



INFRA STRUCTURAL DEVELOPMENT FOR SUSTAINABLE DEVELOPMENT RELATED TO ELEMENTARY EDUCATION IN JHARKHAND

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Sustainable Developments Goals (SDGs) includes the elementary education and for sustainable development it is necessary that the current infrastructure in elementary education should be improved. Present paper has used the Unified District Information System for Education (UDISE) database to find out the current infrastructure of elementary education in Jharkhand. It includes the infrastructure indicators like drinking water facilities, toilets and sanitation, computers and electricity. The vital statistics such as gross enrolment ratio, net enrolment ratio, pupil teacher ratio classroom student class room ratio. Paper highlights that the all indicators are in positive direction but the pupil teacher ratio is not up to the mark. At present more than 60 lakh students are enrolled for elementary education out of which 40.47 lakhs are at primary level whereas 20.14 lakhs are in the upper primary level.

Key words: Quality Education, Enrolment Ratio, Primary Education

INTRODUCTION

Education has the significant role in over all human development and for sustainable development of a country. To inch towards the sustainable development it is necessary that elementary education should be given the due importance. India is the second largest populated country of the world. And as per the census 2011 literacy rate is 74.04 %. India is considered as the poor and one of the most illiterate country. So without addressing the elementary education, India will not be able to attain the sustainable development goals. As per the report on education by the UNO, about 265 million children are currently out of school and out of it 58.3 million are of primary school age. The 2030 SDGs agenda specifically highlights how important it is for all learners to acquire the knowledge and skills needed to promote sustainable development goals. The achievement of sustainable development goals of quality education cannot not come true only by introducing the elementary education for all but the planning and infrastructure for educational development is very much essential for this. Quality education comes into existence only by the better planning and proper implementation which addressed the infrastructure development.

Sustainable & Quality Education

The Brundtland commission defined sustainable development as meeting the needs of the present generation without putting at risk the capacity of generation to come in meeting their own requirement in September 2015, at its Sustainable Development Summit, the United Nations adopted the 2030 Agenda for Sustainable Development comprising 17 Sustainable Development Goals (SDGs). SDGs (2016-2030), built on the base of Millennium Development Goals (MDGs) (2000-2015) are much more comprehensive covering the three dimensions of development, i.e. social, economic and sustain ability. This is a transformative agenda with a very robust means of implementation framework at the global and national levels and pledges to leave no one behind. India along with other countries signed the declaration and India has very enthusiastically welcomed this agenda. On its current trajectory, both at the centre and in states, India has already set for itself more ambitious targets in several areas of economic progress, inclusion and sustain ability. However the state governments and the central government has agreed that the implementation of these programmes, as well as design

should be in convergence with the SDGs in order to effectively influence all social and economic parameters to achieve the SDGs specially the quality education.

Sustainable Education

'Sustainable education' is defined as a "change of educational culture that develops and embodies the theory and practice of sustain ability"; thus it is a transformative paradigm which values, sustains and realizes human potentials in order to attain sustainable economic, social and environmental goals. Therefore, sustainable education logically necessitates a deep learning response in educational policy, thinking, content and practice. Hence, we have to draw a systematic plan / blue print out of this existing complex and diversified education system and drive it with a holistic vision. Sustainable Development assume that the 'people - planet - profit'.. The Sustainable Education based on the framework (socio - economic - environmental) should imply the basic components in educational policy .The practices to be sustaining and quality oriented, would enhance the competencies and motivations of teachers, teacher educators, students, administrators and other stakeholders in the community and enrich the socio-environmental ecosystem of the educational institutions to deliver the desirable goals and sustainable outcomes as well. UNESCO Report (2002) has very strictly pointed out/ advocated that just as we have learnt to live unsustainably, we now need to learn how to live sustainably. Such learning requires us to unlearn certain things, to relearn and take responsibility of our educational systems, institutions and educators to develop competencies in order to address the 21st century's challenges and resolve with sustainability. Moreover, in the context of UNESCO (2015) sustainable goals, when we are mapping the existing Indian educational policies and status, we could find a number of critical issues, contextual challenges, and loopholes. In the research literature on Indian School education we could find plenty of action research and empirical work on economy, social development, agriculture environment, entrepreneurship and so on, but rarely on sustainable education policy reform. Lot of work has been done in the area of comparative education in comparing the education system of different countries, but here our focus is to design a sustainable education model at the grass-root level keeping in mind the diversities, complexities and constraints in India.

STATUS OF ELEMENTARY EDUCATION IN INDIA

India possess the great educational infrastructures from ancient times which has very large significance in the academic world. Education is provided by both public sector as well as the private sector up to the three levels: central, state and local. Since Independence, successive Indian governments have addressed number of key challenges in education by introducing new educational policies and schemes as a part of its development agenda i.e., ' Sarva Shiksha Abhiyan', 'Rastriya Madhyamik Shiksha Abhiyan', ' Right to Free & Compulsory Education Act' etc. However, as per the 'British Council India' report (2014) the current Indian education system (K G- 12, school education) is guided by different objectives and goals but primarily based on the policies of past years. Moreover, steep dropout rates after primary and middle school level are matters of deep concern; additionally, the dropout rates among particularly valunerable (Scheduled caste and Tribes) are higher than the national average. Besides, these high pupil - teacher ratio (1 : 38) in rural areas, lack of professionally trained and motivated teachers, poor quality of teaching and learning resulting in weak learning outcomes are the major challenges faced by Indian school education system. According to "Annual Status of Education Report (2016) " only 26% grade 5 children could do simple division, 21% could read a simple paragraph in case of grade 3 students this dropped to only 7% (division) and 19% (Reading).

Quality Education

Quality Education define as the 'quality' as the 'essential character' of education. It is the attribute of quality that makes education valuable and purposeful. Dreze and Kingdon (2001) further describe the variables on which quality education depends. According to them, quality education is dependent on teaching standards, education policies, programs and classroom activity. The Education for All Campaign in India visualizes the quality aspect of primary education in terms of its product - the learners' achievement both in scholastic and co-scholastic areas (i.e. their academic performance and habits, attitudes, values and life skills necessary for becoming a good citizen) (SSA, 2007). Success in these scholastic and non-scholastic areas depend on the student's learning environment which consists of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision etc.

REVIEW OF LITRATURE

The relationship between sustainable development and quality education has been studied by different social scientists.

Atari Mohanty & Deepshikha Dash (2009) dealt the UNESCO Sustainable Development Goals(SDG), especially the SDG-4 'equality education and lifelong opportunities for all' and its empirical and theoretical background as well. The authors have discussed on 'education for sustainable development' (ESD) and 'Sustainability in education' .To assess the definition and best practices of 'sustainable education' by adopting sterling, triple bottom line model' (of sustainable development) the authors have tried to develop a conceptual model of sustainable education for India's school education system.

Rustogi Preet and Rajini Menon (2013) have dealt the educational disparities in the state of Jharkhand. They studied that the widespread variations and differences in educational outcomes of the state, across the districts, social groups and other inequities relating to schools, Gender, Learner's achievement. They analysed that their widespread variations across the state and among locations, especially among socially disadvantages groups in Jharkhand overall. The literacy rates and education indicates are still pretty low however there are some improvements which are reflected in the increasing enrolment levels. Enrolments of girls and even among children belonging to the backward communities, especially at the primary school level are remarkable.

Kumar Rana (2004) explained that the inadequate infrastructure and the lack of teachers affect the quality of teaching; poverty is responsible for the alarming rates of non-enrolment, dropouts and poor attendance of pupils. Scheduled tribe children are particularly at a disadvantage as education is not imparted in their mother tongue The state of primary education as this paper suggest needs a multi-pronged effort to ensure its greater effectiveness.

Bangay Colir (2016) In his paper explained the potential contribution of education to sustainable development. Drawing on recent evidence it argues that education could play a stronger role a position run forced by new sustainable development goals (SDGS). However, securing this contribution will have to be achieved in an era where educational delivery will be increasingly impacted by climate/environment change. The paper explores the relationship between education and sustainable development. This concluding section seeks to broaden the discussion reflecting on how best to position education in the new era of the sustainability development goals in order to deliver the

maximum contribution to sustainability.

Yanhong (2008) has studied the world education indicators, to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to quality and equality issues in education from 11 countries. The key findings show the teachers are not satisfied with their salaries, Educators, parents, policy makers and the public need to work together for a positive result.

The report of Indian Institute of Education (2002), has focused on various aspects of elementary education, infrastructure, teaching learning equipment, number of teachers, 6 and training of teachers and its impact. It was found that the lacunae are not at the policy level, but at the implementation level. Effective implementation of existing schemes like free mid-day meals, free provision of textbooks and attendance allowance has to be ensured in some way to reduce drop-out and raise retention and attendance.

World Bank Group, (2006) discussed the education for all .This report explains that most of the policy initiatives implemented under Education for all (EFA) have been concerned with strengthening education management and infrastructure .This is not, however, to say that quality was never a concern. Quality issue in education has been a long-term debate. It is this need for change to improve the quality of education that has resulted in launching several other debates surrounding teachers, questioning the real role of schools, the role of community and parents and so on. However, the focus was always more on increasing enrolment rates and providing better infrastructure facilities as they have been considered inputs for better educational outcomes. This is to say that educational outputs have, until recently, been viewed in terms of investments, where better management and infrastructure would result in higher literacy rates and better quality education.

OBJECTIVES OF THE STUDY

The study of infra structural development for sustainable education development related to elementary education in Jharkhand is based on this objective-

1. To study the current infrastructure of school education in Jharkhand.

SUSTAINABLE DEVELOPMENT GOAL AND ELEMENTARY EDUCATION

The sustainable development of elementary education it is necessary that following factor should be taken into consideration:-

Quality Education

The quality of elementary education is linked to its relevance to life of the Lerner .

There is various factor representing quality elementary education. However, there are certain directional indicators that characterize quality elementary education. They are

- (a) improvement in provision of infrastructure and human resources for elementary education,
- (b) Furnishing of improved Curriculum and teaching learning materials.
- (c) Attentiveness to teacher development .
- (d) provision of value-education and in the courses of studies.

School Environment

School environment includes the current status of the schools in the district, teachers' position,

financial and other incentives, facilities available to the teaching staff from different levels of the education department.

Teachers' Competency

The teachers' competency has a positive effect on improvement of quality of education. This is measured by the knowledge and skill of teachers in the subjects. Besides their level of motivation, interest and commitment and ability to interact with parents and community members also contributes to and influences the quality of teaching-learning process.

Curriculum

Development of curriculum is a continuous process to suit the emerging learning needs of the children within the broad framework of National Policy on Education.

Teaching Learning Material

The use of teaching-learning material play a crucial role of both at the primary and upper primary schools, and consequently on the quality of education. Hence it is essential to assess the type, availability, suitability and usability of various teaching-learning material. Information on availability of teaching-learning material like blackboard, textbooks, workbooks, teaching-learning aids, teachers' guides may be collected at the school level to facilitate the planning at the district level

Classroom Process

Classroom process helps in (i) improving interventions for all aspects of classroom processes, (ii) identifying training requirements for teachers/head teachers, and (iii) identifying areas for capacity building of supervisors.

Status Of Elementary Education In Jharkhand

Jharkhand has seen 14 percent point decadal increase (from 54.1 per cent in 2001 to 67.6 in 2011) in literacy rate, but remains 33rd among 35 states and union territories of India in terms of literacy achievement. Average male and female literacy rates are 78.5 and 56.2 percents respectively, resulting in a gender gap of 22.2 percent point, higher than the national average of 21.6. But literacy gap varies widely between districts. 76 percent of Jharkhand's population lives in rural areas, and 93 percent of all Jharkhand schools are also rural. However, its rural literacy rate (62.4 percent) lags significantly behind the national average (68.9 percent), while its urban literacy rate (83.3 percent) is near of India's (85 percent). Among all current schools in Jharkhand, 45 percent were established after it achieved statehood in 15th November 2000. 89 percent of all schools are under the Department of Education, and 2.6 percent are government-aided. In 2008-09 there are 26149 primary and 13681 upper primary schools. The numbers of schools were increasing year by year 27539 and 27845 are primary schools in the academic year of 2012-13 and 2014-15 respectively. The merging of primary schools are also a serious issues due to this in the academic year of 2016-17 the primary schools came down to 26930. In case of upper primary schools there is also a small increase in the year 2011-12 there is 14792 schools and in the academic year 2016-17 there is 15821 schools. Here the government schools are in 2016-17 is 24656 in primary schools and 12461 in primary with upper primary. Schools were private and government, there is 559 schools are primary and 655 are primary with upper primary private schools. In Jharkhand a special type of schools such as Madarsas. In the academic year 2016-17 there is 1715 primary Madarsas and 2711 are the upper primary Madarsas. Total enrolment are 1772801 in primary schools and 3049208 students are in primary with upper primary schools. The

availability of teachers is also a serious issue. In academic year 2015-16 there is 57498 are primary schools teachers and 85339 teachers are in primary with upper primary schools.

SDGs And Elementary Education In Jharkhand

Evaluation of Learning Achievement

To ensure meaningful learning both the outcome and the process of evaluation/assessment are important and essential. So it is necessary to measure the learner achievement from time to time in both cognitive and non-cognitive areas. Any plan for increasing learning achievement should focus on improving the quality of education which requires the knowledge about the factors affecting the child's learning. The information on the indicators of achievement are collected from school records, teachers' interviews, pupils assessment and evaluation records which would help in overall development of pupil.

Enrolment Ratio

Gross Enrolment Rate (GER) is 157.4 of the primary and 57.7 for Primary with upper Primary School. 45.1 is the Net Enrolment Ratio (NER) in the year 2007-08. In the academic year 2016-17 it falls and in primary schools GER is 96.64 and the NER is 83.84 on the and GER of upper primary schools is 91.81 and NER is 70.69.

Table:1 Year wise Enrolment Ratio in primary Schools of Jharkhand

Academic Year	Primary		Upper Primary	
	GER	NER	GER	NER
2007-08	157.4		57	45.1
2009-10	149		73.2	60.3
2010-11	155.8		84.4	69.5
2012-13	110.2	97.3	82.5	68.5
2013-14	110.23	96.49	95.25	79.76
2014-15	108.4	96.02	99.97	86.12
2015-16	109.22	97.21	102.73	89.12
2016-17	96.64	83.84	91.81	70.69

Source- Compiled from UDISE Report of Jharkhand

Drinking Water Facilities

In the academic year 2007-08 only 62.0 percent primary schools have their own drinking facilities in the same academic year primary with upper primary schools have 92.2% drinking water facilities. In the academic year 2016-17 95% primary schools where have their own drinking water facilities and 97.4 percent primary with upper primary schools have their own drinking water facilities.

Table 2 Drinking Water Facilities in primary Schools of Jharkhand (in %)

Academic Year	Primary Schools	Primary With Upper Primary Schools
2007-08	62	90.2
2008-09	62	90.6
2009-10	80	94.2
2010-11	83.2	93.4
2011-12	87.4	94.4
2012-13	88.2	94.4
2013-14	88.4	94.4
2014-15	89.4	95.1
2015-16	91.7	97.9
2016-17	95	97.9

Source- Compiled from UDISE report of Jharkhand

Pupil-Teacher Ratio

Teaching staff constitute a vital aspect of education .Pupil Teacher ratio is one of the critical indicators of education .It may provide insight to measure the quality education. As per Unified District Information System for Education (UDISE), the Pupil-Teacher Ratio (PTR) at national level for elementary and secondary schools is 24:1 and 27:1 respectively. It indicates that ideally for elementary schools, there should be 24 students for every 1 teacher and for secondary schools there should be 27 students for every 1 teacher. Although between 2013-14 and 2015-16, the ratio has decreased by a small number but in higher secondary level it has increased at an alarming rate from 53:1 to 68:1 and then to 78:1 between 2013-14, 2014-15 and 2015-16 respectively. The pupil teacher ratio is the most important performance indicator which shows the quality education in Jharkhand in 2007 and 2009 there is PTR is 42:1. In academic year 2014-15 it falls and it becomes 24:1 in the academic year 2016-17 there is 36:1 pupil teacher ratio in Primary with upper primary schools and 28:1 in primary schools.

Table 3 Year wise Pupil Teacher Ratio in primary Schools of Jharkhand

Academic Year	Primary Schools	Primary With Upper Primary Schools
2008-09	42	48
2009-10	40	48
2010-11	38	46
2011-12	36	46
2012-13	33	44
2013-14	33	45
2014-15	32	44
2015-16	30	41
2016-17	28	36

Source- Compiled from UDISE report of Jharkhand

Student Class Room Ratio

The student classroom ratio in the primary school in the year 2008-09 is 56 .in the academic year 2016-17 there is only 24 student classroom ratio with which is the lowest in the past 10 years. in Primary with upper primary schools and 17 in Primary schools .

Table : 4 Year Wise Student Class room Ratio in primary Schools of Jharkhand

Year	Primary Schools	Primary With Upper Primary Schools
2008-09	56	48
2009-10	43	35
2010-11	34	42
2011-12	28	37
2012-13	24	33
2013-14	22	31
2014-15	20	29
2015-16	19	28
2016-17	17	24

Source- Compiled from UDISE report of Jharkhand

Electricity and Computer

Electricity is the key factor of education In the academic year 2010-11 only 4.4% primary schools have their own electricity connection and 3.4 %schools have computer facilities .

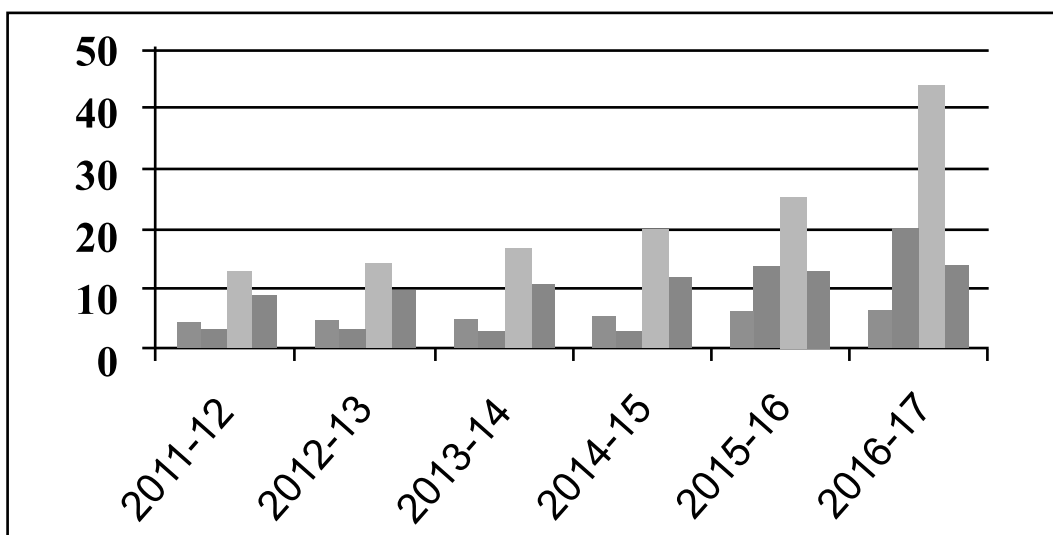
For primary with upper primary schools 13.1% have electricity connection and 8.9 % schools have computer facilities. In the recent academic year 2016-17 there is 6.5% primary schools have electricity and 19.9% primary schools have computers. For upper primary schools 44 % have electricity connection and 14.1% schools have computer facilities.

Table: 5 Primary Schools having Electricity And computer Jharkhand

Academic Year	Primary Schools		Primary With Upper Primary Schools	
	Electricity	Computer	Electricity	Computer
2011-12	4.4	3.4	13.1	8.9
2012-13	4.7	3.3	14.4	9.8
2013-14	4.9	3.1	16.8	10.9
2014-15	5.5	3.2	20.3	12.1
2015-16	6.3	13.9	25.5	13.1
2016-17	6.5	19.9	44	14.1

Source- Compiled from UDISE report of Jharkhand

Graph 1



It has been visible from Graph -1 that facilities of electricity and computer has improving over years.

Toilets and Sanitation in School

Toilet is the main factor for sanitation in the academic year 2007-08 only 12% schools have girls toilet at primary level and 31.7% at primary with upper primary schools. 2016-17 there is 97.6% primary schools and 98.2 % primary with upper primary schools have girls toilets and 97.6% primary and 98.8% primary with upper primary schools have boys toilet .

Table 6 Status of Toilets and Sanitation in Primary and Upper primary schools of Jharkhand

Academic Year	Primary Schools		Primary With Upper Primary Schools	
	Girls Toilet	Boys Toilet	Girls Toilet	Boys Toilet
2007-08	12		32.7	
2008-09	19.3		44.4	
2009-10	36.6		45	
2010-11	66.4	49.5	81.5	57.8
2011-12	63.6	71.4	74.5	81.6
2012-13	81.4	57.8	86.9	64.4
2013-14	82.2	87.5	87.5	92.9
2014-15	81.2	87.7	88.1	93.7
2015-16	96.2	96.1	97.8	97.3
2016-17	97.6	97.6	98.2	98.8

Source- Compiled from UDISE report of Jharkhand

CONCLUSION

The study explores that the quality of primary education has been compromised for its universality in India. Operation Black Board, District Primary Education Project, National Literacy Programme, Sarvha Shiksha Abhiyan- all aim at universalizing. It is time that the nation pays needs to the quality dimension. As it has already been pointed out, quality indirectly helps in making the quantity. As a result, quality improvement programmes need to be devised for all levels-national, state and district.

From the above discussion we can conclude that if we want to achieve sustainable development goals, especially SDG 4 we have to adopt ESD as a process and mechanism for making our education system (school level) robust, progressive and sustainable. An education system or a school organization that promotes the awareness of the complexities, diversities and uncertainties of the surrounding world and promote changes through ESD strategies can be considered as reflexive in relation to social learning and new social movements. Various educational policies and programmes implemented after post-independence period have resulted in improved access of elementary education. The efforts to attain equity and quality is also praise worthy. But universalization of education at the elementary level has not yet been achieved. The study emphasises the need for providing more emphasis on demand-side interventions for better access. Besides creating environment for public awareness, training and human security, the appropriate strategy for the introduction of value-education and vocationalisation of education at the school level also called for, for sustainable development. Various Programmes and Policy were runs by the center and state government which play significant role in achieving the universalization and the sustainable development goals i.e. the quality education .The Current infrastructure of schools education is not remarkable the enrolment ratio is still below on comparison with the other developed state of India. Average teacher per school is a point of consideration which is still low in the academic year 2016-17 it 2.1 in primary school and 5.3 in Primary with upper primary school. Pupil teacher ratio is decreasing continuously from 2008 which is 42 and now (2016-17) it is 28.This is the thinkable situation of both the center and the state government. Nowadays the computer education and the information technology plays a major role in improving the students across the world. So that in Jharkhand government also ensure the fast future of the state's student the process of digitalization of schools is slow but it is on the way of achieving the digital education. . There is also need to (a) identifying the gaps in the evaluation strategies to develop new and improved strategies for enhancing learners' achievement, and (b) adopting and improving upon existing assessment and evaluation tools and focus on (i) developing need-based teaching-learning material; (ii) opening scope for using local-specific material (iii) involving teachers in developing the material and (iv) providing scope for capacity building of teachers for Achieving SDGs.

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ANEXTURE

ANEXTURE 1

Scenario of Elementary Education In India & Jharkhand

Items	Jharkhand	India
Literacy Rate %	66.41	72.98
Literacy Rate Male	76.84	80.88
Literacy Rate Female	55.42	64.63
GER- Primary level 2010-11	155.81	188.62
GER - Upper Primary Level	84.39	81.15
Drop- out Rate at Primary Level	12.62	6.50
Drop-out Rate at primary level [boys]	13.00	6.92
Drop-out Rate at primary level [girls]	12.23	6.07
Drop- out Rate at upper primary level	6.39	6.56
Drop- out Rate at upper primary level [boys]	7.48	7.01
Drop -out Rate at upper primary level [Girls]	5.26	6.08
Gender Parity Index [1-5]	1.02	1.01
Number of girls per hundred Boys [1-5]	97	93

Source-Census 2011; Statistics of schools education