(4.52)	(0.18)	(3.03)	(100.00)
Local Body	1,78,772	21,104	7,288	841	6,712	2,14,717
	(83.26)	(9.83)	(3.39)	(0.39)	(3.13)	(100.00)
Private Aided	17,521	3,531	2,338	53	166	23,609
	(74.21)	(14.96)	(9.90)	(0.23)	(0.70)	(100.00)
Private Unaided	40,414	7,091	1,905	82	175	49,667
	(81.37)	(14.28)	(3.84)	(0.16)	(0.35)	(100.00)

Note: Figures within parentheses indicate percentages.

The Seventh Survey reported 6,51,064 primary schools in the country. Nearly 5,25,500 primary schools (80.71 per cent) are running in *pucca* buildings, and 77,932 primary schools (11.97 per cent) are having the partly *pucca* buildings. The remaining 47,632 primary schools (7.32 per cent) are running in non-*pucca* buildings in India in year 2002. In rural area, the proportions of primary schools having *pucca* and partly *pucca* buildings are found nearly 80.35 per cent and 12.01 per cent, respectively. The situation of primary schools without building in rural area has declined from 38,657 schools in Sixth Survey to 17,748 schools in Seventh Survey, consequently, depicting a negative growth of -54.09 per cent. Besides, the condition of schools in urban areas is still better than rural area as 83.42 per cent primary schools in urban areas are

housed in *pucca* buildings as against 80.35 per cent schools in rural area. Management-wise information on primary school buildings reveals that the proportions of schools having *pucca* buildings are the highest in local body (83.26 per cent) followed by private unaided (81.37 per cent), government (79.54 per cent), and private aided (74.21 per cent) schools.

Nearly eight States/UTs, viz., Chhattisgarh, Mizoram, Sikkim, Tripura, Chandigarh, Daman and Diu, Lakshadweep and Pondicherry reported that primary schools without building did not exist during Seventh Survey. However, the number of primary schools without building in rural areas was in thousands in the States like Andhra Pradesh (5,607) followed by Bihar (2,762), Madhya Pradesh (2,490) and Uttar Pradesh (1,510) on the referred point of time.

C. Types of School Buildings – Upper Primary Schools

Table 2
Upper Primary Schools According to Type of Buildings, 2002

Area/Management	Types of School Buildings					
	<i>Pucca</i>	<i>Partly Pucca</i>	<i>Kachcha</i>	<i>Tent</i>	<i>Open Space</i>	<i>Total</i>
1	2	3	4	5	6	7
Rural	1,56,058	26,560	6,673	166	4,490	1,93,947
	(80.46)	(13.69)	(3.44)	(0.09)	(2.32)	(100.00)
Urban	45,938	4,401	717	45	274	51,375
	(89.42)	(8.56)	(1.40)	(0.09)	(0.53)	(100.00)
Total	2,01,996	30,961	7,390	211	4,764	2,45,322
	(82.34)	(12.62)	(3.01)	(0.09)	(1.94)	(100.00)
Government	88,058	15,690	3,865	69	3,623	1,11,305
	(79.11)	(14.10)	(3.47)	(0.06)	(3.26)	(100.00)
Local Body	57,569	7,029	1,021	85	995	66,699
	(86.31)	(10.54)	(1.53)	(0.13)	(1.49)	(100.00)

Private Aided	14,121	2,784	1,114	25	44	18,088
	(78.07)	(15.39)	(6.16)	(0.14)	(0.24)	(100.00)
Private Unaided	42,248	5,458	1,390	32	102	49,230
	(85.82)	(11.09)	(2.82)	(0.06)	(0.21)	(100.00)

Note: Figures within parentheses indicate percentages.

The Seventh Survey enumerated 2,45,322 upper primary schools in the country, of which 2,01,996 upper primary schools (82.34 per cent) have *pucca* buildings, whereas, the Sixth Survey reveals that 68.53 per cent upper primary schools were housed in *pucca* buildings in the country. Around 30,961 upper primary schools (12.62 per cent) partly *pucca* buildings. The remaining 12,365 upper primary schools (5.04 per cent) are running in non-*pucca* buildings in India in year 2002. The proportions of upper primary schools having *pucca* and partly *pucca* buildings in rural area are found nearly 80.46 per cent and 13.69 per cent, respectively. The situation of upper primary schools without building in rural area had declined from 5,057 schools in the Sixth Survey to 4,656 schools in the Seventh Survey, depicting a negative growth of -7.93 per cent. Besides, the condition of schools in urban areas is still better than rural area as 89.42 per cent primary schools in urban areas are housed in *pucca*

buildings as against 80.46 per cent schools in rural area. Management-wise data analysis for upper primary school buildings reveals that the proportions of schools functioning in *pucca* buildings are the highest in local body (86.31 per cent) followed by private unaided (85.82 per cent), government (79.11 per cent), and private aided (78.07 per cent) schools.

The State-wise data analysis exhibits that 13 States/UTs have zero upper primary schools without building, namely, Chhattisgarh, Goa, Kerala, Mizoram, Nagaland, Sikkim, Tripura, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Pondicherry. Besides, the number of upper primary schools without buildings in rural areas was reported in hundreds for the States, namely, Madhya Pradesh (1,693) followed by Uttar Pradesh (598), Rajasthan (330), Bihar (295), Himachal Pradesh (186), Uttaranchal (153), Punjab (141), and Gujarat (103) in the country.

D. Types of School Buildings – Secondary Schools

Table 3

Secondary Schools According to Type of Buildings, 2002

Area/Management	Types of School Buildings					
	<i>Pucca</i>	<i>Partly Pucca</i>	<i>Kachcha</i>	<i>Tent</i>	<i>Open Space</i>	<i>Total</i>
1	2	3	4	5	6	7
Rural	51,707	8,617	2,756	128	368	63,576
	(81.33)	(13.55)	(4.34)	(0.20)	(0.58)	(100.00)

Urban	24,891	1,882	334	28	30	27,165
	(91.63)	(6.93)	(1.23)	(0.10)	(0.11)	(100.00)
Total	76,598	10,499	3,090	156	398	90,741
	(84.41)	(11.57)	(3.41)	(0.17)	(0.44)	(100.00)
Government	24,617	4,570	1,060	85	259	30,591
	(80.47)	(14.94)	(3.46)	(0.28)	(0.85)	(100.00)
Local Body	8,276	1,154	411	6	120	9,967
	(83.03)	(11.58)	(4.12)	(0.06)	(1.21)	(100.00)
Private Aided	20,511	2,537	820	26	8	23,902
	(85.81)	(10.62)	(3.43)	(0.11)	(0.03)	(100.00)
Private Unaided	23,194	2,238	799	39	11	26,281
	(88.25)	(8.52)	(3.04)	(0.15)	(0.04)	(100.00)

Note: Figures within parentheses indicate percentages.

Out of 90,741 secondary schools during Seventh Survey, 76,598 secondary schools (84.41 per cent) are functioning in *pucca* buildings, whereas, the Sixth Survey reveals that 68.61 per cent secondary schools were housed in *pucca* buildings in the country. Empirically 10,499 secondary schools (11.57 per cent) have the partly *pucca* buildings. The remaining secondary schools, that is, 3,644 secondary schools (4.02 per cent) are running in non-*pucca* buildings. The secondary schools in terms of percentage having *pucca* and partly *pucca* buildings are found nearly 81.33 per cent and 13.55 per cent in rural area, respectively. The secondary schools without building in rural area has decreased from 1,068 schools in Sixth Survey to 496 schools in Seventh Survey, consequently, it reflects negative growth of -53.56 per cent. Besides, the condition of schools in urban areas are better than rural areas as 91.63 per cent secondary

schools in urban areas are housed in *pucca* buildings as against 81.33 per cent schools in rural areas. Management-wise secondary schools according to type of buildings reveals that the proportion of schools functioning in *pucca* buildings are the highest in the private unaided (88.25 per cent) followed by private aided (85.81 per cent), local body (83.03 per cent), and government (80.47 per cent) schools.

The State-wise data analysis exhibits that 16 States/UTs have zero secondary schools without building, namely, Arunachal Pradesh, Chattisgarh, Goa, Kerala, Meghalaya, Mizoram, Nagaland, Rajasthan, Sikkim, Tripura, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Lakshdweep, and Pondicherry. In rural areas, the secondary schools without building are reported more than one hundred for Andhra Pradesh (114) and Madhya Pradesh (113) in the country.

E. Types of School Buildings – Higher Secondary Schools

Table 4
Higher Secondary Schools According to Type of Buildings, 2002

Area/Management	Types of School Buildings					
	<i>Pucca</i>	<i>Partly Pucca</i>	<i>Kachcha</i>	<i>Tent</i>	<i>Open Space</i>	<i>Total</i>
1	2	3	4	5	6	7
Rural	20,431	2,072	279	18	47	22,847
	(89.43)	(9.07)	(1.22)	(0.08)	(0.21)	(100.00)
Urban	19,966	939	83	14	20	21,022
	(94.98)	(4.47)	(0.39)	(0.07)	(0.09)	(100.00)
Total	40,397	3,011	362	32	67	43,869
	(92.09)	(6.86)	(0.83)	(0.07)	(0.15)	(100.00)
Government	13,784	1,588	141	18	62	15,593
	(88.40)	(10.18)	(0.90)	(0.12)	(0.40)	(100.00)
Local Body	1,248	138	14	0	0	1,400
	(89.14)	(9.86)	(1.00)	(0.00)	(0.00)	(100.00)
Private Aided	14,806	637	87	9	1	15,540
	(95.27)	(4.10)	(0.56)	(0.06)	(0.01)	(100.00)
Private Unaided	10,559	648	120	5	4	11,336
	(93.15)	(5.72)	(1.06)	(0.04)	(0.03)	(100.00)

Note: Figures within parentheses indicate percentages.

Among 43,869 higher secondary schools during Seventh Survey, 40,397 secondary schools (92.09 per cent) are functioning in *pucca* buildings, whereas, the Sixth Survey reveals that 83.97 per cent higher secondary schools were housed in *pucca* buildings in the country. Nearly 3,011 higher secondary schools (6.86 per cent) are have partly *pucca* buildings, and remaining higher secondary schools, that are, 461 higher secondary schools (1.05 per cent) are running in non-*pucca* buildings. The higher secondary schools in terms of percentage having *pucca* and partly *pucca* buildings are found nearly 89.43 per cent and 9.07 per cent in rural area, respectively. The higher secondary schools without building in rural area

has decreased from 99 schools in Sixth Survey to 65 schools in Seventh Survey, consequently, it reflects negative growth of -34.34 per cent. Besides, the condition of schools in urban areas is better than rural areas as 94.98 per cent higher secondary schools in urban area are housed in *pucca* buildings as against 89.43 per cent schools in rural areas. The survey of management-wise higher secondary schools according to type of building reveals that the proportions of schools functioning in *pucca* buildings are highest in private unaided (93.15 per cent) followed by private aided (95.27 per cent), local body (89.14 per cent), and government (88.40 per cent) higher secondary schools.

The State-wise data analysis exhibits that higher secondary schools running without building is reported maximum in Andhra Pradesh (32), Madhya Pradesh (17), Haryana (11), Tamilnadu (9) and Delhi (7). These schools without building in rural areas have increased akin to other categories of schools, and it is arithmetically around 65 higher secondary schools during Seventh Survey in the country.

PART II

Ownership of School Premises

The school premises are provided by the various social trusts, organisations and individuals apart from the government or local body institutions having a wide range of variations in terms of ownership of school premises in the country. The ownership of school premises for the major portion of school buildings is considered on three major aspects in the Seventh Survey that are owned, rented and rent-free school building premises.

Table 5 to Table 8 provides statistics on schools according to ownership of premises of buildings (owned, rented and rent-free) for primary, upper primary, secondary and higher secondary schools by area (rural and urban) and management (government,

local body, private aided and private unaided), respectively in the country.

A. Ownership of School Premises – All Schools

The ownership of school premises in Seventh Survey for 10,30,996 schools provides the statistics that 8,45,592; 97,657; and 87,747 schools have own (82.02 per cent), rented (9.47 per cent) and rent-free (8.51 per cent) school building premises, respectively in the country. Area-wise proportion of these schools functioning in their own premises is higher in rural areas (86.24 per cent) as compared to urban areas (61.77 per cent) akin to finding of the earlier surveys. In urban areas, 29.99 per cent schools are running in rented premises as compared to 5.20 per cent schools in rural areas. Management-wise figures of the Seventh Survey point out that the ownership of maximum schools having either owned or rent-free building premises are with the government and local body schools in the country. In terms of percentage, only 2.21 per cent government and 2.77 per cent local body schools have rented school building premises, respectively. On the other hand, 25.08 per cent private aided and 42.28 per cent private unaided schools have rented building premises in the country.

B. Ownership of School Premises – Primary Schools

Table 5
Primary Schools According to Ownership of Premises, 2002

Area/Management	Schools Having Premises			
	Owned	Rented	Rent-Free	Total
1	2	3	4	5
Rural	5,03,633	17,804	51,377	5,72,814
	(87.92)	(3.11)	(8.97)	(100.00)

Urban	48,768	20,842	8,640	78,250
	(62.32)	(26.64)	(11.04)	(100.00)
Total	5,52,401	38,646	60,017	6,51,064
	(84.84)	(5.94)	(9.22)	(100.00)
Government	3,17,600	8,459	37,012	3,63,071
	(87.48)	(2.33)	(10.19)	(100.00)
Local Body	1,91,772	5,250	17,695	2,14,717
	(89.31)	(2.45)	(8.24)	(100.00)
Private Aided	18,202	3,841	1,566	23,609
	(77.10)	(16.27)	(6.63)	(100.00)
Private Unaided	24,827	21,096	3,744	49,667
	(49.99)	(42.47)	(7.54)	(100.00)

Note: Figures within parentheses indicate percentages.

There are 6,51,064 primary schools in the country; of which 5,52,401 primary schools (84.84 per cent) have own; 38,646 primary schools (5.94 per cent) have rented and 60,017 primary schools (9.22 per cent) have rent-free school building premises during Seventh Survey. The proportion of these schools functioning in their own premises is found higher in rural areas (87.92 per cent) as compared to urban areas (62.32 per cent). The urban areas

consists of 26.64 per cent schools that are running in rented school building premises as compared to 3.11 per cent schools in the rural areas. Management-wise segregation of distribution in regard to proportions of primary schools functioning in rented school building premises is found higher in the schools managed by private organisations as compared to schools managed by public authorities (government or local body) in the country.

C. Ownership of School Premises – Upper Primary Schools

Table 6
Upper Primary Schools According to Ownership of Premises, 2002

Area/Management	Schools Having Premises			
	Owned	Rented	Rent-Free	Total
1	2	3	4	5
Rural	1,64,501	13,772	15,674	1,93,947
	(84.82)	(7.10)	(8.08)	(100.00)
Urban	29,152	18,768	3,455	51,375
	(56.74)	(36.53)	(6.73)	(100.00)

Total	1,93,653	32,540	19,129	2,45,322
	(78.94)	(13.26)	(7.80)	(100.00)
Government	95,613	2,124	13,568	1,11,305
	(85.90)	(1.91)	(12.19)	(100.00)
Local Body	62,148	2,302	2,249	66,699
	(93.18)	(3.45)	(3.37)	(100.00)
Private Aided	13,195	4,030	863	18,088
	(72.95)	(22.28)	(4.77)	(100.00)
Private Unaided	22,697	24,084	2,449	49,230
	(46.10)	(48.92)	(4.98)	(100.00)

Note: Figures within parentheses indicate percentages.

The Seventh Survey reported in regard to ownership of upper primary school building premises that 1,93,653 schools (78.94 per cent) have owned; 32,540 schools (13.26 per cent) are having rented as well as 19,129 schools (7.80 per cent) are having rent-free school building premises in the country. In rural areas, the proportions of schools falling under upper primary category are functioning in their own premises on higher side (84.82 per cent) as compared to urban areas (56.74 per cent). The proportion of upper primary schools running in rented school building premises is quite high in urban areas consisting of 36.53 per cent

schools that are running in rented school building premises as compared to 7.10 per cent schools in rural areas. Management-wise data analysis in terms of per cent points for upper primary schools functioning in rented school building premises is comparatively on higher side in the schools as managed by private organisations in respect of schools managed by government or local body in the country. Empirically, the private aided and private unaided schools are running 22.28 per cent and 48.92 per cent upper primary schools in the rented school building premises, respectively.

D. Ownership of School Premises – Secondary Schools

Table 7
Secondary Schools According to Ownership of Premises, 2002

Area/Management	Schools Having Premises			
	Owned	Rented	Rent-Free	Total
1	2	3	4	5
Rural	48,777	9,900	4,899	63,576
	(76.72)	(15.57)	(7.71)	(100.00)
Urban	1,60,90	9,588	1,487	27,165
	(59.23)	(35.30)	(5.47)	(100.00)

Total	64,867	19,488	6,386	90,741
	(71.48)	(21.48)	(7.04)	(100.00)
Government	26,612	729	3,250	30,591
	(86.99)	(2.38)	(10.63)	(100.00)
Local Body	9,057	396	514	9,967
	(90.87)	(3.97)	(5.16)	(100.00)
Private Aided	13,941	8,703	1,258	23,902
	(58.33)	(36.41)	(5.26)	(100.00)
Private Unaided	15,257	9,660	1,364	26,281
	(58.05)	(36.76)	(5.19)	(100.00)

Note: Figures within parentheses indicate percentages.

Of the 90,741 secondary schools in the country; 64,867 schools (71.48 per cent) are functioning in building premises owned by schools. In addition, a substantial number that is 19,488 secondary schools (21.48 per cent) are running in the rented school building premises, whereas remaining 6,386 secondary schools (7.04 per cent) are having rent-free school building premises in the country. The proportion of schools running in own premises in rural areas has been nearly 76.72 per

cent whereas it has been reported nearly 59.23 per cent in urban areas at the time of Seventh Survey. It is important to mention that management-wise nearly 36.41 per cent private aided, and 36.76 per cent private unaided secondary schools are functioning in rented premises. The situation is quite satisfactory for government and local body secondary schools as nearly more than 87 per cent schools are housed in the premises owned by them.

E. Ownership of School Premises – Higher Secondary Schools

Table 8
Higher Secondary Schools According to Ownership of Premises, 2002

Area/Management	Schools Having Premises			
	Owned	Rented	Rent- Free	Total
1	2	3	4	5
Rural	18,855	2,855	1,137	22,847
	(82.53)	(12.49)	(4.98)	(100.00)
Urban	15,816	4,128	1,078	21,022
	(75.23)	(19.64)	(5.13)	(100.00)
Total	34,671	6,983	2,215	43,869
	(79.03)	(15.92)	(5.05)	(100.00)

Government	14,092	169	1,332	15,593
	(90.37)	(1.09)	(8.54)	(100.00)
Local Body	1,186	155	59	1,400
	(84.72)	(11.07)	(4.21)	(100.00)
Private Aided	11,346	3,776	418	15,540
	(73.01)	(24.30)	(2.69)	(100.00)
Private Unaided	8,047	2,883	406	11,336
	(70.99)	(25.43)	(3.58)	(100.00)

Note: Figures within parentheses indicate percentages.

Out of 43,869 higher secondary schools in the country; 34,671 schools (79.03 per cent) are housed in building premises owned by the schools; 6,983 higher secondary schools (15.92 per cent) are functioning in the rented school building premises; and remaining 2,215 higher secondary schools (5.05 per cent) are having rent-free school building premises at the time of Seventh Survey. In rural areas, 82.53 per cent higher secondary schools are reported in owned school building premises, and are found on higher side as compared to 75.23 per cent higher secondary schools running in owned school building premises in urban areas. Considering the proportion of higher secondary schools by management, it is observed that percentage of schools functioning in rented school building premises is highest for private unaided schools (25.43 per cent), followed by private aided schools (24.30 per cent), local body schools (11.07 per cent) and government schools (1.09 per cent), respectively.

PART III

Additional Classrooms Required

The literature available on imparting

instructions to school children reveals that generally adequate numbers of classrooms are not available for smooth functioning of the schools prominently running in *kuchcha*, thatched huts, tents and open space including schools having *pucca* and partly *pucca* buildings in the country. The *pucca* and partly *pucca* schools buildings requires additional classrooms in view of growth in children enrolled in schools or inadequate provisions made at planning stage of buildings by school management as well as approval granted by the concerned public authorities for recognition of schools in the country.

Table 9 to Table 12 provide information pertaining to additional requirement of classrooms (nil, one, two to three, four to five and more than five) in schools for primary, upper primary, secondary and higher secondary schools by area (rural and urban) and management (government, local body, private aided and private unaided), respectively in the country.

A. Additional Classrooms Required – All Schools

The Seventh Survey reveals that 3,79,404 schools (36.80 per cent) do not

require additional classrooms, which comes from 2,88,912 schools (33.86 per cent) in rural areas as well as 90,492 schools (50.89 per cent) in urban areas in the country. Also, it is pertinent to mention that 6,51,592 schools (63.20 per cent) require 18,88,600 additional classrooms in the country. Area-wise, the requirement of additional classrooms

has been 15,55,941 rooms in rural schools as well as 3,32,659 rooms in urban schools at the time of Seventh Survey. Maximum number of additional classrooms is required for 4 to 6 classrooms group in 32.93 per cent schools scattered in rural areas (35.03 per cent) and urban areas (22.89 per cent).

B. Additional Classrooms Required – Primary Schools

Table 9
Primary Schools According to Additional Classrooms Required, 2002

Area/ Management	Schools Requiring Additional Classrooms						Total No. of Additional Classrooms Required
	Nil	1	2-3	4-5	More than 5	Total	
1	2	3	4	5	6	7	8
Rural	1,97,276 (34.44)	1,10,740 (19.33)	2,13,329 (37.24)	45,849 (8.01)	5,620 (0.98)	5,72,814 (100)	9,39,470
Urban	38,203 (48.82)	10,404 (13.30)	21,269 (27.18)	6,204 (7.93)	2,170 (2.77)	78,250 (100)	1,17,011
Total	2,35,479 (36.17)	1,21,144 (18.61)	2,34,598 (36.03)	52,053 (8.00)	7,790 (1.19)	6,51,064 100	10,56,481
Government	1,18,684 (32.69)	66,330 (18.27)	1,42,373 (39.21)	31,322 (8.63)	4,362 (1.20)	3,63,071 (100)	6,34,718
Local Body	74,216 (34.56)	45,385 (21.14)	75,835 (35.32)	17,001 (7.92)	2,280 (1.06)	2,14,717 (100)	3,38,816
Private Aided	12,512 (52.99)	2,986 (12.65)	6,114 (25.90)	1,617 (6.85)	380 (1.61)	23,609 (100)	30,258
Private Unaided	30,067 (60.54)	6,443 (12.97)	10,276 (20.69)	2,113 (4.25)	768 (1.55)	49,667 (100)	52,689

Note: Figures within parentheses indicate percentages.

Of the 6,51,064 primary schools in the country; 2,35,479 schools (36.17 per cent) do not require additional classrooms while 1,21,144 schools (18.61 per cent) require one additional classroom; 2,34,598 schools (36.03 per

cent) require two to three additional classrooms. The majority of primary schools require two to three additional classrooms that are 37.24 per cent in rural areas and 27.18 per cent in urban areas, respectively - which may be the

policy norms for granting recognition to primary schools by the concerned public authorities. The total number of additional classrooms required by these schools is 10,56,481 rooms during Seventh Survey, thereby, reflecting an increase of 70,769 additional classrooms with respect to Sixth Survey. In per cent points, increase in requirement of additional classrooms comes nearly 7.18 per cent. The percentage of primary

schools having inadequate number of classrooms is more in rural areas (65.56) than in urban areas (51.18) akin to Sixth Survey in the country. Management wise, the primary schools managed by private agencies are relatively better placed than the schools managed by public agencies (government or local body) so far as percentage of schools having adequate number of classrooms is concerned.

C. Additional Classrooms Required – Upper Primary Schools

Table 10
Upper Primary Schools According to Additional Classrooms Required, 2002

Area/ Management	Schools Requiring Additional Classrooms						Total No. of Additional Classrooms Required
	Nil	1	2-3	4-5	More than 5	Total	
1	2	3	4	5	6	7	8
Rural	63,426	29,580	66,239	26,866	7,836	1,93,947	3,83,867
	(32.71)	(15.25)	(34.15)	(13.85)	(4.04)	(100)	
Urban	26,960	5,153	11,502	4,635	3,125	51,375	87,016
	(52.48)	(10.03)	(22.39)	(9.02)	(6.08)	(100)	
Total	90,386	34,733	77,741	31,501	10,961	2,45,322	4,70,883
	(36.84)	(14.12)	(31.69)	(12.84)	(4.47)	(100)	
Government	31,166	15,723	41,090	17,727	5,599	1,11,305	2,47,416
	(28.00)	(14.13)	(36.92)	(15.93)	(5.03)	(100)	
Local Body	22,482	10,642	20,803	9,441	3,331	66,699	1,34,518
	(33.71)	(15.96)	(31.19)	(14.15)	(4.99)	(100)	
Private Aided	9,235	2,018	4,841	1,354	640	18,088	26,423
	(51.06)	(11.16)	(26.76)	(7.48)	(3.54)	(100)	
Private Unaided	27,503	6,350	11,007	2,979	1,391	49,230	62,526
	(55.87)	(12.90)	(22.36)	(6.05)	(2.82)	(100)	

Note: Figures within parentheses indicate percentages.

Of the 2,45,322 upper primary schools; 90,386 schools (36.84 per cent) have adequate number of classrooms

whereas 34,733 schools (14.12 per cent) require one additional classroom; 77,741 schools (31.69 per cent) require

two to three additional classrooms. Most of the upper primary schools require two to three additional classrooms that are 34.15 per cent in rural areas and 22.39 per cent in urban areas, respectively. The additional number of classrooms required by upper primary schools is 4,70,883 classrooms. During Sixth Survey; 57,282 upper primary schools (35.18 per cent) had adequate number of classrooms, and hence showing an increase of 1,17,079 additional classrooms (33.09 per cent) at the time of Seventh Survey as compared to Sixth Survey. The upper

primary schools with inadequate number of classrooms are reported more in rural areas (67.29) than in urban areas (47.52) at the time of Seventh Survey. Similar findings were also observed during Sixth Survey in the country. Considering the management-wise figures, it is observed that the proportion of schools having adequate number of classrooms is higher for upper primary schools managed by private unaided and private aided schools, and are relatively better in terms of statistics available from Seventh Survey reports than the schools managed by government or local body.

D. Additional Classrooms Required – Secondary Schools

Table 11
Secondary Schools According to Additional Classrooms Required, 2002

Area/ Management	Schools Requiring Additional Classrooms						Total No. of Additional Classrooms Required
	Nil	1 -3	4 – 6	7 -9	More than 10	Total	
1	2	3	4	5	6	7	8
Rural	20,649	26,959	12,912	1,888	1,168	63,576	1,49,672
	(32.48)	(42.40)	(20.31)	(2.97)	(1.84)	(100)	
Urban	15,290	6,493	3,821	773	788	27,165	49,482
	(56.29)	(23.90)	(14.07)	(2.84)	(2.90)	(100)	
Total	35,939	33,452	16,733	2,661	1,956	90,741	1,99,154
	(39.61)	(36.87)	(18.44)	(2.93)	(2.16)	(100)	
Government	7,367	12,973	7,760	1,413	1,078	30,591	89,514
	(24.08)	(42.41)	(25.37)	(4.62)	(3.52)	(100)	
Local Body	2,431	4,548	2,523	296	169	9,967	26,652
	(24.39)	(45.63)	(25.31)	(2.97)	(1.70)	(100)	
Private Aided	11,504	7,855	3,751	495	297	23,902	42,958
	(48.13)	(32.87)	(15.69)	(2.07)	(1.24)	(100)	
Private Unaided	14,637	8,076	2,699	457	412	26,281	40,030
	(55.69)	(30.73)	(10.27)	(1.74)	(1.57)	(100)	

Note: Figures within parentheses indicate percentages.

As per Seventh Survey, total number of secondary schools is reported to be nearly 90,741 schools. Out of these, 35,939 secondary schools (39.61 per cent) do not require additional classrooms in the country. Besides, 33,452 schools (36.87 per cent) need one additional classroom; 16,733 schools (18.44 per cent) require two to three additional classrooms. The majority of secondary schools (36.87 per cent) require one to three additional classrooms, and this proportion in terms of requirement for one to three additional classrooms in rural areas 42.40 per cent whereas it is 23.90 per cent in urban areas, respectively. The requirement of additional classrooms for secondary schools is around 89,514

classrooms at the time of Seventh Survey. It reveals a longitudinal increase of 15,295 additional classrooms in respect to Sixth Survey, which comes nearly 8.32 per cent. Area-wise percentage of secondary schools having inadequate number of classrooms is obtained more in rural areas (67.52) as compared with figures in urban areas (43.71). Similar findings are also reported during Sixth Survey in the country. Management-wise, the secondary schools managed by the private agencies are relatively better in this respect to the schools managed by public agencies so far as percentages of schools having adequate number of classrooms are concerned.

E. Additional Classrooms Required – Higher Secondary Schools

Table 12
Higher Secondary Schools According to Additional Classrooms Required, 2002

Area/ Management	Schools Requiring Additional Classrooms						Total No. of Additional Classrooms Required
	Nil	1 -3	4 - 6	7 -9	More than 10	Total	
1	2	3	4	5	6	7	8
Rural	7,561	5,509	6,368	1,483	1,926	22,847	82,932
	(33.10)	(24.11)	(27.87)	(6.49)	(8.43)	(100)	
Urban	10,039	3,044	4,109	1,194	2,636	21,022	79,150
	(47.75)	(14.48)	(19.55)	(5.68)	(12.54)	(100)	
Total	17,600	8,553	10,477	2,677	4,562	43,869	1,62,082
	(40.12)	(19.50)	(23.88)	(6.10)	(10.40)	(100)	
Government	4,006	3,216	5,027	1,225	2,119	15,593	71,495
	(25.69)	(20.62)	(32.24)	(7.86)	(13.59)	(100)	
Local Body	434	335	418	80	133	1,400	5,614
	(31.00)	(23.93)	(29.86)	(5.71)	(9.50)	(100)	

Private Aided	6,986	2,782	3,454	897	1,421	15,540	51,599
	(44.96)	(17.90)	(22.23)	(5.77)	(9.14)	(100)	
Private Unaided	6,174	2,220	1,578	475	889	11,336	33,374
	(54.47)	(19.58)	(13.92)	(4.19)	(7.84)	(100)	

Note: Figures within parentheses indicate percentages.

At the time of Seventh Survey; 17,600 higher secondary schools (40.12 per cent) out of 43,869 higher secondary schools have adequate number of classrooms. Around 8,553 schools (19.50 per cent) require one to three additional classrooms; 10,477 schools (23.88 per cent) require four to six additional classrooms. The requirement of additional classrooms is found maximum for four to six classrooms that are 27.87 per cent in rural areas, and 19.55 per cent in urban areas, respectively. The additional number of classrooms required by higher secondary schools is 1,62,082 classrooms. At the time of Sixth Survey; 8,792 higher secondary schools (37.16 per cent) furnished information regarding adequate number of classrooms, thereby, exhibiting an increase of 8,808 higher secondary schools (100.18 per cent) having adequate number of classrooms at the time of Seventh Survey in the country. Also, the additional classrooms required in higher secondary schools has been 83,900 classrooms which has been substantially increased nearly 93.18 per cent at the time of Seventh Survey as compared to Sixth Survey in terms of the requirement of additional classrooms for higher secondary schools. The inadequate number of classrooms in higher secondary schools is reported more in rural areas (66.90) than in urban areas (52.25) at the time of Seventh Survey. Similar findings were

also observed during Sixth Survey in the country. The proportion of higher secondary schools having adequate number of classrooms is the highest in private unaided (54.47 per cent), followed by the private aided schools (44.96 per cent), local body (31.00 per cent) and government (25.69 per cent) schools as per the available statistics of the Seventh Survey.

PART IV

Rooms Used for Instructional Purposes in Schools

The Seventh Survey has canvassed information on the utilisation of rooms covering various aspects, viz., total number of rooms in the school, availability of separate room for the Headmaster/ Principal, number of rooms used for teaching purposes excluding Headmaster/ Principal room, office room, laboratories, library, staff-room, workshops, craft-room etc. In the present study, the area-wise schools according to number of rooms used for instructional purposes are specifically analysed and discussed in succeeding paragraphs.

Table 13 provides information according to number of rooms used for instructional purposes in primary, upper primary, secondary and higher secondary schools by area (rural and urban) and management (government, local body, private aided and private unaided), respectively in the country.

Table 13
Area-wise Schools According to Number of Rooms Used for Instructional Purposes, 2002

School Category	Schools According to Number of Rooms Used for Instructional Purposes											No. of Rooms per School
	Area	Nil	1	2	3	4	5	6-7	8-9	10 & above	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
Primary	Rural	14,895 (2.60)	1,11,921 (19.54)	2,32,072 (40.52)	1,03,796 (18.12)	57,914 (10.11)	31,402 (5.48)	13,238 (2.31)	4,655 (0.81)	2,921 (0.51)	5,72,814 (100)	2.5
	Urban	1,544 (1.97)	7,563 (9.67)	12,977 (16.58)	9,879 (12.62)	13,175 (16.84)	13,534 (17.30)	8,138 (10.40)	4,369 (5.58)	7,071 (9.04)	78,250 (100)	4.8
	Total	16,439 (2.53)	1,19,484 (18.35)	2,45,049 (37.64)	1,13,675 (17.46)	71,089 (10.92)	44,936 (6.90)	21,376 (3.28)	9,024 (1.39)	9,992 (1.53)	6,51,064 (100)	2.8
Upper Primary	Rural	3,188 (1.64)	10,848 (5.59)	22,900 (11.81)	40,478 (20.87)	27,689 (14.28)	21,021 (10.84)	38,638 (19.92)	17,572 (9.06)	11,613 (5.99)	1,93,947 (100)	4.9
	Urban	232 (0.45)	823 (1.60)	1,709 (3.33)	5,040 (9.81)	4,615 (8.98)	4,714 (9.18)	11,887 (23.14)	9,157 (17.82)	13,198 (25.69)	51,375 (100)	8.0
	Total	3,420 (1.39)	11,671 (4.76)	24,609 (10.03)	45,518 (18.56)	32,304 (13.17)	25,735 (10.49)	50,525 (20.60)	26,729 (10.89)	24,811 (10.11)	2,45,322 (100)	5.5
Secondary	Rural	414 (0.65)	14,657 (23.05)	25,355 (39.88)	11,170 (17.57)	7,438 (11.70)	2,298 (3.62)	937 (1.48)	529 (0.83)	778 (1.22)	63,576 (100)	6.6
	Urban	61 (0.22)	3,204 (11.79)	5,843 (21.51)	4,305 (15.85)	5,873 (21.62)	2,920 (10.75)	1,626 (5.99)	1,148 (4.23)	2,185 (8.04)	27,165 (100)	10.8
	Total	475 (0.52)	17,861 (19.68)	31,198 (34.38)	15,475 (17.06)	13,311 (14.67)	5,218 (5.75)	2,563 (2.82)	1,677 (1.85)	2,963 (3.27)	90,741 (100)	7.8
Higher Secondary	Rural	81 (0.36)	769 (3.37)	2,954 (12.93)	4,467 (19.55)	4,330 (18.95)	3,338 (14.61)	2,315 (10.13)	1,446 (6.33)	3,147 (13.77)	22,847 (100)	13.6
	Urban	43 (0.20)	324 (1.54)	1,292 (6.15)	1,940 (9.23)	2,733 (13.00)	2,591 (12.33)	2,286 (10.87)	1,935 (9.20)	7,878 (37.48)	21,022 (100)	20.8
	Total	124 (0.28)	1,093 (2.49)	4,246 (9.68)	6,407 (14.60)	7,063 (16.10)	5,929 (13.52)	4,601 (10.49)	3,381 (7.71)	11,025 (25.13)	43,869 (100)	17.0

The data collected under Seventh Survey makes public that out of total 10,30,996 schools 20,458 schools are not using rooms for instructional purposes in the country, thereby it reflects that 1.98 per cent schools are providing education to children without having a classroom in the country. The situation is bad in rural areas having 18,578 schools (2.18 per cent) as compared to urban areas having 1,880 schools (1.06 per cent) without rooms that is nil or zero rooms used for instructional purposes. Besides, majority of schools have two rooms used for instructional purposes that are numerically 3,05,102 schools (29.59 per cent), followed by three rooms used for instructional purposes by 1,81,075 schools (17.56 per cent) in the country.

The schools according to number of rooms used for instructional purposes by category of schools are found to be maximum for primary schools in terms of absolute number (14,895) as well as per cent points (2.60) in rural areas followed by schools in urban areas for primary schools in the country. The average number of rooms per primary school is also found around 2.5 rooms in rural areas followed by 4.8 rooms in urban areas for primary schools in the country. The situation of upper primary schools according to number of rooms used for instructional purposes is comparatively better than primary schools by area at the time of Seventh Survey.

The secondary education, through secondary and higher secondary schools, is also having nil/zero number of rooms for instructional purposes in the country. In terms of proportions,

these schools are mainly scattered over rural area for secondary schools (0.65 per cent) and higher secondary schools (0.36 per cent). However, the urban area is also contributing around 0.22 per cent secondary schools and 0.20 per cent higher secondary schools using nil/zero number of rooms for instructional purposes. Even, average number of rooms per school for secondary and higher secondary schools is found to be less, that is, empirically 6.6 rooms and 13.6 rooms in rural area as compared to 10.8 rooms and 20.8 rooms in urban area, respectively in the country.

Conclusions

On the basis of the above data analysis vis-à-vis results and discussions of secondary data available from the educational surveys, it may be concluded that the public authorities shall have to re-visit their aims and goals of mass education on condition of school buildings, viz., infrastructure facilities pertaining to the types of school buildings, ownership of schools premises, additional classrooms required, rooms used for instructional purposes having concern with the school education in country, while implementing/proposing the universalisation of either elementary or secondary (yet to be initiated) level education for accommodating all children in school buildings irrespective of their management through proper public regulations, and implementation thereof in practice keeping in view the objectives of constitutional mandate in this regard in the interest of school going children of India.

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