

Basic Facilities in Secondary Level Schools in Rural India

VIRENDRA PRATAP SINGH* AND SANDEEP KUMAR SHARMA**

Abstract

This paper specifically deals with the need of basic infrastructural facilities and non-availability thereof in secondary level schools in rural area based on the secondary sources of data of fifth, sixth and seventh educational (census) surveys conducted in India. The selected parameters of basic infrastructural facilities in this paper are number of rural habitations not having access to secondary and higher secondary schooling facilities. In addition, management-wise data analysis on rural secondary level schools (covering secondary and higher secondary schools) in the study include number of schools; having Kutcha buildings; non-availability of drinking water facility, non-availability of urinal facility; non-availability of lavatory facility; number of sections not having usable blackboards; number of sections having inadequate and not having mats/furniture for students; and non-availability of playground facility. The paper reveals about the condition of these selected parameters of basic infrastructural facilities, and provides some directions with regard to areas of concern required for quality learning and physical environment in schools, and may certainly be considered to take up by the public authorities in coming decades to improve the quality of education in secondary level schools existing in Rural India.

Introduction

In a democracy, it is the people who ultimately decide major issues of public policies. It is obvious that there can be no intelligent decision without acquaintance with the numeric facts and figures. 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. Secondary

* Department of Educational Surveys and Data Processing, National Institute of Education, National Council of Educational Research and Training, New Delhi.

** Division of Agricultural Physics, Indian Agricultural Research Institute, Indian Council of Agricultural Research, Pusa, New Delhi.

education seeks to provide the basic information and skills needed for survival. Higher education seeks to expand the boundaries of knowledge, and is often an end in itself. Secondary education provides knowledge of the world, and also serves as the connecting link between secondary and higher education.

In India, as in many other countries, secondary level (lower and higher) schools are the main source of supply for teachers in secondary schools. Secondary level schools also prepare students for higher education, especially, for universities and institutions of higher learning. Besides, this is the stage which in all countries marks the completion of education for a large majority of people. All these factors make secondary education crucial in the educational programme of a democracy. The issue of secondary education after independence has been overviewed in detail by Kabir (1955), the then, Education Secretary of Union.

The exact boundary of secondary stage education varies from country to country and even within them, but is generally around the seventh to the tenth year of education. The secondary stage education occurs mainly during the teenage years. The States/UTs, namely, Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadar & Nagar Haveli, Daman & 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. The higher secondary education

comprises a specialised two years of school education of class structure XI-XII in terms of years. While the importance of secondary education in a democratic society is thus, beyond question and it is widely recognized that purpose of secondary education is to give common knowledge, and to serve as a bridge between secondary 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].

With India to be the world's second top populated nation, and given India's very long experience since time immemorial and commitment of her Government during last half century to promote education for all, it seems worthwhile to analyse the Indian traditions, which expressed the global sentiments of *education for all*. To achieve it, the Indian Constitution in 1950 required that within 10 years of its commencements, free and compulsory elementary education should be provided for all children up to the age of fourteen years in the country. Subsequently, the Government of India being conscious of situation and considering impediments and bottlenecks in the implementation of educational policies and programmes, have made some land mark constitutional provisions from time to time at the grassroots level, particularly, for rural education (Singh, 2004).

The Social Scientists-cum-Educationists has generated plenty of literature on social, economic and political importance of the school education to ensure education for all children to achieve the goals of

universalisation of elementary education and have recommended to re-model the rural education system at school level in reference to education as a fundamental right of children in the light of recent constitutional amendments. Recently, Singh (2006) and Singh and Kumar (2006) have taken up studies on rural elementary education in India with an emphasis on the North-East and Western States/UTs, respectively. The referred studies present some important aspects of school education, and have not considered the gaps prevailing in basic facilities in schools at secondary level due to limitations and scope of the studies.

The present study is, therefore, a modest attempt in view of significance of educational surveys on census basis for systematic planning of school education in the country and will examine the non-availability of facilities in secondary schools prevailing in Rural India on selected parameters considered necessarily a yardstick for bringing out quality education based on the fifth, sixth and seventh school education surveys to demonstrate conditions/status of these facilities in schools to understand and re-visit aims of policies and programmes by public authorities accountable to the People of India in reference to the quality education. Tangible comparisons based on statistical measurements will also be made to reveal the temporal changes over different points of time covering a period of nearly two decades.

Materials and Methods

The data on availability of facilities in secondary level schools for Rural India are collected from the reports on Fifth All

India Educational Survey as on 30th September 1986, Sixth All India Educational Survey as on 30th September 1993, and Seventh All India School Education Survey as on 30th September 2002. The National Council of Educational Research and Training (NCERT) have conducted these referred surveys on census basis under administrative and financial support of the Government of India – Ministry of Human Resource and Development [NCERT (1992), NCERT (1998) and NCERT (2007)].

The survey data are, further, re-processed to derive information on number of rural habitations not having access to secondary and higher secondary schooling facilities and management-wise information on rural secondary level schools that are - number of schools; having *Kutcha* buildings; non-availability of drinking water facility, non-availability of urinal facility; non-availability of lavatory facility; number of sections not having usable blackboards; number of sections having inadequate and not having mats/furniture for students; and non-availability of playground facility. The available information on referred parameters are analysed longitudinally and vertically using simple statistical methods.

Results and Discussion

We shall present our major findings of study regarding non-availability of facilities and concerns thereof in secondary level schools in Rural India. The observed changes provide the status of basic infrastructural facilities in secondary level rural schools that are

taking place in the rural area right from the fifth to seventh survey to quantify the impact of public policies and programmes underlying therein in the absence of non-availability of such facilities in the schools.

Rural Habitations and Access to Secondary Level Schooling Facilities

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 the practice followed, of course without having statutory norms, a rural habitation is entitled to have a secondary school, if it has a total population of 300 and more, and has no school within a distance of five km. For higher secondary schools, the corresponding norms are total population of 500 and more, and a distance of eight kilometers (GOI, 2001: 4, 27). Table 1 presents the number of rural habitations and habitations having secondary and higher secondary schooling facilities in Rural India from 1986 to 2002.

It is evident from Table 1. that total number of rural habitations has increased from 9,81,864 habitations in fifth survey to 12,09,521 habitations in seventh survey, thereby registered a growth of 8.02 per cent in sixth survey and 23.19 per cent in seventh survey as compared to fifth survey, respectively. The reasons for increase in number of habitations are due to obviously population growth for which India has not adopted a public policy in the national interest till date. In order to assess the extent of provisions according to norms based on distance criteria,

nearly 30.27 per cent and 26.82 per cent rural habitations are not having access to secondary schooling facilities upto five km during sixth and seventh survey, respectively. On the other hand, in case of higher secondary schooling facilities it is estimated that 54.20 per cent, 43.04 per cent and 37.66 per cent rural habitations are not having access to higher secondary schooling facilities upto eight km during fifth, sixth and seventh survey, respectively. It is, therefore, required to bring this gap at zero per cent level to fulfill the aspirations of general public in providing access to secondary level schooling facilities to all rural habitations based on distance criterion in the country.

In terms of longitudinal growth with respect to sixth survey, it is also clear that growth in number of rural habitations not having secondary schooling facilities upto five km is on increasing side in rural area that are 1.02 percent during seventh survey, respectively. Contrary to this, the growth with respect to sixth survey, that is, number of rural habitations not having higher secondary schooling facilities upto eight km is on decreasing side, and numerically these are found -0.21 per cent in seventh survey, respectively, and this achievement during seventh survey appears probably due to up-gradation of secondary schools into higher secondary schools, government policies and programmes on school education and dynamic concept and definition of rural habitations. The dynamic concept and definition of rural habitation used under educational surveys on school education in India are reported by Singh (2006).

Secondary Level Recognised Schools

As per the educational survey reports, "A recognised school is that in which the course(s) of study followed is/are prescribed or recognised by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorised in this behalf by the Central or State Government, and satisfies one or more of the authorities, e.g., Directorate of Education, Municipal Corporation/Committee, Board, etc. with regard to its standard of efficiency. It runs regular classes and sends candidates for public examination, if any" (NCERT, 2002: 179). In order to this concept and definition, there has been substantial expansion in number of recognised secondary level schools during 1986-2002, except schools under private aided management in rural area. Table 2 provides management-wise number of secondary level schools in Rural India.

The seventh survey has identified 86,423 recognised secondary level rural secondary and higher secondary schools thereby the seventh survey has recorded a growth of 87.88 per cent points as compared to the fifth survey within a period of 16 years in the country. These schools are further segregated by management, that is managed by the government, local body, private aided and unaided respectively. The details of concepts in regard to the referred managements are available in Singh and Raju (2006).

The management-wise percent longitudinal change in secondary level schools during seventh survey over fifth survey is observed nearly 89.52 per cent

for government, 124.50 per cent for local body, 29.13 per cent for private aided and 356.59 per cent for private unaided schools in Rural India. The growth in schools managed by the private unaided schools affirms the findings of Singh (2004) on the entry of private educational entrepreneurs associated with school education in creating the schooling facilities, and achieving goals (yet to be proposed) of universalisation of secondary education in the country.

The vertical proportion of secondary level schools by management with respect to total number of schools over different surveys in rural area points out that government schools are increasing from 41.48 per cent in the fifth survey to 41.84 per cent in the seventh survey, whereas this proportion for local body schools is increasing from 8.76 per cent in the fifth survey to 10.47 per cent in the seventh survey. Besides, there is a decrease in proportion of private aided schools from 42.02 per cent in the fifth survey to 28.88 per cent in the seventh survey – *this decrease shall be a cause of concern for the Public Authorities associated with the formulation of ensuing programme on the universalisation of secondary education*. On the other hand, the proportions of private unaided schools have recorded an increase from 7.74 per cent in the fifth survey to 18.81 per cent in the seventh survey in rural area.

It is, therefore, important to look into the some selected infrastructural facilities and non-availability thereof in schools in rural area in view of arithmetic on secondary level schools as presented herein in the country. The

succeeding paragraphs will address these selected issues with an objective to consider for having provisions of such facilities in rural schools. It will certainly help in providing quality education befitting to the children residing in Rural India.

Secondary Level Schools Having Kutcha Buildings

The school buildings face difficult challenges in serving the needs of children and public education. The Central/State Governments actively support the development of programmes that recognise and deal with the particular needs of students, educators, school employees and communities in the nation's vast rural area. The school buildings in which the majority of classes are held during the surveys have been mainly classified as: *pucca*, partly *pucca*, *kutcha*, tent and open space. Table 3 provides management-wise number of secondary level schools having information on kutcha buildings including schools without buildings in Rural India.

Table 3 indicates that secondary level schools having kutcha buildings are reducing in rural parts of the country. It has increased longitudinally by 23.96 per cent in sixth survey, and subsequently decreased by – 19.17 per cent in seventh survey with respect to the fifth survey. It is, further, evident from Table 3 that there has been continuous decrease over a period of 16 years in terms of negative growth in kutcha buildings in secondary level rural schools managed by the government, local body and private aided

managements. Empirically, percentage negative growth in number of schools over the years reveals that there has been a progress in having more kutcha or partly kutcha schools buildings vis-à-vis an improvement in the conditions of school buildings in the country. On the other hand, the situation for local body management schools is not good and it reflects an increase in the Kutcha buildings from 160.87 per cent in sixth survey to 223.60 per cent in seventh survey as compared to fifth survey, although the Constitutional Amendment on *Panchayati Raj Institutions* is being expected to play a vital role in the development process of rural school education in the country through active community participation (Education Committee or so). The probable reasons may certainly be due to longitudinal increase of 124.50 per cent in number of secondary level schools as reported elsewhere in preceding section in this paper or so.

Table 3 also provides information Kutcha buildings with respect to total number of schools for corresponding management. It indicates that a per cent of Kutcha buildings within management are having decreasing trend for all types of school management from fifth survey to seventh survey except for local body schools. However, the maximum proportion of Kutcha buildings is with the local body schools, and that is nearly 5.76 per cent, followed by the private unaided (4.92 per cent), government (3.99 per cent) and private aided (3.33 per cent) schools in rural area. In aggregate, Table 3 indicates that nearly 4.16 per cent secondary level schools are having Kutcha buildings at the time of seventh

survey as compared to 9.27 per cent schools in sixth survey and 9.67 per cent schools in fifth survey in rural area, respectively. The schools reported with Kutcha buildings in seventh survey can be identified from the survey database, and may be considered for creating pucca buildings in the schools under regulatory provisions by the public authorities.

Non-availability of Drinking Water Facility in Secondary Level Schools

It has been established finding for many years that children do not drink enough water during the school day – that are resulting in dehydration, and that contributes to a number of short and long-term health problems. In order to find out more about the drinking water situation in schools, the educational surveys collect information on drinking water facility in schools, with the aims of increasing public awareness of the health benefits to children of drinking good levels of water. The survey also conducts how to improve the quality of provisions and access to fresh drinking water facility in the schools [Singh and Sharma (2008)]. The comprehensive information on availability of drinking water facility within the school premises in secondary level schools have been collected in the educational surveys. Accordingly, management-wise non-availability of drinking water facility in secondary level schools in rural India is being worked out, and presented in Table 4.

It is evident from Table 4 that per cent change over fifth survey for total secondary level schools in seventh

survey has been 20.17 per cent for the non-availability of drinking water facility in the schools. The non-availability of drinking water facility in secondary level schools indicates that there has been decline in such schools over a period of time in terms of growth in such secondary level rural schools in the government, private aided and private unaided schools except local body schools as far as management is concerned. The longitudinal growth in seventh survey with respect to fifth survey indicates that there is an increase in non-availability of drinking water facility in 72.42 per cent government, 75.27 per cent local body, 11.30 per cent private unaided secondary level schools, whereas the private aided schools with non-availability of drinking water facility has decreased by 54.59 per cent in terms of per cent points, respectively. In sixth survey, the situation has been comparatively better as compared to seventh survey with respect to fifth survey on the account of non-availability of drinking water facility in rural secondary level schools.

It is clear from Table 4 that per cent of non-availability of drinking water facility with respect to total number of schools for corresponding management of secondary level schools have exhibited the decreasing trends in rural area from fifth survey to seventh survey except for the government schools in sixth survey, thereby, it provides a better situation of schools in terms of availability of drinking water facility. However, it is a matter of concern that nearly 12.50 per cent government, 19.75 per cent local

body, 4.48 per cent private aided and 6.97 percent private unaided secondary level rural schools are not having drinking water facility with respect to total number of schools for corresponding school management at the time of seventh survey. Admittedly, Table 4 records in totality that nearly 9.90 per cent secondary level schools falls in this category at the time of seventh survey as compared to 18.21 per cent in sixth survey and 15.48 per cent in fifth survey in rural area, respectively. In totality, such pathetic situation in respect to non-availability of drinking water facility in secondary level schools should be considered by the public authorities to evolve the effective monitoring methodology after granting recognition to such secondary level schools during the school day to avoid health hazards among the rural children.

Non-availability of Toilet (Urinal and Lavatory) Facilities in Secondary Level Schools

Children often say that they have problems with their toilets in school. The educationalists and health workers need to be aware of potential difficulties, and need to improve these facilities for school children. Barnes and Maddocks (2002) have recommended based on a study on the standards on school toilets that the same standards for toilet facilities in the workplace should apply to schools. Sub-standard toilet facilities in schools may contribute to the suppression of '**call to urinal and stool**', leading to chronic constipation among the children. Infectious illnesses may be more easily spread among the children attending the schools. The information on non-

availability of toilet facilities (covering urinal and lavatory) in secondary level schools is presented in Table 5 and Table 6 for Rural India.

It is evident from Table 5 that non-availability of urinal facility has been inducing longitudinally by 37.77 per cent in seventh survey as compared to fifth survey in secondary level rural schools in India. Similarly, Table 6 provides information regarding non-availability of lavatory facility, which shot up nearly 23.59 per cent during the referred period. The non-availability of urinal and lavatory facilities in secondary level schools in Table 5 and Table 6 indicate that it have gone up in such schools over a period of time that is from fifth survey in 1986 to seventh survey in 2002 in terms of positive growth in the government, local body and private aided schools. On the other hand, non-availability of urinal and lavatory facilities has shot down by the margin of more than 45 per cent and 27 per cent, respectively in the private aided schools.

The Tables also provide a poor status in respect to sixth survey while making a comparison from fifth survey in terms of growth in percent points on urinal and lavatory facilities. This indicates an example of self examination to guess that where do we stand on account of these prime facilities in an era encompassing the nation-wide programmes on the education for all up to secondary stage which may certainly converge to higher secondary stage in coming decade.

A vertical analysis of Table 5 and Table 6 over different points of time (surveys) across the school management point out that schools having shortage of urinal and lavatory facilities managed

by the government (25.22 per cent and 41.39 per cent) and local body (39.48 per cent and 52.91 per cent) are much higher than as compared to the private aided (8.43 per cent and 29.88 per cent) and private unaided (13.46 per cent and 32.28 per cent) secondary level schools, respectively. Although, the resulting situations based on data analysis reflects an overall decrease in the non-availability of toilet facilities in all types of school managements in rural areas over the period of study are taken into account in this paper.

In spite of decrease in non-availability of toilet facilities, large number of secondary level schools does not have urinal and lavatory facilities for children enrolled in the schools. The Tables referred herein provide an alarming situation that nearly 19.65 per cent and 37.56 per cent secondary level rural schools at the time of seventh survey do not have urinal and lavatory facilities, respectively in the country. It requires attention of the social scientists-cum-educationalists to include toilet facility in the indicators' basket pertaining to school education having an impact on health of rural children in the country.

Non-availability of Usable Blackboards in Sections of Secondary Level Schools

The schools should be an environmentally healthy place for children to learn and for teachers to teach. Our society suffers when schools become so run-down and toxic that going there becomes a stress to the body's systems rather than an inspiration to young minds. In this process, the

significance of usable blackboard in classroom (section) for children learning and teachers' teaching process has been well recognised elsewhere in the literature. It has been considered that usable blackboard is an essential requirement for a classroom (section) in the schools. The educational surveys provide information in this regard. The management-wise number of sections not having usable blackboards in secondary level schools in rural area is presented in Table 7.

In totality, the number of sections not having usable blackboards in secondary level schools has gone down longitudinally from -11.19 per cent in sixth survey to -78.77 per cent in seventh survey in respect to the fifth survey vis-à-vis the availability of usable blackboards are having an increasing trend. Besides, Table 7 indicates that management-wise number of sections is having declining trends in respect of number of sections not having usable blackboards in rural area. The per cent decline in number of sections not having usable blackboards indicates that private aided and private unaided secondary schools are now fully well equipped in respect of usable blackboards in schools whereas secondary schools run by the public authorities that are government and local body schools have a sharp decline in per cent change in number of sections that are -65.88 per cent for government and -94.40 per cent for local body schools respectively. As a result it indicates an increase in the availability of usable blackboards in sections vis-à-vis classrooms of rural secondary level schools.

An overview of Table 7 provides that vertically the management-wise number of sections not having usable blackboards is demonstrating a slow progress in positive direction in terms of percent points. It is evident that in aggregate nearly 8.67 per cent sections in secondary level schools in rural area are running without usable blackboards in the country. In numeric terms, 7,496 sections of schools are not having usable blackboards in the country. Table 7 also presents a declining trend in number of sections not having usable blackboards from fifth to sixth survey and from sixth to seventh survey for all types of school management in rural area of country. However, the status of number of sections not having usable blackboards is found maximum for government (3.99 per cent) and local body (0.68 per cent) secondary level rural schools whereas private aided and unaided secondary level rural schools are fully equipped with usable blackboards at the time of seventh survey.

Non-availability of Mats and Furniture for Students in Sections of Secondary Level Schools

The classrooms (sections) in schools require mats or furniture for students so that they can study in hygienic conditions. These items are considered basic amenities for a section in formal education system since time immemorial. The information in regard to section on non-availability (or inadequate) and not having mats or furniture for students in secondary level schools in Rural India are presented in Table 8.

It is evident from Table 8 that number of sections having inadequate and not having mats or furniture for students in secondary level schools are in decreasing trends. In per cent points, the total longitudinal decrease in terms of per cent growth has been from 38.20 points in the sixth survey to -16.47 points in the seventh survey as compared to the fifth survey in rural area. While comparing by school management, it is found that the number of sections having inadequate or not having mat or furniture are in rising trends for local body (24.93 per cent) and private unaided (144.06 per cent) schools whereas the same are in decreasing trends for government (-23.71 per cent) and private aided (-47.78 per cent) schools at the time of seventh survey as compared to fifth survey in rural parts of the country.

Table 8 also provides a vertical comparison within the school managements and demonstrates in totality that 16.54 per cent sections in secondary level schools are not having adequate mats or furniture for students in rural area. Of course, this figure is less than the figures of fifth (24.23 per cent) and sixth (23.90 per cent) surveys but it can't be considered a good condition in terms of facilities in classrooms (sections) under formal education system. Approximately, nearly 75,413 sections with a crude hypothesis of 40 students per section indicates that nearly 30,16,520 children are sitting in their classrooms with either inadequate or without mat or furniture in the schools at the time of seventh survey. The strength of these children constitutes nearly 8.64 percent of total number of

school children enrolled in secondary level rural schools as per the reports of seventh survey. In per cent points, the local body (38.97 per cent) and government (22.88 per cent) schools are having maximum number of classrooms (sections) with either inadequate or without mats or furniture followed by the private unaided (10.35 per cent) and private aided (6.41 per cent) secondary level schools for students in rural area.

Non-availability of Playground Facility in Secondary Level Schools

The playgrounds should be places where children can play without risk of being exposed to the pesticides/insecticides, contaminated play structures or other health hazards. In a time where so much of our focus is on improving secondary education, it should be paramount that we should act to improve the quality of physical learning environment [Singh and Sharma (2008)]. Realising this fact, the present study has undertaken the non-availability of playground facility in secondary level schools in Rural India to indicate the depleting trends or more precisely disappearance of playgrounds in schools. In this regard, Table 9 presents management-wise information on non-availability of playground facility in secondary level rural schools.

It is important and evident from Table 2 that schools are increasing in rural area, thereby, the non-availability of playground facility in schools as indicated in Table 9 are also increasing and that too at the secondary level of schools in rural parts of the country. In aggregate, there is a growth of 310.85 percent in number of secondary level

schools in terms of non-availability of playground facility in rural schools at the time of seventh survey which is nearly three times in comparison of the sixth survey (118.66 per cent) with respect to the fifth survey. Management-wise, the longitudinal growth in non-availability of playground facility has been observed surprisingly maximum for the local body (532.79 per cent), followed by the private unaided (402.25 per cent), government (391.91 per cent) and private aided (122.75 per cent) schools at the time of seventh survey with respect to fifth survey in rural area of the country.

The non-availability of playground facility in secondary level rural schools over different points of time/survey by school management reveals that there has been substantial increase in number of schools without having playground facility for their students. It describes an improper situation/condition, and records that 21.73 per cent rural secondary level schools do not have playground facility at the time of seventh survey. This non-availability of playground facility is comparatively on higher side with respect to the sixth survey (16.81 per cent) and fifth survey (9.94 per cent), respectively. Management-wise, proportion of schools having non-availability of playground facility are found 27.59 per cent for government, 30.29 per cent for local body, 14.48 per cent for private aided and 15.07 per cent for private unaided schools. These percent points of secondary level rural schools indicate that large number of schools at secondary level has not been able to provide playground facility to their school

children at the time of seventh survey. This prevailing status provides an alarming situation, that too in rural area of the country. It may be considered for an improvement to bring the quality of physical learning environment surrounding the school children covering the school age group of 6-18 years by the public authorities associated with the secondary level rural school education in the country.

Conclusion

The present study on basic infrastructural facilities and non-availability thereof in secondary level rural schools in India concludes that:

- The gap between not having access of 'secondary and higher secondary schooling facilities' as per the norms based on distance criterion are found in nearly 3,24,373 and 4,55,480 rural habitations, respectively. This existing gap certainly requires bringing it at zero percent point level in providing access to all rural habitations up to secondary level schooling facilities in view of the universalisation of secondary education, yet to be initiated by public policy makers, in the country.
- The seventh educational survey has recorded a growth of 87.88 per cent in secondary level rural schools as compared to fifth educational survey over a period of 16 years in the country.
- The management-wise secondary level schools without building in rural area has a decreasing trend except for local bodies with an increase of 223.60 per cent during seventh survey as compared to fifth survey. These reported schools in rural area with kutcha buildings can be identified very easily with the help of school directory prepared during seventh survey and may be considered for creating pucca-building infrastructure in the schools under regulatory provisions by the public authorities.
- The availability of drinking water and toilet facilities in secondary level rural schools should necessarily be considered while providing recognition to avoid health hazards among the children. The position of drinking water facilities in private aided school management is better in comparison to other school managements, viz., private unaided, local body and government. Similarly, findings in respect to non-availability of toilet, viz., urinal and lavatory facilities are being observed in the present study.
- The number of sections not having usable blackboards in secondary level rural schools reveals that schools managed by private (aided and unaided) organisations are well equipped with usable blackboards in comparison to schools managed by public (government and local body) organisations as far as usable blackboards are concerned in the sections vis-à-vis classrooms.
- Nearly 75,413 sections in secondary level rural schools are not having adequate mats/furniture for students. Besides, 18,780 secondary level rural schools do have reported the non-availability

of playground facility. Management-wise local body schools has a substantial growth of 532.79 per cent points in regard to non-

availability of playground facility during seventh survey as compared to fifth survey in Rural India.

Table 1: Number of Habitations Not having Access to Secondary and Higher Secondary Schooling Facilities in Rural India

<i>Educational Survey</i>	<i>Total Number of Habitations</i>	<i>Number of Habitations Not Having Access to Secondary Schooling Facility Upto Five Km</i>	<i>Number of Habitations Not Having Access to Higher Secondary Schooling Facility Upto Eight Km</i>
1	2	3	4
5 th Survey (Year-1986)	9,81,864	2,06,978 (upto 8 km)	5,32,161
6 th Survey (Year-1993)	10,60,612 (8.02)	3,21,083	4,56,451 (-14.23)
7 th Survey (Year-2002)	12,09,521 (23.19)	3,24,373	4,55,480 (-14.41)

Note: Figure in parenthesis indicates per cent change over Fifth Survey (Year-1986). As per available survey reports on 5th Survey, data on number of rural habitations not having access to secondary schooling facility upto 5 km is not available.

Table 2: Management-wise Number of Secondary Level Schools in Rural India

<i>School Management</i>	<i>Educational Survey</i>			<i>Per cent Change Over 5th Survey in</i>	
	<i>5th Survey (1986)</i>	<i>6th Survey (1993)</i>	<i>7th Survey (2002)</i>	<i>6th Survey</i>	<i>7th Survey</i>
1	2	3	4	5	6
Government	(a) 19,080 (b) 41.48	25,458 42.81	36,161 41.84	33.43	89.52
Local Body	(a) 4,029 (b) 8.76	6,354 10.68	9,045 10.47	57.71	124.50
Private Aided	(a) 19,328 (b) 42.02	21,255 35.74	24,958 28.88	9.97	29.13
Private Unaided	(a) 3,561 (b) 7.74	6,403 10.77	16,259 18.81	79.81	356.59
Total	(a) 45,998 (b) 100.00	59,470 100.00	86,423 100.00	29.29	87.88

Note: a-represents actual figure, b-represents per cent w.r.t. total number of schools for correspondings management.

Table 3: Management-wise Number of Secondary Level Schools Having Non-pucca Buildings in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	1,659	2,419	1,443	45.81	-13.02
	(b)	8.69	9.50	3.99		
Local Body	(a)	161	420	521	160.87	223.60
	(b)	4.00	6.61	5.76		
Private Aided	(a)	1,775	1,567	832	-11.72	-53.13
	(b)	9.18	7.37	3.33		
Private Unaided	(a)	854	1,109	800	29.86	-6.32
	(b)	23.98	17.32	4.92		
Total	(a)	4,449	5,515	3,596	23.96	-19.17
	(b)	9.67	9.27	4.16		

Note: a-represents actual figure, b - represents per cent w.r.t. total number of schools for corresponding management. Non-pucca buildings include kutchha building, thatched hut, tent and open space.

Table 4: Management-wise Non-availability of Drinking Water Facility in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	2,621	5,527	4,519	110.87	72.42
	(b)	13.74	21.71	12.50		
Local Body	(a)	1,019	1,372	1,786	34.64	75.27
	(b)	25.29	21.59	19.75		
Private Aided	(a)	2,462	2,508	1,118	1.87	-54.59
	(b)	12.74	11.80	4.48		
Private Unaided	(a)	1,018	1,423	1,133	39.78	11.30
	(b)	28.59	22.22	6.97		
Total	(a)	7,120	10,830	8,556	52.11	20.17
	(b)	15.48	18.21	9.90		

Note: a-represents actual figure, b - represents per cent w.r.t. total number of schools for corresponding management.

Table 5: Management-wise Non-availability of Urinal Facility in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	4,987	7,209	9,119	44.56	82.86
	(b)	26.14	28.32	25.22		
Local Body	(a)	1,923	2,480	3,571	28.97	85.70
	(b)	47.73	39.03	39.48		
Private Aided	(a)	3,846	3,308	2,105	-13.99	-45.27
	(b)	19.90	15.56	8.43		
Private Unaided	(a)	1,571	2,117	2,188	34.75	39.27
	(b)	44.12	33.06	13.46		
Total	(a)	12,327	15,114	16,983	22.61	37.77
	(b)	26.80	25.41	19.65		

Note: a - represents actual figure, b - represents per cent w.r.t. total number of schools for corresponding management.

Table 6: Management-wise Non-availability of Lavatory Facility in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	10,308	12,546	14,967	21.71	45.20
	(b)	54.03	49.28	41.39		
Local Body	(a)	2,968	3,721	4,786	25.37	61.25
	(b)	73.67	58.56	52.91		
Private Aided	(a)	10,297	8,746	7,458	-15.06	-27.57
	(b)	53.28	41.15	29.88		
Private Unaided	(a)	2,692	3,890	5,249	44.50	94.99
	(b)	75.60	60.75	32.28		
Total	(a)	26,265	28,903	32,460	10.04	23.59
	(b)	57.10	48.60	37.56		

Note: a-represents actual figure, b-represents per cent w.r.t. total number of schools for corresponding management.

Table 7: Management-wise Number of Sections Not Having Usable Blackboards in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	21,139	20,158	7,213	-4.64	-65.88
	(b)	13.30	8.54	3.99		
Local Body	(a)	5,052	2,238	283	-55.70	-94.40
	(b)	18.40	5.10	0.68		
Private Aided	(a)	8,160	6,989	Not	-14.35	Not
	(b)	4.85	3.36	Applicable		Applicable
Private Unaided	(a)	955	1,971	Not	106.39	Not
	(b)	5.34	5.72	Applicable		Applicable
Total	(a)	35,306	31,356	7,496	-11.19	-78.77
	(b)	9.47	6.01	8.67		

Note: a-represents actual figure, b-represents per cent w.r.t. total number of schools for corresponding management.

Table 8: Management-wise Number of Sections Having Inadequate and Not Having Mats/Furniture for Students in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	54,235	71,349	41,378	31.56	-23.71
	(b)	34.11	30.24	22.88		
Local Body	(a)	13,060	19,356	16,316	48.21	24.93
	(b)	47.57	44.11	38.97		
Private Aided	(a)	20,005	29,030	10,446	45.11	-47.78
	(b)	11.88	13.97	6.41		
Private Unaided	(a)	2,980	5,028	7,273	68.72	144.06
	(b)	16.68	14.58	10.35		
Total	(a)	90,280	1,24,763	75,413	38.20	-16.47
	(b)	24.23	23.90	16.54		

Note: a-represents actual figure, b-represents per cent w.r.t. total number of schools for corresponding management.

Table 9: Management-wise Non-availability of Playground Facility in Secondary Level Schools in Rural India

School Management		Educational Survey			Per cent Change Over 5th Survey in	
		5th Survey (1986)	6th Survey (1993)	7th Survey (2002)	6th Survey	7th Survey
1		2	3	4	5	6
Government	(a)	2,028	5,811	9,976	186.54	391.91
	(b)	10.63	22.83	27.59		
Local Body	(a)	433	983	2,740	127.02	532.79
	(b)	10.75	15.47	30.29		
Private Aided	(a)	1,622	2,399	3,613	47.90	122.75
	(b)	8.39	11.29	14.48		
Private Unaided	(a)	488	802	2,451	64.34	402.25
	(b)	13.70	12.53	15.07		
Total	(a)	4,571	9,995	18,780	118.66	310.85
	(b)	9.94	16.81	21.73		

Note: a-represents actual figure, b-represents per cent w.r.t. total number of schools for corresponding management.

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